



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

**Deliverable 4.4
EU-African Thematic Working Groups (WGs) and Fora in
place**

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Deliverable introduction

This deliverable compiles the reports of the four EU–African Thematic Working Groups held on the key thematic areas where stronger collaboration and synergies are needed among actors of the VET ecosystem: TVET–business partnerships, work-based learning and entrepreneurship, quality in education, and greening VET in Ghana, Kenya, and Senegal.

The Working Groups included:

1. Greening VET: A Model for Sustainable Vocational Education in Africa (17/12/2024 – Ghana)
2. Quality TVET for the successful training-to-employment transition of youth in Africa (25–26/03/2025 – Kenya)
3. TVET Sub-Working Group (13/11/2025 – Ghana)
4. Atelier “Au-delà du diplôme – tracer les parcours” (25/11/2025 – Senegal)

In addition, two Thematic Fora were organised in Ghana and Kenya to facilitate the exchange of good practices on the JSO Quality Manual Revision and Post-Training student tracking.

Across all Working Groups, the project’s four pillars were addressed transversally, paving the way for new joint areas of work focusing on:

- aligning curricula and VET provision with labour market needs;
- internationalisation strategies and practices for guidance, counselling, and job insertion;
- integrated services for the social and professional inclusion of vulnerable youth;
- strengthening European–African VET–business partnerships, with a view to supporting the participation of professional clusters in Ghana and Senegal in the upcoming European Centres of Vocational Excellence (CoVE) network;
- tracking students’ pathways after completing their TVET programmes, considered a key indicator of training quality.

The Working Groups paved the way for a strengthened and coordinated engagement with the public authorities responsible for the TVET systems in Ghana and Senegal, together with leading private-sector stakeholders.

For each WG/Thematic Forum, the deliverable is structured as follows:

1. WG Report
2. Attendance list
3. Working materials



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Report on the Thematic Working Group meeting

Greening VET: A Model for Sustainable Vocational Education in Africa

Date: 17/12/2024

Place: Don Bosco Technical Institute Ashaiman (Greater Accra, Ghana)

Participants: Representatives from Government TVET Agencies (Ghana TVET Service, CTVET, Ghana Institution of Engineering); TVET Schools (Afienuya, DBTI); Project Partners (DBYN, VIS, BRC), International Agencies (WFP-TTC, GIZ) and Private Sector (Social Enterprise Ghana, Toyota Ghana, JetGourmet Foods)

Introduction

Within the framework of the second Public-Private Partnership (PPP) Cluster Workshop held on December 17, 2024, at the Don Bosco Technical Institute in Ashaiman, Ghana, a key thematic session focused on presenting recommendations and best practices for "greening TVET"—a concept that integrates sustainability and environmental responsibility into vocational training. Central to this conversation was the Don Bosco Solar Department and its Centre of Excellence in Ashaiman, a flagship institution that embodies innovation, technical excellence, and a commitment to renewable energy education.

This summary captures both the achievements presented during the workshop and the broader impact of Don Bosco Solar's efforts across Africa, offering a compelling case for how Technical and Vocational Education and Training (TVET) can drive a greener and more inclusive future.





Point on the agenda

TIMETABLE	ACTIVITIES	SESSION LEADER
9:30 – 9:35	Prayer	SDB
9:35 – 9:40	Welcome Speech	DBYN
9:40 – 10:00	Project Presentation	VIS
10:00– 10:20	Greening TVET	Don Bosco Solar
10:20 – 11:20	Roundtable discussion on WBL experience	All partners
11:20 – 11:35	Coffee break	
11:35 – 12:35	Roundtable discussion on apprenticeship programmes	All partners
12:35 – 13:35	Validation of standard MoU	All partners
13:30 – 14:30	Lunch	

Origins and Mission

The Don Bosco Solar initiative began in 2014 in Adwa, Ethiopia, with a focused vision: to equip African youth with practical skills in solar photovoltaic (PV) technology. As the need for clean and reliable energy expanded across the continent, so too did Don Bosco's commitment. The initiative soon extended to 11 countries, forming a part of a broader network of 132 Don Bosco TVET centers worldwide.

In 2019, the Ashaiman center in Ghana was inaugurated as a specialized solar training facility. This center now serves as a continental model for sustainable vocational education, incorporating three advanced renewable energy systems that power over 99% of its energy needs.

Greening TVET in Practice: Renewable Energy Systems

At the core of the Ashaiman campus are three integrated renewable energy systems, which serve dual roles as power sources and educational platforms:

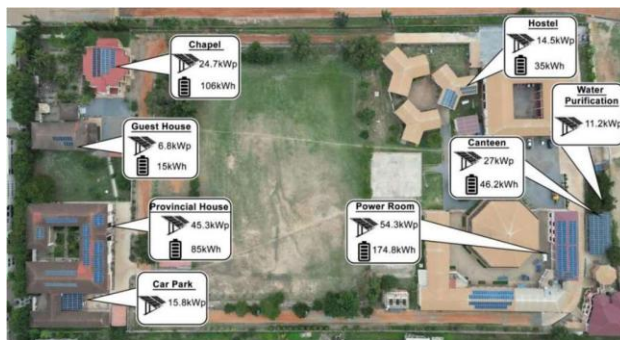
- **Solar PV Mini-Grid System:** This interconnected network provides electricity to various campus facilities, including the canteen, guesthouse, and chapel. Managed jointly by instructors and students, the system not only supplies clean energy but also serves as a live training environment. Battery installations ensure round-the-clock energy availability, even during periods of low solar radiation.
- **Hydrogen Energy System:** Implemented with the support of German experts, this innovative system includes a 20 kW electrolyzer, a 10 kW fuel cell, and



hydrogen storage. The technology not only enhances energy independence but also exposes students to cutting-edge sustainable solutions rarely found in TVET environments.

- **Biogas System:** Organic waste from hostels and the kitchen is transformed into biogas, used primarily by the culinary and hospitality departments. This closed-loop system reinforces the importance of resource recovery and environmental stewardship.

Together, these systems provide students with unique, hands-on experiences in renewable technologies—preparing them to tackle real-world energy challenges with competence and creativity.



The solar mini grid of Don Bosco Technical School



The Hydrogen System

Curriculum and Training Programs

Don Bosco Solar offers internationally accredited training programs that range from six to ten months, blending theoretical instruction with hands-on practice. Certification is awarded by the Delegation of German Chamber of Commerce and Industry (AHK-Ghana), giving graduates a significant advantage in the global job market. While this certification supports employability across multiple countries, stakeholders noted during the workshop that it currently does not facilitate academic progression—a gap that may be addressed through future curriculum reform or partnerships.

The solar training curriculum is complemented by internships, practical attachments, and project- based learning. Student-led innovations include:

- **Portable solar power supply units**
- **Solar incubators for poultry farming**
- **Public solar charging benches**



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- **Mobile power bikes equipped with PV systems**

These projects not only serve community needs but also encourage entrepreneurship and applied problem-solving.



Institutional Sustainability and Economic Model

While Don Bosco Institute receives international support to sustain its operations, it also employs internal revenue-generation strategies. Departments pay for their electricity consumption, revenue is generated from renewable energy systems, and learners contribute through subsidized fees or scholarships. This hybrid model ensures long-term sustainability while maintaining accessibility for disadvantaged students.



Expanding Learning Opportunities

Efforts to make learning more accessible and inclusive were also discussed during the PPP workshop. Past projects supported the development of e-learning modules, though these initiatives have paused in recent years. There is strong encouragement



to revive digital learning platforms, particularly for practical subjects like solar technology and even cosmetology, to broaden access and flexibility.

Moreover, Don Bosco recognizes the importance of soft skills, financial literacy, and leadership training. These elements are increasingly being integrated into technical curricula to produce well- rounded graduates who can take on supervisory and entrepreneurial roles in the green economy.

Partnerships and Knowledge Exchange

The Don Bosco Solar initiative is grounded in collaboration. Through partnerships with universities, industry players, and international organizations, the institution continually enhances its training capacity. Notable partners include:

- **International:** University of Bochum (Germany), Green Power Brains, Senior Experten Service (SES), donor institutions from Austria and Switzerland.
- **Local:** Kwame Nkrumah University of Science and Technology, TINO Solutions Ltd., and Suka Solar Ltd.

Students regularly participate in site visits to major installations such as the Bui Floating Solar Plant and the Bui Hydro Station—experiences that bridge the gap between theory and real-world application.



5 MWp Floating PV at Bui Power Authority



Alumni Engagement and Impact Tracking

The impact of Don Bosco's programs is measured through comprehensive tracer studies and the support of an active **Past Students' Association**. This network enables the institution to gather longitudinal data on graduate employment, income levels, and career progression—typically tracked 2–3 years after graduation.



Graduates from Don Bosco Solar are employed in various sectors of Ghana’s renewable energy industry and in other African countries, contributing directly to sustainable development goals while uplifting their own communities.

Green Culture and Community Engagement

Beyond technical training, Don Bosco fosters environmental consciousness through its **Green Clubs**, which engage both students and local communities. A notable success story is the Green Club in Madagascar, which achieved a significant reduction in plastic bottle use—a clear example of behavior change driven by youth-led initiatives.

Challenges and Opportunities: From Certification to Digital Transformation

While the current training model is robust, discussions at the PPP workshop revealed areas for growth:

- Enhancing certification to enable academic progression
- Reviving e-learning platforms for wider reach
- Expanding outreach through peer-led recruitment strategies such as “tell a friend to tell a friend”

There is also growing interest in developing a **“TVET Trust Framework”** to build confidence among employers, especially in the informal sector, and ensure alignment between training outputs and labor market demands.





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Key Outcomes and Next Steps

As part of the broader **Skilling ECO-VET Project**, the next steps include:

- Scaling up successful models like Don Bosco Solar to other TVET institutions.
- Strengthening industry partnerships to align training with job market needs.
- Integrating sustainability, soft skills, and leadership training across all TVET programs.
- Encouraging innovation, local ownership, and data-driven improvement through ongoing alumni engagement and institutional research.

The Don Bosco Solar model stands as a powerful testament to what is possible when education, sustainability, and community empowerment intersect. By combining technical excellence with social vision, it offers a blueprint for a resilient, green, and inclusive future for Africa's youth

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December 2024





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Organization		Name	Participant List	Sector	Signature
1	VIS	Gabriel Roasto	TVEI		
2	GIP Ghana	Michael Ekasfor	TVEI		
3	G12 Ghana	Kelbert Danful	TVEI		
4	INOS Service	Togbe Ama Adson	TVEI		
5	ATV	Prof Ernest Wuvud	TVEI		
6	Social Enterprise Ghana	Isaac Gvansah	TVEI		
7	Ghana Institution of Engineers	Tuliet M. Gvansah	Reporter 1400		
8	GEORGE TERT-CONF				
9	BRYN	GEORGE TERT-CONF	Don Bosco - AOS		
10	BRC - Iediman	Patric Asante	Partner		
11	Tetgourmet Foods	Tulliano Kossi Tchalla	Partner		
12	TVEI Soudic (Ghana)	Kwabena Bakkyi Ibrahim	TVEI		
13	Akwema Tech. Institute	Emmanuel Fumyaden	TVEI		
14	Don Bosco Solar	David Bakkyi Ama	TVEI		
15	KSSB - CIVEI	Dr Christian Sewardfor Mumbul	CIVEI		
16	TETOTA Ghana Co. Ltd	Eric Anable	Automotive		
17	WFP - TIC	Isaac Frempong	TVEI		
18	Shined Mubank				
19	DI	Shined Mubank	TVEI		
20	VIS	Oswine Senukar	VIS		
21	VIS	Kareem Terezo			
22					



SKILLING Eco-VET

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

Green Technical and Vocational Educational Training



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- ☐ History of Don Bosco Solar
- ☐ Introduction of Don Bosc Solar
- ☐ Don Bosco Solar centers in Africa
- ☐ Exchange of knowledge
- ☐ Renewable energy system available at Don Bosco compound – Ashaiman
- ☐ Solar training program
- ☐ Participation of international conference
- ☐ International and Local Collaboration



In 2014, Don Bosco Solar started training the young people in solar PV at Don Bosco College, Adwa, located in the Tiggray Region of Ethiopia. Recognizing the increasing demand for clean energy and sustainable energy in the Africa, The center expanded its initiative to include other Don Bosco TVET Centers in Africa



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In Adwa, the first solar PV training and installation to provide young people with Solar PV knowledge and skills



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INTRODUCTION OF DON BOSCO SOLAR



DON
BOSCO
SOLAR



The Don Bosco Solar Training Center was established to provide specialized training in solar Photovoltaic (PV) systems, addressing the growing demand for renewable energy skills. In 2019, a separate block was constructed specifically to accommodate solar PV training programs. This facility is well equipped with modern tools and equipment and learning resources to deliver both theory and practical knowledge of solar PV

Mission:

To empower the youth across Africa with skills in Solar PV and renewable energy, fostering sustainable development and also be self-reliance.

Vision:

To provide quality training in solar technology and also collaborate with other Don Bosco Institution in Africa



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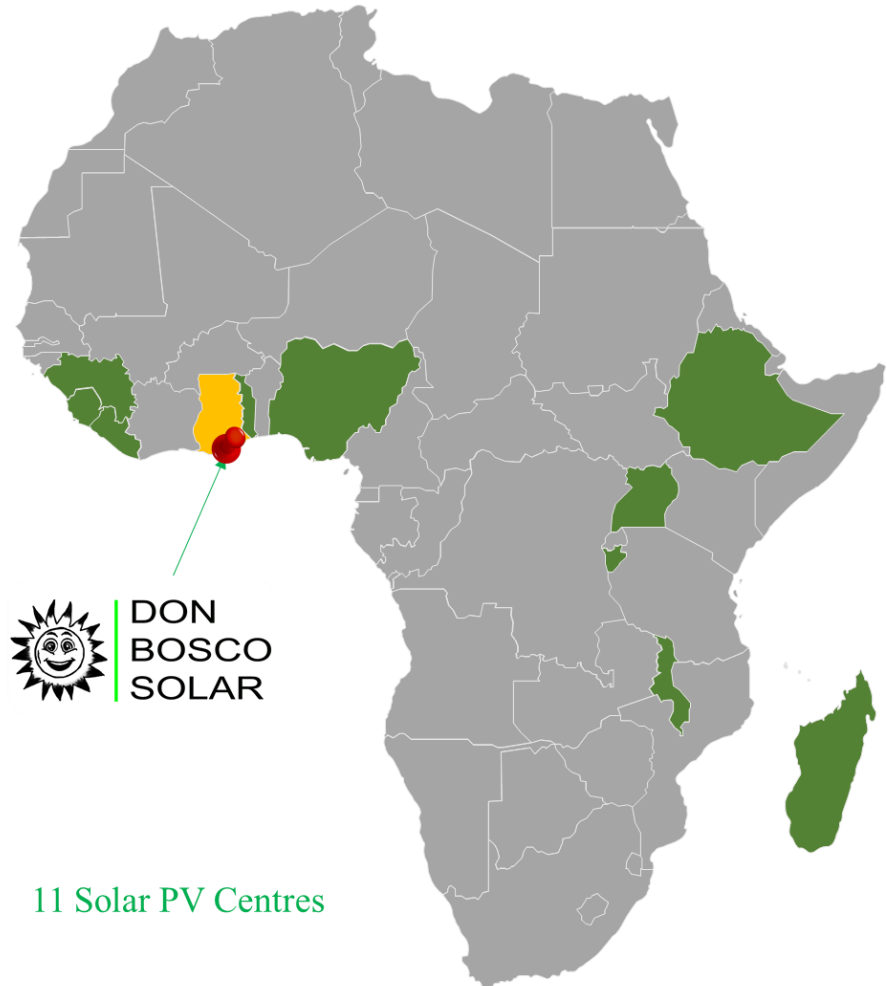
DON BOSCO SOLAR TRAINING CENTERS IN AFRICA



DON
BOSCO
SOLAR



Country	Flags
1. Ghana	
2. Togo	
3. Sierra Leone	
4. Liberia	
5. Nigeria	
6. Guinea Conakry	
7. Uganda	
8. Malawi	
9. Burundi	
10. Ethiopia	
11. Madagascar	



DON
BOSCO
SOLAR

11 Solar PV Centres



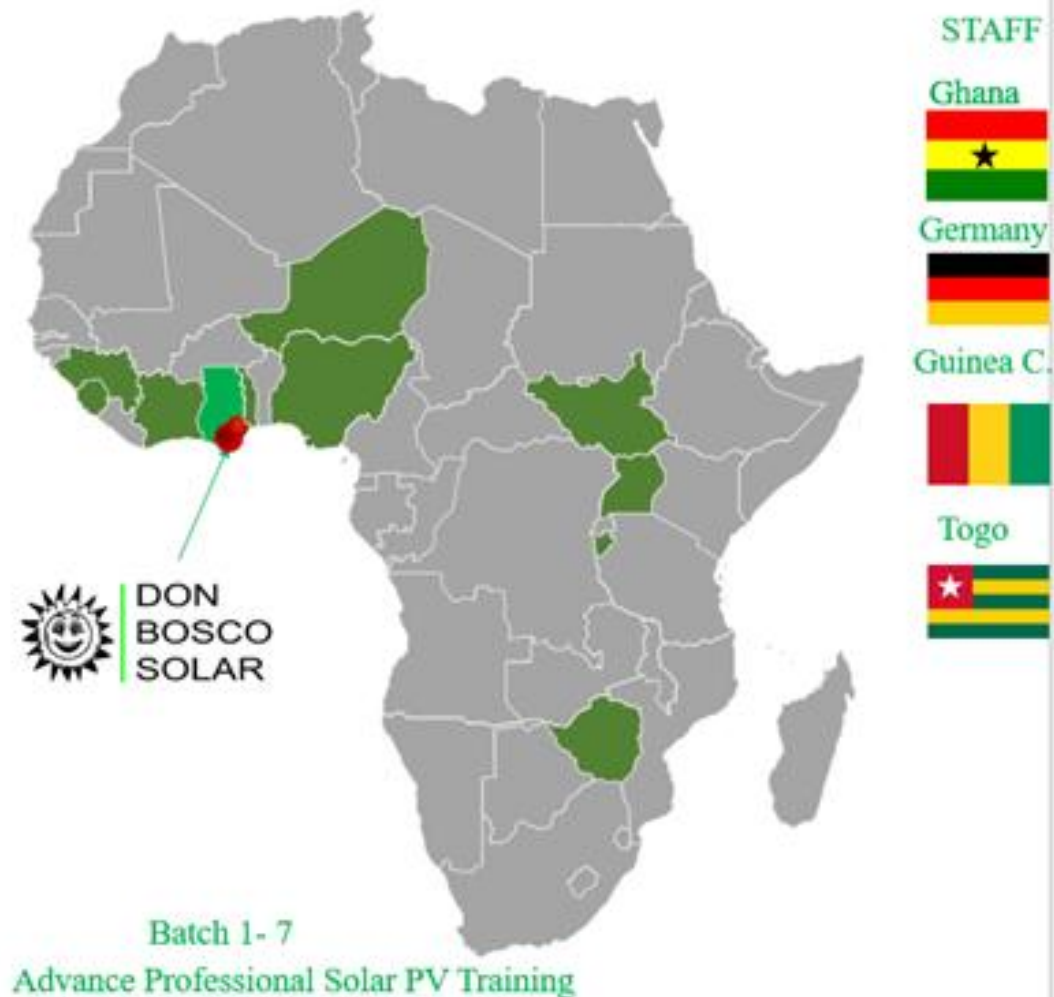
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GRADUATE IN THE ADVANCED PROFESSIONAL COURSE

Country		Graduates
1. Ghana		109
2. Togo		18
3. Sierra Leone		7
4. Ivory Coast		1
5. Nigeria		2
6. Guinea Conakry		3
7. Uganda		1
8. Niger		1
9. Zimbabwe		1
10. Burundi		1
11. South Sudan		1
12. Benin		1



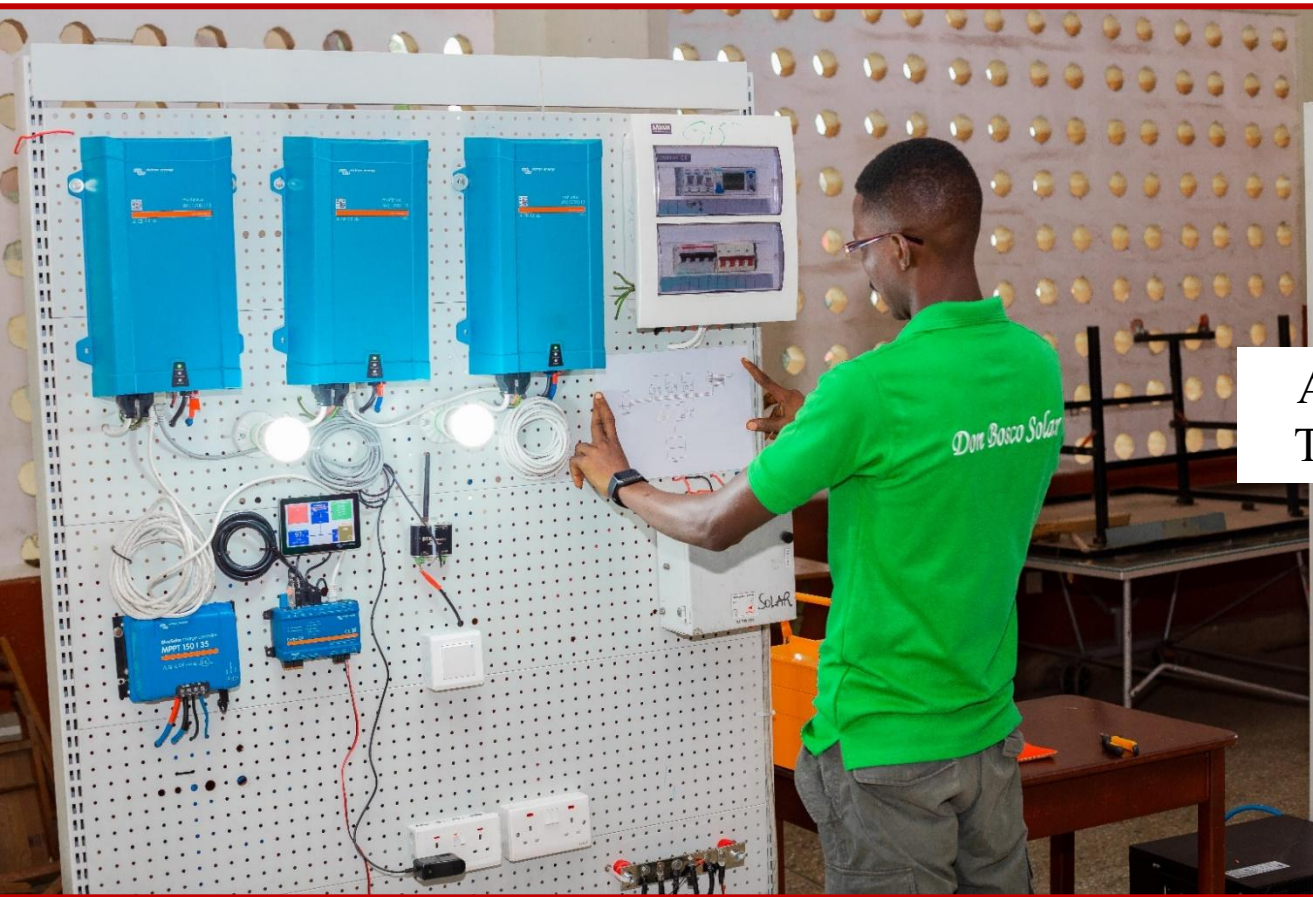
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DON
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SOLAR



Advanced Professional
Training up to 300kWp



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- I. Mini-Grid System
- II. Hydrogen System
- III. Biogas System





Overview of the DB – Mini-Grid

The Don Bosco Mini-Grid systems with eight interconnected solar PV branches, generate 200kWp of clean energy. Smart inverters manage energy flows to balance supply and demand. Battery systems are installed at each branch to ensure reliability and backup during low solar generation period

The DB Mini-Grid provide:

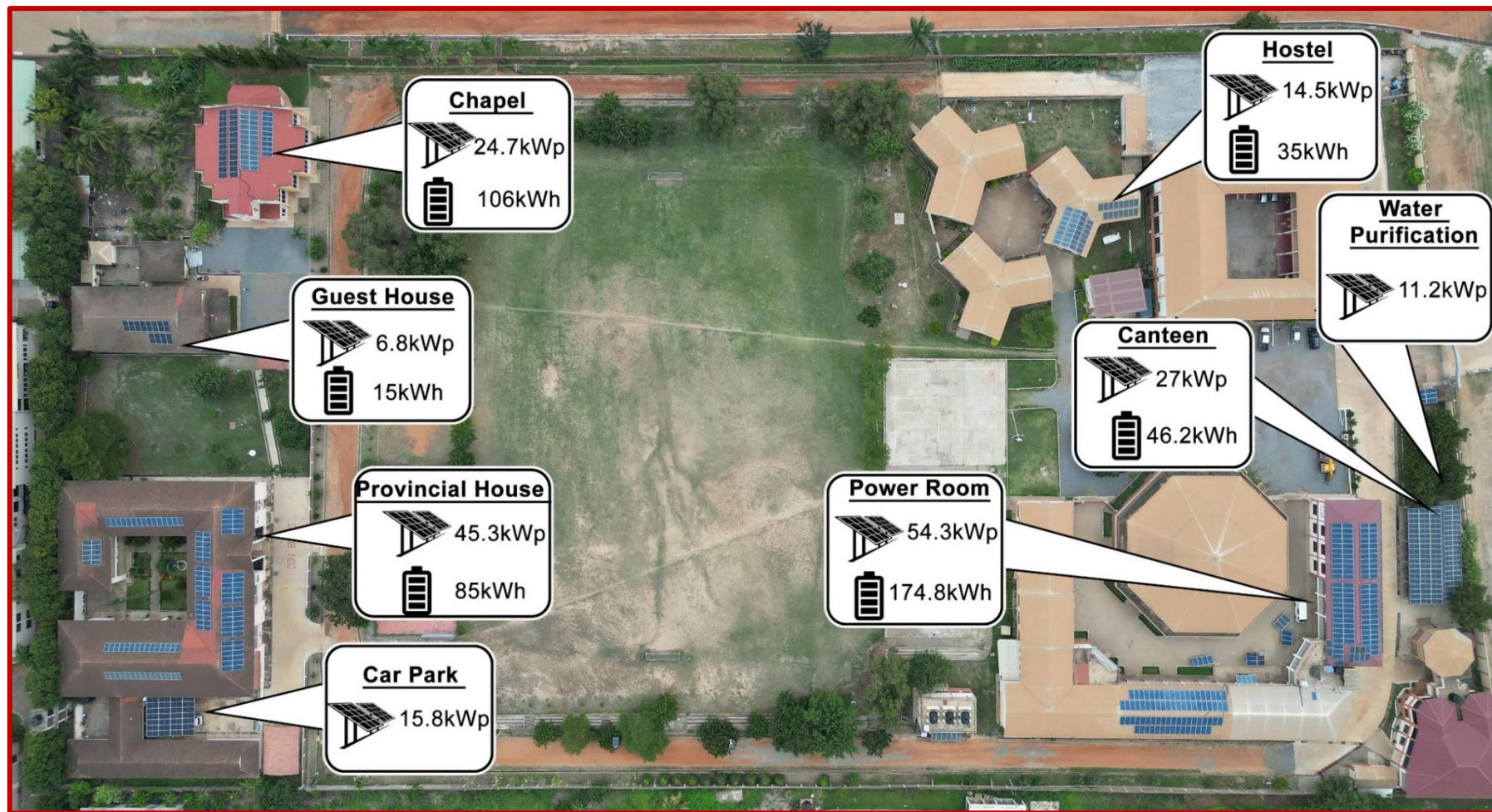
- Reliable and affordable energy
- Self –independence
- Opportunities for technical and vocational training



RENEWABLE ENERGY SYSTEMS AT DON BOSCO COMPOUND



Mini-Grid System



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Hydrogen System

- Electrolyser of 20 kW
- Fuel Cell of 10 kW
- Gas Cylinder of 1.2 MWh = 600 kWh



The Don Bosco Biogas System

The biogas system produce biogas for cooking which is effective sustainable energy solution at the school caring and hospitality department.

We utilize the human waste product from the hostel and food scraps from the canteen to generate biogas through the digester.

SOLAR TRAINING PROGRAM



- The solar training courses are accredited by the Delegation of German Chamber of Commerce and Industry (AHK)-Ghana. To ensure international recognition.
- We conduct six-months and 10-months solar training program incorporating practical and theoretical knowledge
- We offer attachment for practical experience after the six months training.
- We focus on equipping the youth and professionals with the knowledge to install, maintain and troubleshoot Solar PV systems



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Training Purpose:

The Mini-Grid offers vocational and technical training opportunity, making it a hand-on-practical learning environment for our students and teachers while addressing the energy needs of the campus.

- The students learn to calculate energy loads, and optimize systems performance.
- The students gain practical experience in installing PV panels, wiring and inverters systems and many more.





Teaching learning materials for teaching solar PV systems using equipment.

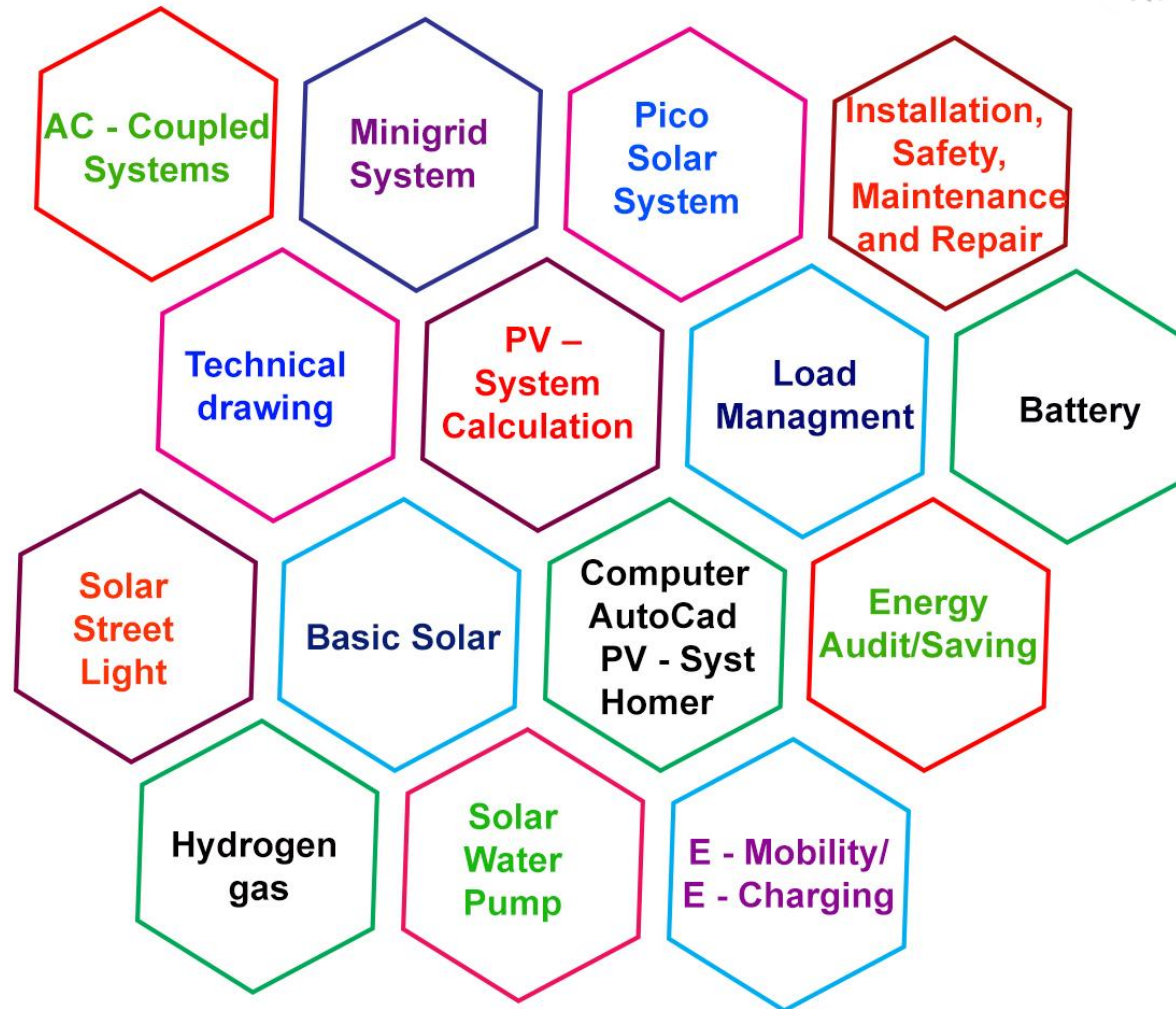
This requires careful planning to ensure it is practical, engaging and aligned with our curriculum.



TRAINING CURRICULUM



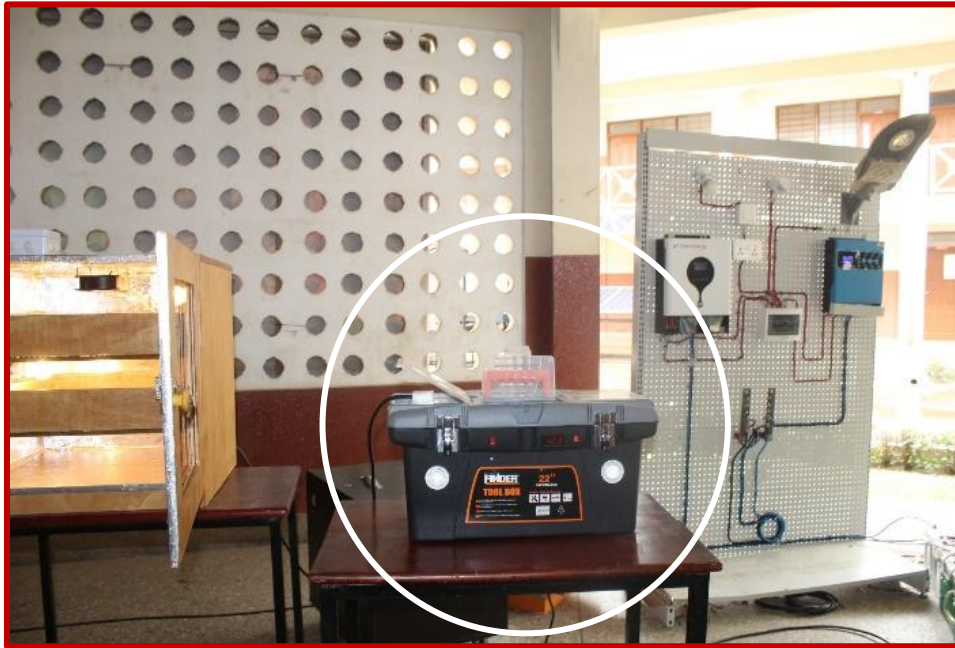
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Portable power supply system

compact and mobile device designed by students to provide electricity. The system provide energy to small appliances, and also suitable for outdoor activities



Solar incubators for chicken

This is sustainable
and energy
Efficient device
used for hatching
Eggs.



Solar Power Bench:

Supply power to charge mobile phones, laptops and other chargeable electronic devices

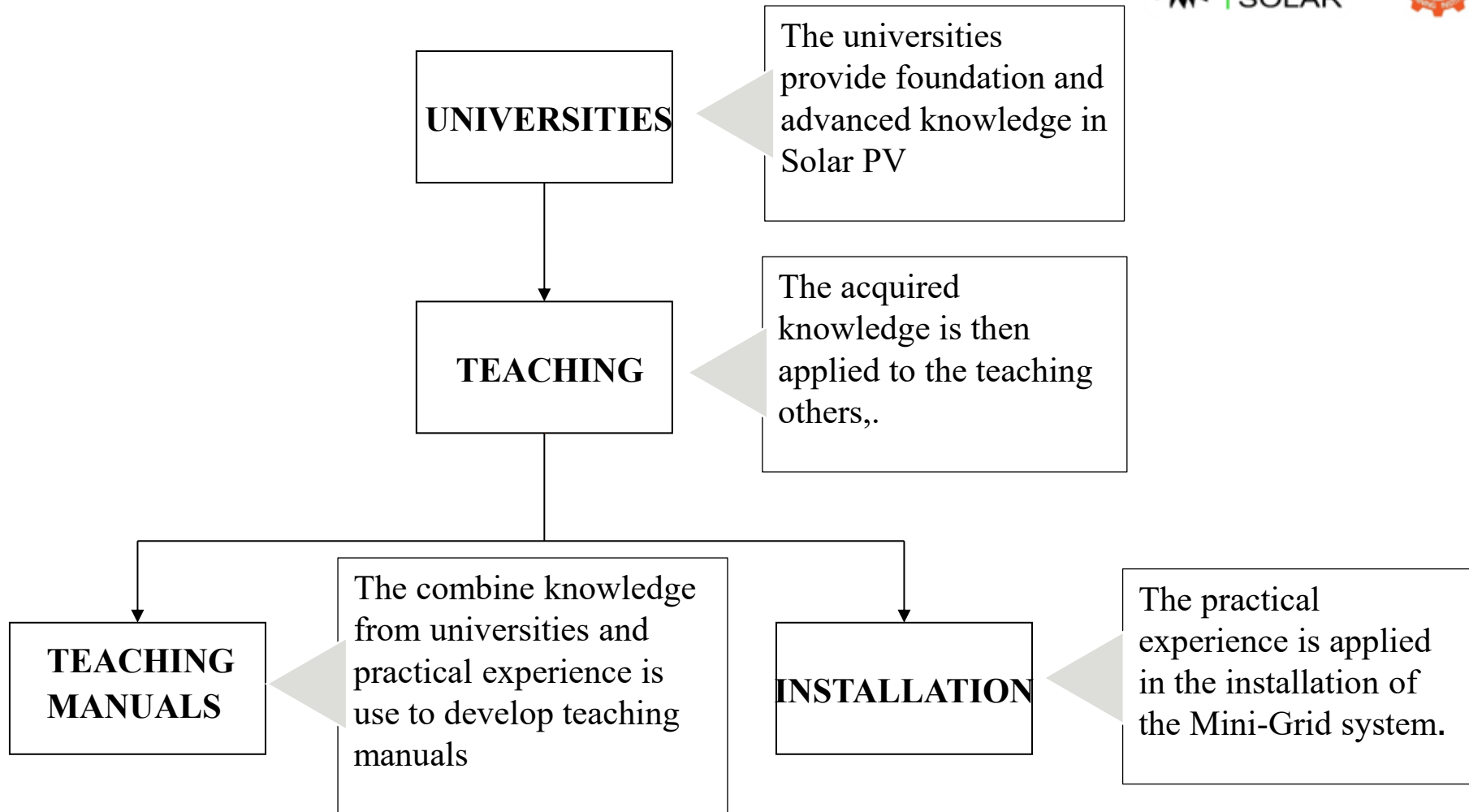


Mobile Power Bike

The mobile power bike is an innovative system which combines bicycle with a power generation PV system and storage. This device is suitable for outdoor activities or in the rural areas.



EXCHANGE OF KNOWLEDGE



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**Visit to Public and Private
Companies:
Bui Hydro Electricity Generation
Station**

**5MWp Floating PV
at Bui Power Authority**



PARTICIPATION IN INTERNATIONAL CONFERENCE



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INTERNATIONAL COLLABORATION



- ☐ Funding institution in Switzerland and Austria.
- ☐ University of Bochum in Germany
- ☐ Senior Experten Service (SES)
- ☐ Delegation of German Chamber of Commerce and Industry –AHK
- ☐ Green Power Brains
- ☐ Eki Foundation
- ☐ Don Bosco Tech Africa



LOCAL COLLABORATION



- ❑ Kwame Nkrumah University of Science and Technology
- ❑ TINO Solution Limited
- ❑ Suka Solar Limited



JOB CREATION



The graduates become skilled workers ready for employment in the fast growing renewable energy sector in Ghana beyond



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Don Bosco Solar PV Competence in Africa



Report on the Thematic Working Group meeting

Quality TVET for the successful training-to-employment transition of youth in africa

Don Bosco Tech Africa Online Annual Stakeholders Assembly (ASA) 2025

Date: 25-26/03/2025

Place: Don Bosco Tech Africa – Applewood Adams 1207, Ngong Road P.O. BOX 62322 – 00200, Nairobi, Kenya

Participants: Directors of 118 Don Bosco TVET centres operating in 34 African countries and DBTA stakeholders; BPD, Youth Ministry, P-TVETs, BdEs, TVET actors and agents in the provinces, invited guests

Introduction

The event is centred on the theme ***"Quality TVET for the Successful Training-to-Employment Transition of Youth in Africa."***

The International Labour Organisation (ILO) estimates that 1 in 4 young people in Africa, around 72 million, are not in employment, education or training (NEET) and among these, two thirds will be women. A study in the South African construction industry, by Abimbola Olukemi Windapo, found that while Africa has a high youth unemployment rate, it also has an acute shortage of qualified or skilled tradesmen, such as electricians, plumbers, welders, fitters and carpenters, whose professions are more technical and require formal training and certification. This is not a shortage of manpower but a skills shortage

This skills shortage is often driven by factors such as inadequate training opportunities, insufficient TVET institutions, a mismatch between training and industry needs, economic barriers to education and training, limited awareness and career perception, and a lack of continuous professional development.

With youth unemployment and skills mismatches persisting in Sub-Saharan Africa, TVET is seen as a valuable tool for enhancing employability, economic stability, and lifelong learning. The discussions of the Annual Stakeholders Assembly (ASA) will focus on:

- Strengthening TVET quality and management strategies
- The Recognition of Prior Learning (RPL) as a pathway to secure and decent jobs
- The role of policy frameworks in ensuring better employment opportunities

Day 1: **Quality TVET for Training-to-Employment Transition**

This session on day 1 will discuss quality foundations to improve the training-to-work transition and the role of quality TVET in aiding a smooth transition from training to youth employment and quality of life. The session will address key areas such as:

1. **Building Quality Foundations in TVET for Employment Readiness:** Strengthening training quality, curriculum relevance, and institutional capacity to improve youth employability.
2. **Strengthening Industry and Labour Market Linkages:** Enhancing collaboration between TVET institutions and employers to ensure training aligns with evolving job market demands.
3. **Work-Based Learning and Apprenticeships:** Expanding internship, apprenticeship, dual training, and on-the-job training opportunities to improve the transition from training to employment.
4. **The Role of TVET in Enhancing Youth Livelihoods and Social Mobility:** Assessing how quality TVET contributes to sustainable employment, economic empowerment, and lifelong learning.

Leading Questions

- What key quality standards and institutional strategies are needed to ensure TVET effectively prepares youth for employment?
- How can stronger collaboration between TVET providers, policymakers, and industries enhance the transition from training to decent employment?
- What role do work-based learning models (such as apprenticeships, internships and dual training) play in ensuring TVET graduates are job-ready?

Day 2: **Recognition of Prior Learning (RPL) for Decent Employment**

This session on day 2 will discuss the role of RPL policy frameworks in TVET and employment, and the significance of RPL in enhancing the transition from insecure jobs to more decent and secure jobs. The session will address key areas such as:

1. **The Role of RPL in Bridging Skills Gaps:** Exploring how RPL provides a pathway for recognising informal and non-formal skills, helping workers transition to better employment opportunities.
2. **RPL Policy Frameworks and TVET Systems:** Examining how well-developed policy frameworks can integrate RPL into national TVET systems for broader accessibility and credibility.
3. **Strengthening RPL Implementation for Workforce Development:** Addressing the challenges and best practices in implementing RPL at national and institutional levels to improve skills recognition.
4. **RPL as a Tool for Economic Empowerment and Social Mobility:** Assessing how RPL can support workers in insecure jobs by opening doors to formal employment, career growth, and better livelihoods.

Leading Questions

- How can RPL frameworks be effectively integrated into TVET systems to enhance employment opportunities for workers in the informal sector?
- What are the key challenges in implementing RPL at national and institutional levels, and how can they be addressed?
- How does RPL contribute to economic empowerment and social mobility for individuals transitioning from insecure to more secure jobs?

Point on the agenda

DAY 1: TUESDAY, 25 March 2025		
TIME	TASKS AND ACTIVITIES	RESPONSIBLE PERSON(S)
1:00 PM – 1:15 PM	Opening prayer and official opening remarks	Don Bosco Tech Africa Director: Fr. Maximus Okoro
1:15 PM – 1:25 PM	Introduction and presentation of the ASA	Moderator: Mr. Ngure Githinji
1:25 PM – 2:00 PM	Presentation: Quality foundations for improving the transition from education to employment	DBTA project officer: Mr. Jean Nepomuscene Nshimiyimana.
2:00 PM – 2:45 PM	Round table: The role of quality TVET in facilitating the transition from training to employment for young people and improving their quality of life.	Speakers: <ol style="list-style-type: none"> 1. Executive Director of DBTECH Europe: Mr. Piero Fabris 2. Director of ADAFO/SSFS: Fr. Roméo Salami 3. International Programme Officer at CNOS-FAP, VIS: Mr. Ivan Toscano 4. Executive Director of Tributary Initiative for Learning: Ms Eniola Adefioye 5. Monitoring and Evaluation Officer at Don Bosco Tech Africa: Mr Patrick Wachira Moderator: Mr Ngure Githinji
2:45 PM – 2:50 PM	Q&A	Moderator : Mr. Ngure Githinji Tous les participants
2:50 PM – 3:20 PM	« Skilling ECO-VET » project presentation	Regional Programme Coordinator for West Africa-VIS: Ms Federica Farnè
3:20 PM – 3:30 PM	Conclusion of the discussion Announcements regarding Day 2	Moderator : Mr. Ngure Githinji

JOUR 2 : MERCREDI 26 MARS 2025		
TIME	TASKS AND ACTIVITIES	RESPONSIBLE PERSON(S)
1:00 PM – 1:05 PM	Introduction and welcoming	Moderator : Mr. Ngure Githinji
1:05 PM – 1:40 PM	Presentation: The role of the policy framework for the Validation of Acquired Competences (VAC) in the context of a quality TVET process for decent jobs and better livelihoods.	Director of Vocational and Technical Education – Kenya: Mr Tom Otieno Olang'o
1:40 PM – 2:30 PM	Round table: The importance of Validation of Acquired Experience (VAE) in facilitating the transition from precarious jobs to more decent and secure employment	Speakers: <ol style="list-style-type: none"> Chief Executive Officer of the Kenya National Federation of Jua Kali Associations (KNFJKA): <ol style="list-style-type: none"> Mr Nyamai Wambua Director of the Professional Certification House: <ol style="list-style-type: none"> Mr Joseph NANA Office and Project Management Manager at EVBB: Ms Sonia Degroote Central Region Manager at TVETA – Malawi: Mr Joseph Sambaya Senior Youth Advisor at the African Union Commission: Mr Nicholas Ouma Moderator : Mr. Ngure Githinji
2:30 PM – 3:00 PM	Q&A	Moderator : Mr. Ngure Githinji Tous les participants
3:00 PM – 3:15 PM	Closing remarks and closing prayer	DBTECH Afrique Director : Fr. Maxime Okoro

Keynote Address by Fr. Maximus Okoro, Director, Don Bosco Tech Africa

Fr. Maximus talked about the urgent realities facing youth in Sub-Saharan Africa. He highlighted that nearly three in four young adults in the region are engaged in insecure employment, and the NEET-rate (Not in Education, Employment, or Training) stands at

21.9% for the region. Behind these statistics, he reminded participants, are real-life situations, young people full of dreams and potential, but held back by structural limitations.

Fr. Maximus underscored that Technical and Vocational Education and Training (TVET) is not only an educational pathway but also a matter of justice and a global priority. He expressed his strong belief that TVET can transform this narrative by equipping youth with the skills, support, and opportunities they need to shape brighter futures.

He emphasized that achieving this goal requires collective action. Educators, policymakers, and employers must work together to enhance the quality of training, recognize skills acquired outside formal settings, and advocate for policies that promote decent and secure employment.

Calling for active engagement, he encouraged participants to use the two-day assembly as a platform to openly share ideas, challenge perspectives, and develop practical, scalable solutions across the Don Bosco network. He concluded by reaffirming that this assembly is not just about shaping policies, it is about changing lives.

Opening Remarks by Mr. Steffen Möhlendick, Project Manager of Public Cooperation Partners – Don Bosco Mondo

Mr. Steffen Möhlendick, echoing Fr. Maximus' remarks, emphasized that there are no simple solutions in TVET. Training young people and expecting immediate employment outcomes is not enough. Businesses cannot simply absorb new graduates and expect seamless results, and governments cannot rely solely on policies to drive change.

He stressed that real impact in TVET requires a holistic and coordinated approach that includes the voices of all stakeholders – educators, employers, and policymakers. He challenged the audience to consider how to support smoother transitions from training to employment, how to recognize existing skills, and ultimately, how to empower young people to succeed in life in the spirit of Don Bosco.

Quality Foundations to Improve the Training-To-Work Transition: Presentation by Jean Nepomuscene, Project Officer at Don Bosco Tech Africa

This session emphasized the critical role of internal quality management systems (QMS) in TVET institutions to enhance youth employability and quality of life. The presentation outlined historical milestones in quality management, from medieval guilds in the 13th century to modern-day Total Quality Management and beyond, where new technologies such as artificial intelligence are integrated.

Jean introduced the Plan-Do-Check-Act (PDCA) quality cycle as a framework for continuous improvement and highlighted key internal management pillars: leadership, stakeholder involvement, institutional development, and optimal resource management. Emphasis was

placed on building a quality culture within TVET institutions by cultivating shared ownership, adaptability, collaboration, and trust.

The presentation detailed essential areas for quality management, including curriculum development, teaching and learning processes, leadership, organizational structure, and resource allocation. It also stressed the importance of teamwork, where high-performing project teams thrive on shared understanding, open communication, and resilience.

Question and Answer Session with Jean Nepomuscene

A concern was raised about outdated machines and equipment and how institutions can ensure quality training under such circumstances. Jean agreed that quality training is directly linked to the availability of up-to-date tools and equipment. He emphasized the need for each training institution to undertake a comprehensive internal and external self-assessment to identify gaps. He encouraged institutions to document their findings and engage stakeholders, including government agencies and development partners, to mobilize support. Institutions were also urged to communicate their strategic vision to attract investment and improve outcomes for youth.

Another question was how TVET institutions can ensure a 100% transition rate from training to employment. In response, Jean emphasized that achieving full transition requires multi-stakeholder collaboration. Institutions must ensure they have the necessary infrastructure, equipment, and qualified trainers. Engagement with industries is essential, including inviting them into the training process and aligning programs with labour market needs. He noted that dual training systems can only succeed with strong policy support from governments and active partnerships with the private sector.

A participant inquired about the availability of diagnostic tools to assess the relevance and effectiveness of training programs. Jean reiterated that conducting diagnostic assessments is essential for improving the quality of TVET programs. Such assessments should examine both internal capacities and external market demands, including technological trends and employment needs. These insights inform strategic adjustments to ensure programs remain relevant and effective.

A participant asked about the connection between the leadership profile of training directors and the delivery of quality training leading to employment. Jean emphasized that TVET managers must possess qualities of entrepreneurship, adaptability, and strategic vision. Directors should be capable of leading innovation, particularly in areas such as digital transformation and self-employment training. Furthermore, leaders should be in tune with labour market demands and committed to improving both institutional performance and trainee outcomes. He also advocated for collaboration between institutional leaders, government, and industry to facilitate enabling environments for quality TVET.

Panel Discussion: The Role of Quality TVET in Aiding a Smooth Transition from Training to Youth Employment and Quality of Life

Mr. Piero Fabris, Executive Director of Don Bosco Tech Europe, emphasized the importance of combining strong systems with human-centred approaches. From the Salesian perspective, quality begins with the preventive system, which builds trust, discipline, and self-confidence among trainees; qualities that employers value. He highlighted the need for outcome-based curricula developed in partnership with industry, continuous capacity building for trainers, and training in both pedagogy and technical skills. He stressed the importance of robust monitoring and evaluation frameworks with clear performance indicators, inclusive and gender-sensitive policies, and strengthening industry collaboration. For Piero, excellence must remain rooted in the mission and values of the institution.

Mr. Ivan Toscano, International Program Officer at CNOS-FAP & VIS, stressed that quality TVET is not only about job placement but also about giving young people the tools to navigate and improve their lives. He encouraged TVET providers to see themselves as transformational agents. Quality happens when learning is personalized to meet the diverse needs of trainees, including recognition of skills acquired outside formal systems. He advocated for lifelong learning, work-based training, and meaningful partnerships with industries. Enterprises must be seen as co-educators who play a critical role in shaping learning experiences. He called for shared responsibility in creating effective school-to-work transitions.

Mr. Patrick Wachira, MEAL Officer Don Bosco Tech Africa, pointed out that quality must start before trainees are admitted. Institutions must ensure the relevance of their courses by assessing labour market needs. This influences curriculum design, trainer capacity, and continuous training. He called for strong orientation programs to help trainees make informed career choices and set personal goals. A supportive and engaging learning environment is vital to holistic development. He also highlighted the importance of competence-based training, digital skills, and green transition practices to prepare learners not only for today's needs but for future work environments.

Ms. Eniola Adefioye, Managing Director of Tributary Initiative for Learning, stressed that quality means ensuring trainees gain relevant skills and competencies by the end of their training. Market intelligence should inform curriculum development, which must involve industry input. She emphasized the continuous development of trainers, not only in teaching skills but also in curriculum implementation and digital instruction. Soft skills and entrepreneurship should be fully integrated into training programs. She pointed out the challenge of industry collaboration and called for more dual training opportunities, where trainees can gain practical experience using up-to-date equipment. She also highlighted the need for inclusive enrolment strategies and the use of digital solutions to improve access and effectiveness. Job Service Offices (JSOs) were noted as key in enhancing career guidance, industry collaboration, and ensuring effective school-to-work transitions.

The panel emphasized the importance of strong collaboration between TVET institutions, industries, and government in ensuring a smooth transition of trainees into the workforce. The key take-away's include:

- Fr. Romeo Salami, Director of the Planning and Development Office (PDO) AON Province, shared that successful collaboration requires formal and consistent engagement with partners. Through regular meetings, each party gains insight into what the other is doing, leading to better mutual understanding. Feedback from trainees during internships or after employment helps identify gaps in training. These findings are then shared with government bodies to improve curriculum alignment with industry needs. Networking is therefore crucial in identifying these gaps and finding solutions.
- Ms. Eniola highlighted that collaboration ensures the curriculum remains relevant and builds trust between institutions and employers. It increases opportunities for youth and promotes smooth transitions to work. She added that industry partners can serve as advisors, and that work-based learning (WBL) benefits not only students but also trainers and alumni who return to train future trainees.
- Mr. Ivan stressed that effective work-based learning thrives when all actors; TVET institutions, government, and industry—recognize it as a win-win approach. For companies, it can reduce recruitment and training costs. Apprenticeships need to be well-promoted to raise awareness of their value. In-company mentors should guide trainees in both technical and life skills. He emphasized that institutions must monitor trainees during placements and consider WBL as an ongoing institutional responsibility, not just a task to complete.
- Mr. Piero called for meaningful partnerships that go beyond paperwork. He advocated for innovation hubs where public and private actors work together on real proposals. Partnerships should move from symbolic cooperation to shared responsibility. WBL is more than a teaching method—it is a transformative experience that prepares youth not just for work but for life. Don Bosco's history shows that WBL also involves guiding and mentoring young people. He encouraged pushing for the inclusion of WBL in national qualification frameworks to gain formal recognition and funding for such programs.
- Mr. Patrick highlighted successful examples of public-private partnerships within Don Bosco institutions. He called for more research, including tracer studies, to understand graduate outcomes and industry expectations. He noted that the Job Service Office (JSO) is key in gathering this data and maintaining employer relations. Patrick emphasized involving industry and government representatives in school management boards to provide real-world perspectives. He acknowledged the apprenticeship program at Don Bosco Boys' Town, Kenya where trainees spend one

week in the institution and three weeks in the industry. Each trainee has a mentor in the workplace, and close communication is maintained between trainers and industry mentors. The program has shown impressive results: 90% of the first cohort were absorbed into the industry, with 55% graduating with first-class honors. The remaining 10% lacked soft skills, underscoring their importance. This model has attracted more industry partners and demonstrated that dual training is effective when industries invest early in the training process. It also fosters problem-solving skills in learners, which is reflected in assessments.

Skilling Eco-VET Project in Ghana and Senegal: Presented by Ms. Federica Farné Program Regional Coordinator for West Africa – VIS

Ms. Federica Farné presented an inspiring overview of the *Skilling Eco-VET* project, which is being implemented in Ghana and Senegal to strengthen the vocational education and training (VET) ecosystem. The project, funded by the European Education and Culture Executive Agency, began in January 2023 and runs until December 2025.

The initiative aims to create a more supportive environment for public and private VET actors, with the ultimate goal of improving livelihoods and reducing irregular migration. It specifically targets women, youth, vocational students, trainers, and other stakeholders such as Job Service Officers and civil society organizations.

Federica highlighted three key challenges the project is tackling:

1. A mismatch between the skills taught and the actual needs of the job market.
2. Weak coordination among stakeholders in the VET space.
3. Limited capacity among trainers to apply inclusive, innovative teaching methods.

To address these, the project uses a strategic approach based on capacity building, sharing of best practices, and both South-South and triangular cooperation. It includes training modules on green skills, inclusive education, women's entrepreneurship, and youth employment.

So far, significant progress has been made. The team has conducted capacity assessments, developed training materials, organized peer reviews, launched a digital toolkit, and fostered partnerships between schools and businesses. A final conference is planned in Senegal later this year to present results and lessons learned.

Questions and Answer session with Panellists

Q1: What strategies should be adopted to enhance access for girls and young mothers in specific professions to promote their empowerment?

One of the key strategies is capacity building for trainers, ensuring they are equipped with current industry knowledge and gender-sensitive approaches. This enhances their ability to support all learners effectively, including girls and young mothers. It's also essential to

embed entrepreneurship training tailored to women and youth, helping them explore self-employment opportunities. The training content must remain up to date, with continuous professional development for trainers, including peer visits and peer reviews to drive quality improvement. Moreover, soft skills such as confidence, communication, and resilience should be integrated into the curriculum to support holistic development and empowerment.

Q2: In Africa where businesses are limited, how can we support young graduates who struggle to find decent jobs and equip them to become entrepreneurs?

A key solution is to raise awareness among young people about entrepreneurship as a viable and rewarding career path, not just formal employment. This includes showcasing success stories of youth-led enterprises to inspire others. Practical entrepreneurship training should be embedded in TVET programs, equipping trainees with the mindset and tools to start and manage small businesses. Support systems such as mentorship, access to financing, and incubation hubs are also crucial in helping graduates transition into self-employment.

Q3: Quality is a shared responsibility that involves educators, students, policy makers, communities, and employers. How can we promote sustained dialogue among all these stakeholders?

The most effective approach is to establish stable and ongoing platforms where all key actors TVET providers, businesses, and policy makers can engage in regular dialogue. These platforms should focus on co-creating relevant services, planning for future skills, and collaboratively designing work-based learning models. By consistently bringing stakeholders together, we foster shared ownership, alignment of expectations, and more sustainable and impactful solutions for the TVET ecosystem.

Q4: How can Don Bosco institutes promote and sustain teacher profiling and industry-led capacity building, especially in the context of quality training?

Don Bosco institutes should begin with competency-based profiling of instructors. This helps define the specific skills and expertise required for each trade area and guides recruitment and training efforts. Instructors should also be exposed to exchange programs, both within and outside the network, to share best practices, learn from others, and identify areas for growth. Close collaboration with industry partners is essential to ensure that staff development is aligned with current market needs, thus improving training relevance and overall quality.

Recognition of Prior Learning (RPL): Presented by Mr. Tom Otieno Olang'o, Director of Vocational and Technical Education, Ministry of Education - State Department for VET, Kenya

Mr. Tom Otieno delivered a comprehensive presentation on the significance of Recognition of Prior Learning (RPL), with a focus on the Kenyan context. He began by tracing the global history of RPL, which began in the 1930s in France and later gained traction in countries like the USA, Canada, and Australia as a way to validate the skills and knowledge of individuals—especially those who gained competencies outside formal education. In Africa, South Africa

has led the way in RPL, using it to address the educational disparities created during Apartheid and to facilitate access to higher education and professional opportunities.

In Kenya, although some forms of RPL have been in place since the 1960s, it was only recently that the country launched a comprehensive national RPL policy framework. The main goal of this framework is to formally recognize the skills and knowledge individuals have acquired through informal, non-formal, and experiential learning. This is especially significant given Kenya's large informal sector, which includes many people with valuable skills but without the formal qualifications for those skills.

Mr. Otieno emphasized that RPL is not just about education, it's a tool for national development. It helps reduce skills mismatch, improves employability, enhances labour mobility, and allows for lifelong learning. It enables people with practical experience, such as artisans, innovators, and those trained through apprenticeships or online platforms, to be assessed and certified without having to start from scratch in the education system.

Kenya's RPL system is aligned with the Kenya National Qualifications Framework (KNQF), which brings together various education and training sectors, including TVET, university education, industrial training, and lifelong learning. The policy was developed through a multi-sectoral approach led by the Kenya National Qualifications Authority (KNQA), with support from regulatory bodies and qualification-awarding institutions. Key motivations for implementing RPL in Kenya include:

- High numbers of uncertified but skilled individuals, especially youth.
- Barriers to employment due to lack of formal certificates.
- The need to standardize qualifications to enable local and international labour mobility.
- The rise of digital learning and innovations that are not formally recognized.
- Integration of vulnerable populations like refugees and returnees into the workforce.

The presentation also highlighted that RPL helps avoid duplication in learning, fast-tracks access to further education, and improves self-esteem and productivity among individuals. It is especially beneficial for disadvantaged groups, including women, girls, and marginalized communities.

To ensure success, Mr. Otieno underscored several guiding principles for RPL implementation: inclusivity, confidentiality, fairness in assessment, gender responsiveness, stakeholder participation, and sustainability. He noted that while challenges such as low public awareness and resistance from some sectors still exist, these can be addressed through continuous sensitization and collaboration.

In conclusion, Mr. Otieno described RPL as a transformative policy that provides new pathways to education, employment, and innovation. It promotes equity and economic growth by unlocking the potential of millions whose skills have long gone unrecognized.

Panel Discussion: The Significance of RPL in Enhancing the Transition from Insecure Jobs to More Decent and Secure Jobs

Mr Nicholas Ouma, Senior Youth Advisor at the African Union (AU) Commission, Department of Education, Science, Technology, and Innovation emphasized that effective integration of RPL into TVET systems in Africa requires:

- Strong government support through clear policies and institutional frameworks.
- Standardization and quality assurance with involvement from all stakeholders (industry, educators, employers).
- Accessible and flexible assessment methods (e.g., practical demonstrations, portfolios, workplace observation).
- Public awareness campaigns to inform potential candidates about the benefits.
- Continuous training for assessors.
- Reliable data systems for monitoring and improvement.
- Regional collaboration to share lessons and align practices across countries.

Ms. Sonia Degroote, Head of office and project management at EVBB, shared insights from Europe, highlighting RPL as a powerful tool to formally recognize skills gained informally. In countries like France and Germany, RPL leads to nationally recognized certification, better jobs, and social protection—even for migrants and refugees. She stressed RPL’s potential for Africa-Europe cooperation, mobility opportunities, and economic growth when aligned with national labour market priorities.

Mr. Nyamai Wambua, Chief Executive Officer Kenya National Federation of Jua Kali Associations (KNFJKA) emphasized that RPL is a major breakthrough for the informal sector, which is a key source of skills development in Africa. RPL is especially relevant in Kenya, where many people have gained skills informally or through unassessed formal training. The policy supports youth, migrants, and refugees by offering them a pathway to certification and better employment. He noted that Kenya’s informal sector commonly known as the Jua Kali industry, is actively engaging in partnerships such as exchange programmes with Nigeria’s Council for Registered Builders to strengthen recognition and regulation of skills across sectors.

Mr. Joseph Sambaya, Regional Service Centre Manager at the TEVET Authority, Malawi, shared Malawi’s journey in implementing the RPL system, highlighting both the challenges and the progress made. At the national level, early challenges included delays in policy development, securing political will, stakeholder engagement, and accessing technical expertise. These were addressed through advocacy, consultations, and benchmarking with countries already implementing RPL.

Malawi launched its RPL framework in 2022 and conducted a successful pilot in 2023. However, challenges persist in funding, outdated equipment at assessment centres, and limited capacity of assessors. The country is currently preparing for its first full cohort and plans to use both trade testing centres and technical colleges for implementation.

Industry support has played a key role, with employers pushing for certification of skilled but uncertified workers. There is also strong demand from artisans who have trained others but lack formal recognition. Donor support, particularly from the ILO, has been instrumental in facilitating progress. Malawi continues to learn from regional experiences while building internal capacity to scale up RPL implementation.

Mr. Joseph Nana, Director of Professional Certification in Burkina Faso, shared that their journey with the Recognition of Prior Learning (RPL) began in 2010. While some progress has been made, the system is still not fully anchored, and several challenges remain.

He explained that, just like in other countries, the goal of RPL in Burkina Faso is to officially recognize the skills of workers, especially those in the informal sector like mechanics and miners, who have practical experience but no formal certification. This recognition would not only help the individuals grow in their careers but also strengthen the industries they work in.

Mr. Nana pointed out key challenges, such as absence of partial validation (step-by-step certification for specific skills), limited government financing, and low public awareness about RPL and a shortage of trained assessors and trainers.

Despite these hurdles, Mr. Nana emphasized the urgency and importance of RPL, especially with the rise of new professions where traditional training paths do not exist. He stressed that having a system in place to recognize and certify real-world skills could open up new opportunities for many workers in Burkina Faso.

Question and Answer Session

The panelists tackled key concerns around the challenges and realities of RPL.

Mr. Tom responded to a question on why many people still struggle to access RPL opportunities despite its promise to bridge education and employment gaps. He explained that efforts are underway to increase access by establishing RPL centres across the country, which will make assessment services more readily available to those who need them.

Ms. Sonia addressed the complexity of the certification process. She acknowledged that RPL can be long, expensive, and discouraging for some. However, she emphasized that the benefits such as better jobs and improved livelihoods, far outweigh the challenges, especially for informal workers, women, youth, and those in rural areas. She also emphasised the importance of confidentiality in the RPL process, highlighting that it should be managed at the national level to protect individuals' data. She explained that, in countries like France and Germany, RPL is handled through national employment agencies, where candidates submit their personal details and work experience. The process includes six months of support, followed by evaluation by a national jury bound by strict data protection regulations such as the EU's GDPR. Personal data is not shared without consent; only the final certificate is shared by the candidate when applying for jobs.

On the issue of literacy, Mr. Sambaya shared how Malawi has made its RPL process more inclusive by using local languages during assessments. This allows skilled artisans who may not be fluent in English or formally educated to still demonstrate their abilities and earn certification. He also explained that for those aiming to progress further in formal education, additional literacy and numeracy training is provided.

Mr. Tom added that candidates are screened beforehand to identify literacy challenges and are supported with training before and after the assessments. This approach helps ensure that people aren't left behind simply because they struggle with reading or writing.

Closing Remarks by Mr. Steffen Möhlendick

Mr. Steffen thanked all the panellists for their valuable insights and highlighted the global relevance of RPL, especially in addressing workforce shortages. He noted that even in Europe, the lack of skilled workers is evident, and a well-structured RPL system could help fill these gaps by recognising informal and non-formal skills.

He emphasized that for RPL to work effectively, there must be clear structures, transparency, and a shared understanding among all stakeholders. He also stressed the importance of collaboration and peer learning between countries and institutions to build strong systems. Mr. Steffen pointed out that RPL not only benefits individuals by offering better job prospects and career growth but also helps companies make better use of available talent, boosting productivity. He underlined that RPL breaks down educational barriers, especially for marginalised groups like refugees and persons with disabilities, and promotes lifelong learning.

In conclusion, he reaffirmed the value of the discussion and thanked everyone for their contributions, noting that RPL holds great potential for both personal empowerment and broader economic development.

Closing Remarks by Fr. Maximus Okoro

Fr. Maximus noted that the two-day discussions were both inspiring and impactful, centred around the transformative role of TVET in shaping the future of young people. He emphasized that TVET is more than technical training it's about empowering youth for life through life skills, industry collaboration, and tools like Recognition of Prior Learning (RPL), which expand access to decent work. He stressed the need for quality at every level from leadership and curriculum to partnerships and policies and encouraged solutions that reflect the real needs of centres rather than copying external models.

Fr. Maximus called for a shift from intentions to action: building quality systems, evaluating them, and ensuring policies are implemented. "Let us not just desire quality, let us create it," he urged.

He also shared key milestones: the launch of the Global Programme Phase II in 11 countries, DB Tech Africa's accreditation by the American Welding Society (AWS) and United Nations Environment Programme (UNEP), and the commissioning of the first green hydrogen training system in Ghana.

He closed by reaffirming the power of collaboration and urged all stakeholders to remain committed to creating real change and better futures for young people.

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DBTA Online ASA 2025 QUALITY VET



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QUALITY FOUNDATIONS TO IMPROVE THE TRAINING-TO-WORK TRANSITION CONTENT

- ❖ Understand Quality management
- ❖ Comprehend how to apply the quality cycle
- ❖ Discuss the internal affecting quality in TVET institutions
- ❖ Towards creating a quality culture within the TVET institutions
- ❖ How to start activities to improve quality in TVET institutions

UNDERSTAND HISTORY OF QUALITY MANAGEMENT

Quality Management in Medieval Guilds,

Late in 13th Century

Quality Management in the Industrial Revolution

Early 19th century

Quality Management in World War II

Late 19th Century

Quality Management process

Early 20th Century

The Development of Total Quality Management, the rise of formal quality standards, such as ISO 9001

Late in 20th Century

Beyond Total Quality Management †

- Integrating new technologies like artificial intelligence

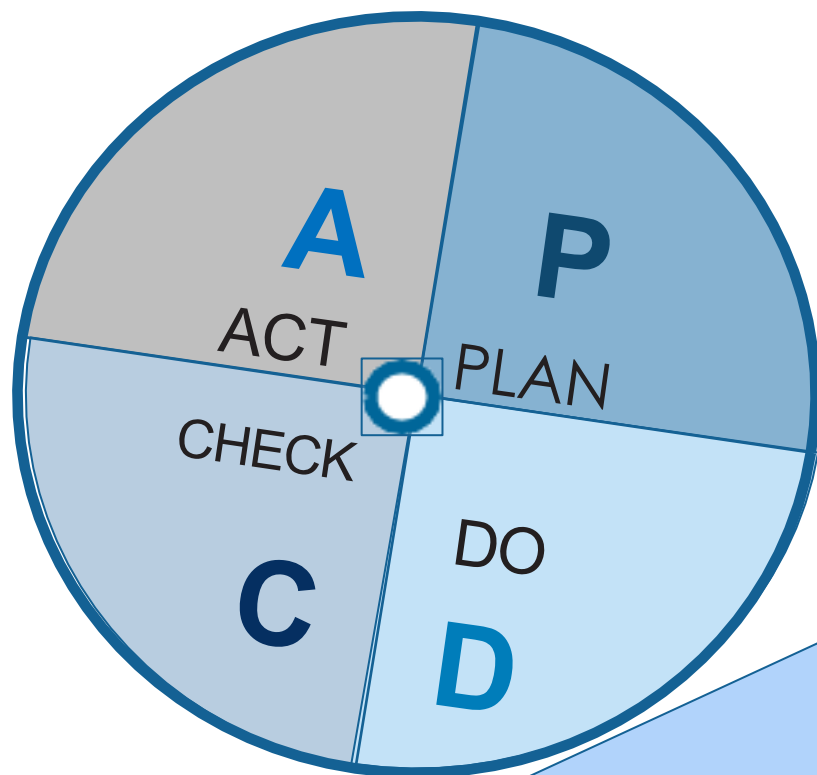
21st Century



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THE PRINCIPLE OF THE QUALITY CYCLE: PDCA



QUALITY

Continuous quality improvement with Plan–Do–Check–Act

INTERNAL QUALITY MANAGEMENT

1. Manage the institution

Involve all relevant stakeholders

Improve quality of teaching and learning

Adjust processes for prime service delivery



2. Develop the institution

Agree on a vision and a mission statement

Agree on quality objectives and targets



3. Lead the personnel of the institution

Develop capacities of teachers, trainers and other staff

INTERNAL QUALITY MANAGEMENT (CONT'D)

4. Aim for optimal management of resources



5. Develop cooperation and networking with external stakeholders



6. Create and develop facilities for educational supply

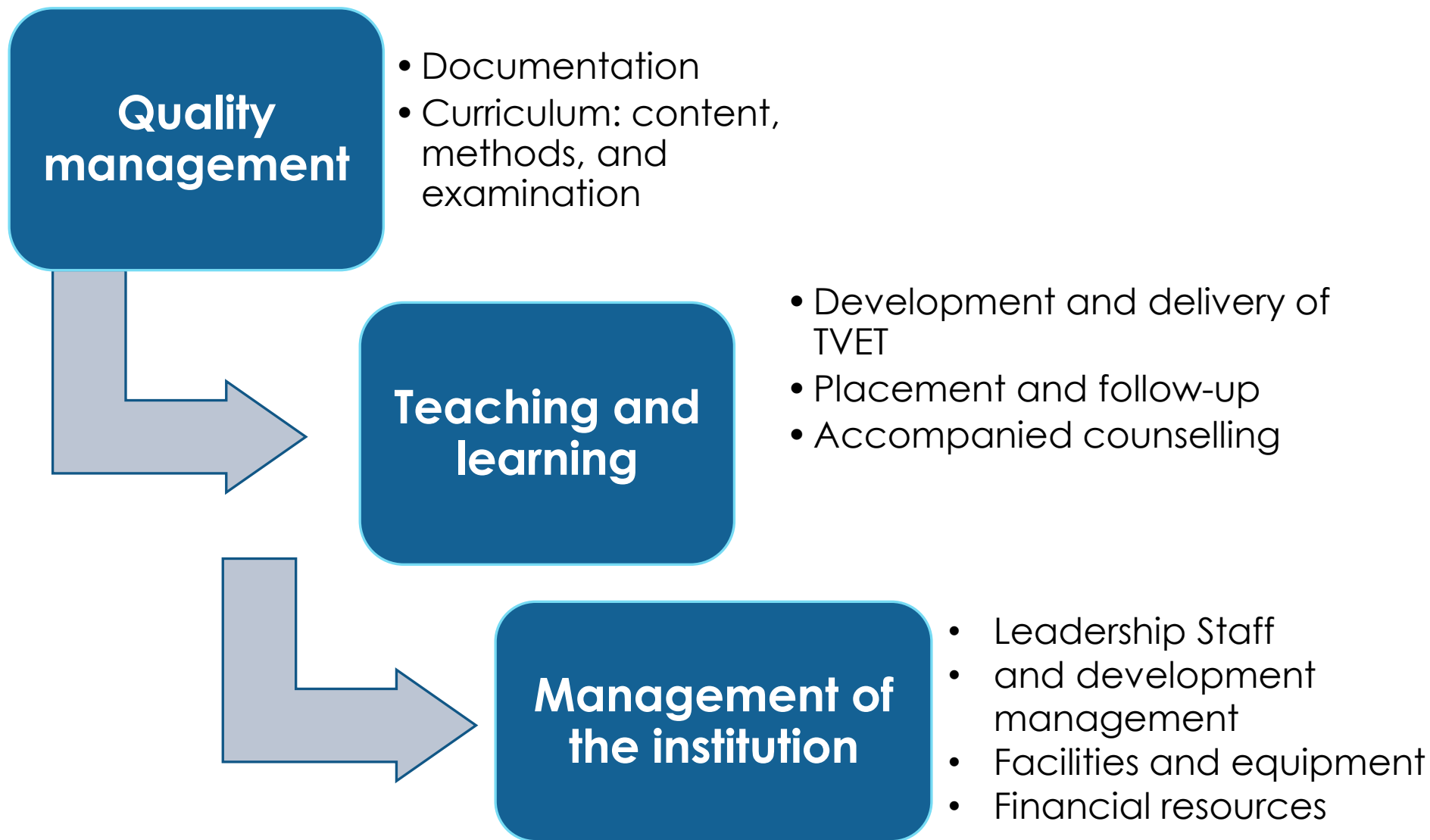


7. Observe, assess and analyse processes, results, outcomes and impacts



8. Strive for continuous improvement of quality

MAIN AREAS FOR QUALITY WITHIN A TVET INSTITUTION



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INTERNAL QUALITY MANAGEMENT

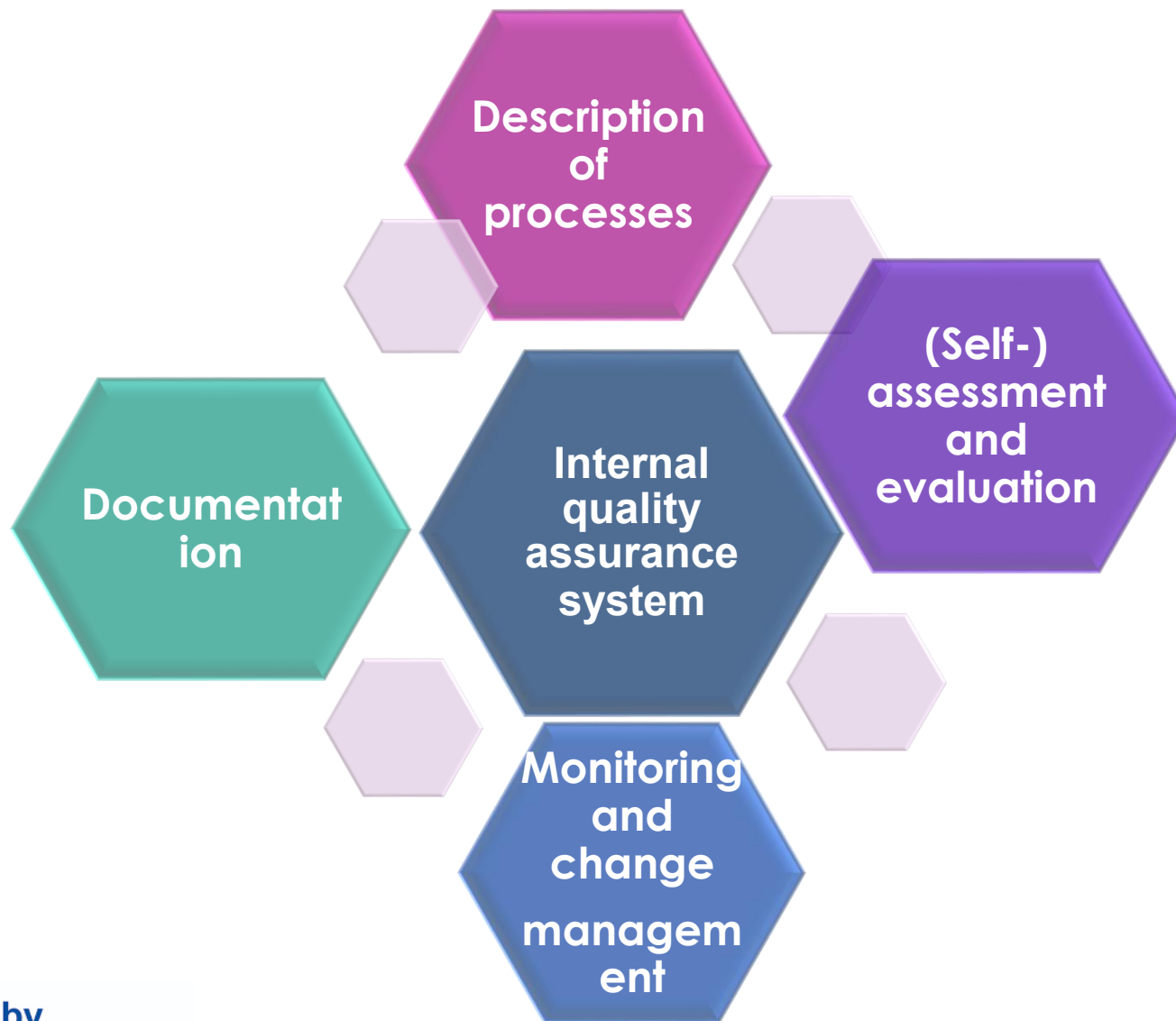
- ❖ Quality management embraces both the teaching and learning process and organisational management of the TVET institution
- ❖ A specific function or a department is responsible for the implementation and promotion of all quality-improving activities.



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BASIC ACTIVITIES OF INTERNAL QMS WITHIN A TVET INSTITUTION



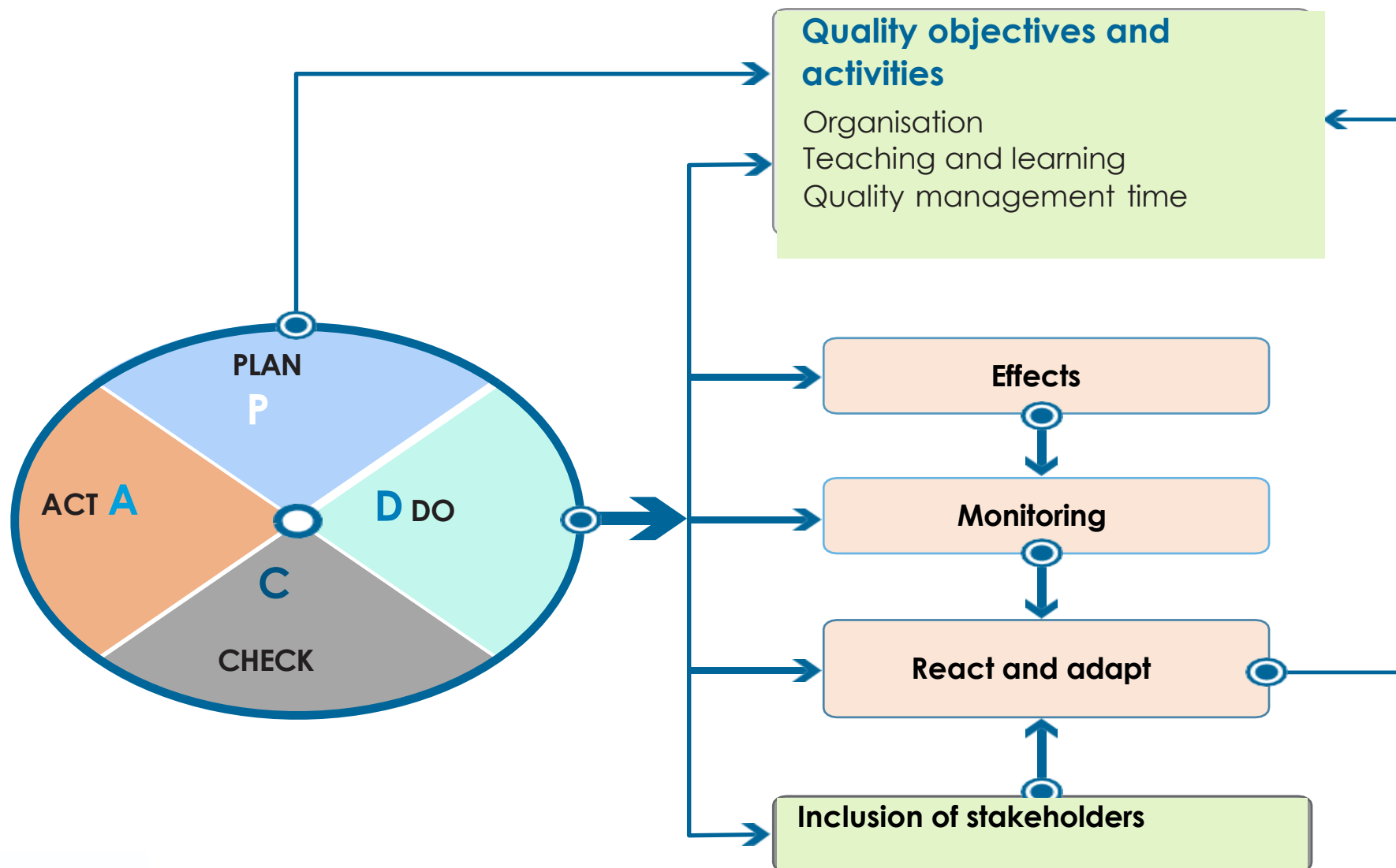
Communication as a cross-cutting issue

QUALITY CULTURE

- ❖ Quality culture depends on prevailing attitudes and behaviours of individuals in the TVET organisation.
- ❖ Quality culture within TVET institution builds on:
 - Quality management practices
 - interaction between a well-functioning, professional QMS and committed staff members

QUALITY CULTURE

QUALITY MANAGEMENT IN THE IMPLEMENTATION STAGE



Principles of TVET institution Manager

Be a diligent, respectful, and caring steward	Create a collaborative team environment	Effectively engage with stakeholders	Focus on value
Recognize, evaluate, and respond to system interactions	Demonstrate leadership behaviors	Tailor based on context	Build quality into processes and deliverables
Navigate complexity	Optimize risk responses	Embrace adaptability and resiliency	Enable change to achieve the envisioned future state



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CREATING A COLLABORATIVE TEAM ENVIRONMENT IN TVET INSTITUTION



1 Team agreements

- ▶ Team agreements represent a set of behavioural parameters and working norms established by the TVET institution team.

2 Organizational structures

- ▶ The TVET team uses, tailor, and implements structures that help coordinate the individual effort associated with TVET institution work.

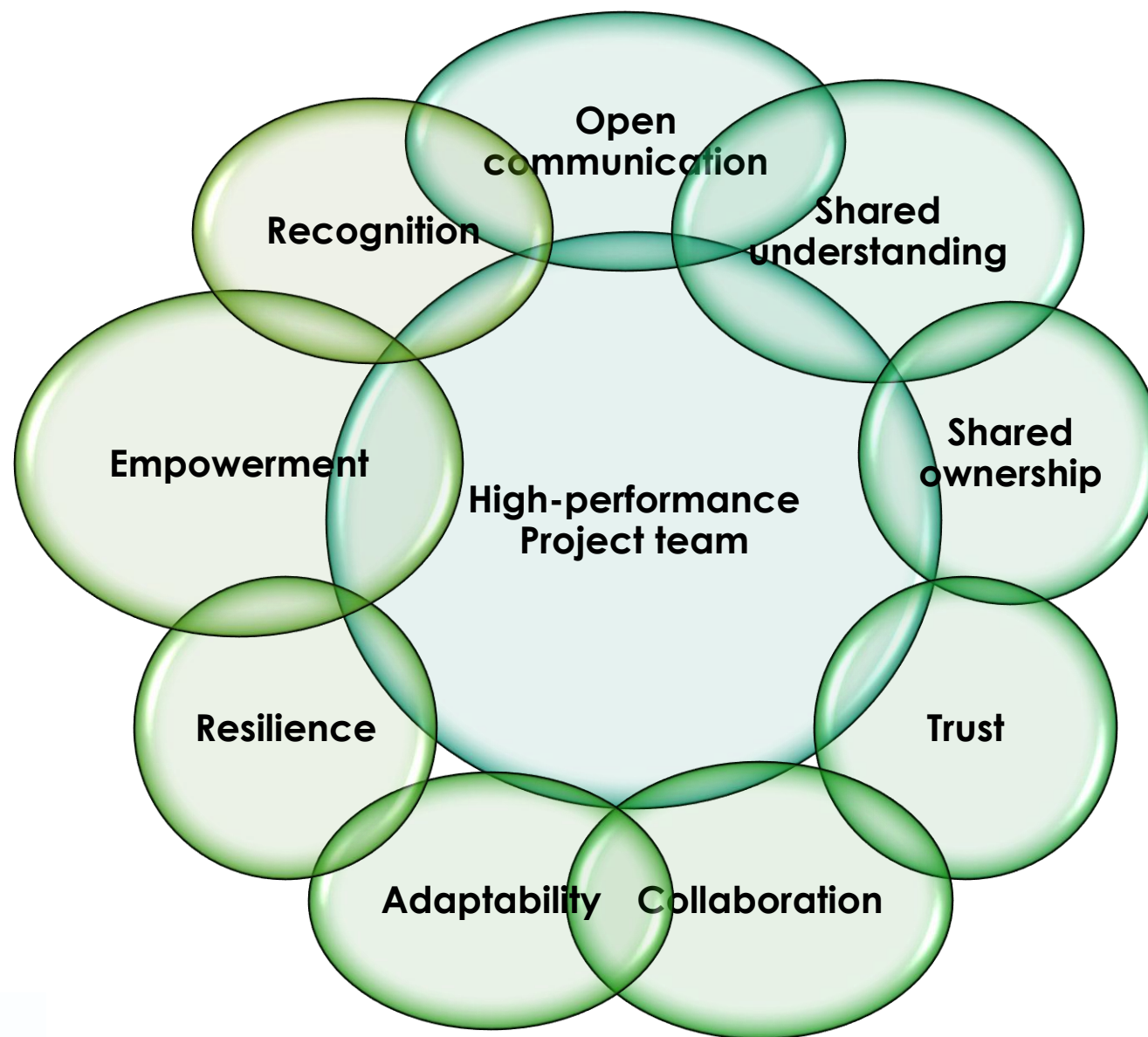
3 Processes: The TVET institution team define processes that enable the completion of tasks and work assignments.



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FACTORS ASSOCIATED WITH TVET-PERFORMING TEAMS



Quality Management
as a Crosscutting Issue

QUESTIONS FOR REFLECTION AND OPTIONS FOR FURTHER ACTION ON TVET QUALITY MANAGEMENT CULTURE

- ❖ What are the three major or minor factors you consider to have the strongest impact on quality in your TVET organisation?
- ❖ Did your TVET institution elaborate and use quality processes and procedures?
- ❖ Which factor is the priority according to you as a TVET institution manager?
- ❖ Which tools do you apply within your TVET institution to get fresh ideas on improvements and find solutions to overcome failures?



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Q&A



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Quality of life and employability for the youth

By Jean N., Project Managment



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THE ROLE OF RPL POLICY FRAMEWORK AS PART OF
QUALITY TVET PROCESS TO DECENT JOBS FOR IMPROVED
LIVELIHOOD

STATE DEPARTMENT FOR TVET – KENYA



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RECOGNITION OF PRIOR LEARNING

A framework that assesses and certifies skills and knowledge acquired through informal, Non-formal and formal learning



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PROBLEM STATEMENT

- Kenya faces a shortage of quality and relevantly skilled workforce largely occasioned by skills mismatch .
- According to a 2019 survey by the ILO, over **83% of the workforce driving Kenya's economy**, which is predominantly informal, have skills but do not have qualifications.
- An estimated **92%** of Kenyan youths have **unrecognized competencies** acquired through informal and non-formal means and are disadvantaged from competing favourably in the labour market due to lack of corresponding qualifications for the acquired competencies.



PURPOSE OF RPL POLICY IN KENYA

- Establishing an RPL system to facilitate cohesive and structured recognition of uncertified skills and competencies.
- Facilitates the transition from informality to formality and multi-entry-exit between the education system and the labour market.



ISSUES TO BE ADDRESSED BY RPL POLICY IN KENYA

- Low transition to the formal labour market – most young people have perfected their skills but lack recognition of their competencies.
- Learning and Labour Mobility – RPL seeks to promote portability of labour, allowing adaptation of skilled workforce to different working environments and industries, thereby enhancing their employability and contributing to economic development.



INTENDED OUTCOMES

1. Skills and competencies recognized and certified for **personal development** and **the employment market**.
2. Mainstreaming of special needs cases and the marginalized groups into RPL .
3. Increased employability for the RPL outcomes.
4. Enhanced visibility of knowledge, skills and competencies in the labour market.



GUIDING PRINCIPLES

- Inclusivity – Equal access of RPL to people who are excluded, disadvantaged and marginalized.
- Confidentiality – Non disclosure of RPL assessment information to non authorized persons.
- Candidate Centeredness – Assessment designs flexible and contextualized to specific candidate needs.
- Stakeholder participation – Tripartite social partners informs RPL priorities and demands of the labour market.



GUIDING PRINCIPLES CONT'D

- Gender responsiveness – Inclusion of women and girls as they face additional barriers to education and employment.
- Collaboration – KNQA coordinates and seeks partnerships with all RPL stakeholders.
- Sustainability – Government promotes RPL sustainability through a multi-sectoral approach ensuring that all players effectively deliver on their responsibilities.



OVERALL IMPORTANCE OF RPL SYSTEM

- Inclusion and access to TVET.
- Standardization of skills and qualifications.
- Promotes Lifelong learning.
- **Enhances Employability and Productivity.**
- Strengthens the TVET system.
- Supports Government policies and economic growth.



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CHALLENGES AND RECCOMENDATION

- Awareness and Acceptance – more effort is needed to **sensitize employers and workers** on the benefits of RPL.
- Assessment Mechanisms – Effective systems must be in place to **assess and certify informal skills fairly**.
- Quality Assurance – Strong monitoring and evaluation mechanisms are necessary to maintain **credibility in certification**



CONCLUSION

- RPL is a **game changer** for Kenya's TVET sector ensuring that skills, regardless of how they were acquired, are formally recognized.
- By enhancing access, employability, and standardization, the policy contributes significantly to the **quality and relevance** of technical education in Kenya.



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Report on the Thematic Working Group meeting

TVET sub-working group

Date: 13/11/2025

Place: Don Bosco Training Institute of Ashaiman, Akosombo Road, Greater Accra Region

Participants: Benedict Mensah (DBYN), Dayoung Yang (UNICEF), Joseph Wei Du (UNICEF), Carlotta Nanni (AICS), Isaac Oppong (DBYN), Sony Joseph Pottenplackal (DBYN), Sebastian Wenz (GIZ), Anders Anders Djurfeldt (EU), Lloyd Chabala Ngo (ILO), Robin Todd (T-TEL) Eric Mahwane (VIS), Silvia Allione (VIS), Costanza Steinbach (VIS), Julia Olesen (BIBB – online); Federica Farné (VIS - online), Michael Boateng (UNESCO – online), Peter Tetteh Nahr (Mastercard Foundation - online), Bridget Gyamfi (Big Win - online), Dzigbodi Ahuma (SIFA – online), Samuel Gyedu-Brefo (British Council - online)

Introduction

VIS and DBYN hosted the monthly TVET Sub-Working Group meeting at the Don Bosco Training Institute in Ashaiman. Established in May 2025, the Sub-Working Group brings together Development Partners and members from 22 organizations (including INGOs, banks, private sector actors, universities, and support entities for Ghanaian government agencies) to foster coordination within the TVET sector, in line with the Accra Agenda for Action.

As members of the platform, VIS and DBYN hosted this meeting as a Thematic Working Group on Work-Based Learning & Entrepreneurship and TVET-Business Partnerships, as foreseen under the Skilling Eco-VET project. The session highlighted the project's achievements over three years in strengthening Ghana's TVET system and provided a space to discuss the current state of play and potential avenues for joint action on these priority topics.

Moreover, Development Partners discussed a set of proposed joint objectives aimed at strengthening coordination, alignment, and strategic action within the national TVET policy dialogue. The rationale behind establishing shared objectives is to enhance coherence among stakeholders, improve the structure of policy dialogue, and promote greater transparency and accountability in the support provided to the TVET system.



Point on the agenda

Opening 09:00-09:20	Opening remarks: welcome in the Don Bosco Training Institute and launch of the TVET sub-working group meeting, presentation of the school and overview about the VIS and DBYN work in Ghana
Session 1 9:20-10:10	Presentation of the Data Analysis conducted by VIS within the Skilling Eco-VET project, focusing on employment outcomes (employment rate, entrepreneurship & self-employment vs dependent work; informal vs formal work) and the relevance of apprenticeship (WBL) experiences for students from the two TVET schools – Don Bosco Training Institute Ashaiman and Don Bosco Technical Institute Odumase – graduated between 2023 and 2025.
Session 2 10:10-10:30	Discussion with Development Partners (DP) on data collection in the TVET sector, addressing challenges in accessing regional and national data and exploring possible common solutions.
Coffee-break 10:30-10:45	Coffee-break prepared by the students of the Hospitality & Catering Management department as part of their practical training
Session 3 10:45-11:30	Strengthening government engagement in TVET, with follow-up on the organization of Accountability Workshops and the National TVET Week, and emphasis on the importance of TVET-Business Partnerships.
Session 4 11.30-12:00	Joint Objectives for TVET Policy Dialogue
School Visit 12:00-13:00	Visit to Don Bosco Training Institute and their Solar Energy department, a practical example of Greening TVET
Lunch 13:00-14:00	Lunch prepared by the students of the Hospitality & Catering Management department as part of their practical training
Closure 14:00	End of visit and return to Accra

Session 1. Presentation of the Data Analysis on the graduates 2023-2025 of the Don Bosco Training Institute Ashaiman and Don Bosco Technical Institute Odumase

The study focused on graduates from the academic years 2022/2023 to 2024/2025 and relied on a representative sample of 432 former students. Interviews were conducted in October 2025 by trained staff from both centres. Because 2025 graduates had only recently completed their training, their employment outcomes should be interpreted with caution.



A first area of analysis concerned apprenticeships. While all Odumase students completed an apprenticeship—due to its mandatory nature in government VTCs—78% of Ashaiman students also participated, confirming strong uptake even where optional. The data clearly shows that apprenticeships play a key role in employability: graduates who completed an apprenticeship have significantly higher employment rates than those who did not. Short-term apprenticeships (1–3 months) are the most common and show relatively good employment outcomes, whereas 4–6 month apprenticeships, despite being perceived as highly relevant by nearly all graduates, are associated with lower employment rates. This discrepancy will be further explored in future analyses.

In terms of employment, the overall employment rate across the three years is 40%, with slightly higher rates for female graduates (47%) than for males (39%). However, this difference is mainly driven by the Cosmetology department—composed exclusively of female students with a 92% employment rate. Excluding this outlier, male and female employment rates become essentially similar.

Most employed graduates (70%) work as dependent employees, while 30% are self-employed. Gender differences are generally limited, though notable divergences appear between centres: all employed female graduates from Odumase are dependent workers, while at Ashaiman a larger share of female graduates is self-employed. This may reflect differing labour market conditions across regions.

The distinction between formal and informal work also highlights strong differences between the two centres. All dependent workers from Odumase are employed informally, while at Ashaiman 55% hold formal contracts. Within Ashaiman, male graduates are more likely to have formal employment compared to female graduates. At the departmental level, Ashaiman shows varied outcomes: sectors such as Automobile Engineering and Hospitality have high proportions of dependent workers but lower shares of formal contracts, whereas Computer Technology stands out positively in both dimensions, and Cosmetology also displays relatively good results.

In conclusion, the findings confirm the critical role of apprenticeships and highlight structural differences between the two centres, particularly regarding informal work and gendered employment patterns. Although the absence of national and regional TVET employment data limited broader comparisons, the results align with certain trends observed in previous studies such as the UNICEF TVET assessment in the Ashanti Region. Future data collection will include information on the geographical location of employment to better understand regional labour market dynamics.



Session 2. Discussion on data collection challenges and possible solutions

During the discussion, Development Partners — and in particular T-TEL, which works closely with national TVET institutions — highlighted the significant challenges related to accessing reliable data at both national and regional levels. Participants agreed that the absence of a shared set of indicators and harmonised methodologies makes it extremely difficult to compare results or draw broader conclusions across the TVET sector.

It was stressed that, before advocating for systemic change, Development Partners should first align among themselves on a common set of indicators and approaches. Once this internal alignment is achieved, a coordinated effort should be made to encourage CTNET to adopt more standardised and systematic data collection practices.

UNICEF expressed its intention to expand its data collection efforts to additional regions of Ghana, with the long-term goal of establishing a national TVET dataset. Since VIS is currently implementing two AICS co-funded projects involving eight TVET schools across four regions (Greater Accra, Bono, Northern and Western Regions), with the objective of scaling up the work initiated under the Skilling Eco-VET project — including strengthening or establishing Job Service Offices and replicating the data analysis exercise — VIS and UNICEF agreed to coordinate closely. This alignment aims to ensure that upcoming data collection efforts are complementary and mutually reinforcing.

T-TEL also noted that establishing common indicators and a robust data collection system could have a meaningful impact on the current school rating mechanisms. At the moment, ratings tend to reflect a school's reputation rather than an evidence-based assessment of quality. A shared data framework, therefore, has the potential to significantly improve transparency and accountability in the TVET ecosystem.

In conclusion, DPs also emphasized the value of a joint and participatory data monitoring approach involving MoE, CTNET, GTNET, and other relevant stakeholders. They stressed that data should be effectively used to inform decision-making and guide sector priorities.

Session 3. Strengthening government engagement in TVET and the importance of TVET-Business partnerships

Development Partners (DPs) are supporting Ghana's TVET government bodies in the preparation of the following upcoming events:



1. Accountability Workshop (TBD)

Organised by CTVET and co-funded by GIZ. DPs raised concerns regarding the Concept Note shared by CTVET, which is very general and does not clearly identify key target groups such as the private sector, the Sector Skills Bodies, and the Ghana TVET Service.

In a recent meeting convened by CTVET, DPs passed the message that partners should be involved in the planning and agenda-setting of the event, and that the date should be announced well in advance to allow for wide participation, especially if high-level participation is expected.

It was also underlined that GTVET should be co-hosting the workshop and that the private sector and all relevant stakeholders should be involved in planning and participation. In addition, the Ministry of Education (such as the Chief Director) should be involved in guiding the planning of a high-level workshop such as this one. Finally, DPs highlighted, among other things, the following key topics to include in the agenda at the Accountability Workshop: existing gaps in TVET data, the need for stronger coordination among agencies, and the importance of transparency in data management.

To prepare for the Accountability Workshop, the Sub-working Group members were asked to contribute to drafting a document outlining priorities for DPs that they would like to be covered at the workshop. Some of the points also propose ways to improve coordination among DPs. It was proposed that the points serve as joint objectives for the sub-working in our policy dialogue in the sector and that a final draft would be shared with the sub-working group members.

2. National TVET Week (9–14 December)

Organised by the Ghana TVET Service. DPs expressed several concerns:

- the logistical dispersion of activities across multiple locations and days;
- the risk of duplication with other TVET events;
- the lack of coordination with other government bodies, particularly CTVET.

DPs also stressed the need for:

- a stronger focus on key trades and skills that are in high demand in the labour market (e.g., IT and agriculture), rather than placing disproportionate emphasis on fashion design;
- greater attention to the barriers hindering the rollout of Competency-Based Training, such as accreditation costs and infrastructure gaps;



- more emphasis on data and evidence;
- increased involvement of junior high schools and enhanced youth engagement.

it was agreed that DPs should adopt a collective approach to ensure feedback is consolidated and reflects the perspectives of all partners.

3. First TVET Awards (March/April)

Funded by the German Ministry of Education as a means to promote TVET and increase its attractiveness. Discussions focused on defining quality criteria and ensuring stronger industry involvement throughout the process. The intention is that, in the future, ownership and organisation of the Awards — ideally on an annual or biennial basis — will be fully transferred to CTVET. Here too, DPs stressed the importance of including the private sector, particularly industries that host or could host Work-Based Learning (WBL) opportunities.

Across all these events, DPs are urging the main government bodies responsible for TVET — particularly CTVET and the Ghana TVET Service — to improve internal coordination to avoid unnecessary duplication and to ensure a coherent national approach.

They are also advocating for the meaningful inclusion of the private sector as a key stakeholder in TVET reform and quality improvement. Evidence from the data analyses conducted so far shows that apprenticeships and other forms of WBL have a significant impact on students' employability. This highlights the urgent need to revise curricula by strengthening the Competency-Based Approach and ensuring alignment with labour market demands.

Such curriculum revision and alignment can only be achieved through stronger coordination within the TVET governance system and much closer collaboration with the private sector.

Session 4. Joint Objectives for TVET Policy Dialogue

A first area of focus concerns improved coordination among Development Partners (DP) and with national institutions such as CTVET and GTVETS. DP agreed on the need to map all ongoing support to the Government in a clear and comprehensive manner, in order to identify who is doing what and to avoid duplication. This overview should also help clarify which functions and activities can progressively transition to Government ownership and funding, thereby strengthening sustainability. Regular



coordination with CTVET—on TVET events, policy follow-up, and implementation of strategies—was highlighted as essential.

The group further emphasised the importance of translating existing policies into concrete action. This includes jointly identifying strategic priorities for the rollout of Competency-Based Training (CBT), addressing key obstacles such as the cost of accreditation and infrastructure gaps, and agreeing on how DP can support the removal of these bottlenecks. The preparation of a costed plan for the full transition to CBT, including a timeline for phasing out traditional instruction, was identified as a priority. More broadly, members stressed the need to reprioritise TVET investments to align with labour market needs and key value chains, and to ensure that all interventions remain consistent with national strategic priorities—including industry partnerships, WEL, quality assurance, inclusion, green and future skills, and TVET financing.

A third key area concerns data, assessments, and information management. The group underlined the importance of Government buy-in for future assessments and the need to maximise the use of studies carried out with partner support. Discussions also focused on developing a comprehensive, integrated TVET Management Information System (MIS) across government entities to avoid duplication and improve efficiency. Establishing shared data standards, enhancing interoperability with labour market information systems, and organising regular data review workshops were considered important steps to ensure consistent analysis of indicators, tracer studies and overall system performance.

Finally, the government is currently developing a new TVET Transformation Plan, which is expected to be released soon and will cover a five-year period. The Ministry of Education has requested the support of Development Partners to contribute to the preparation of the related policy framework.

The Session concluded with an invitation to reflect on whether the proposed objectives could be formalised as a shared framework endorsed by all Development Partners.



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Pictures



Group picture



Meeting 1



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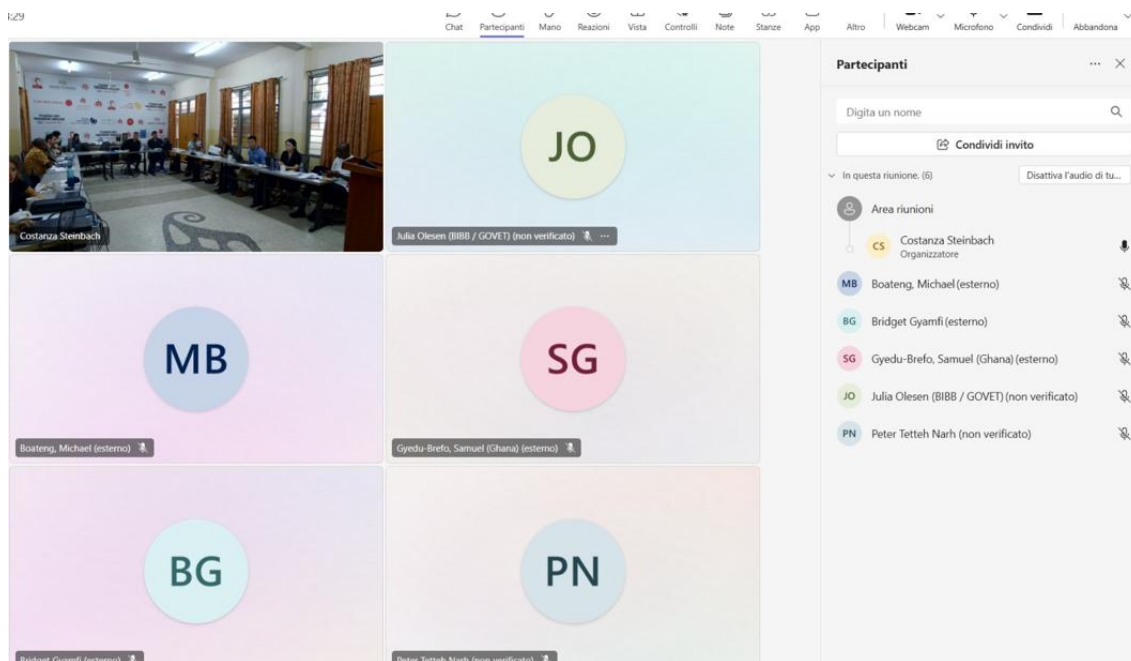
Meeting 2



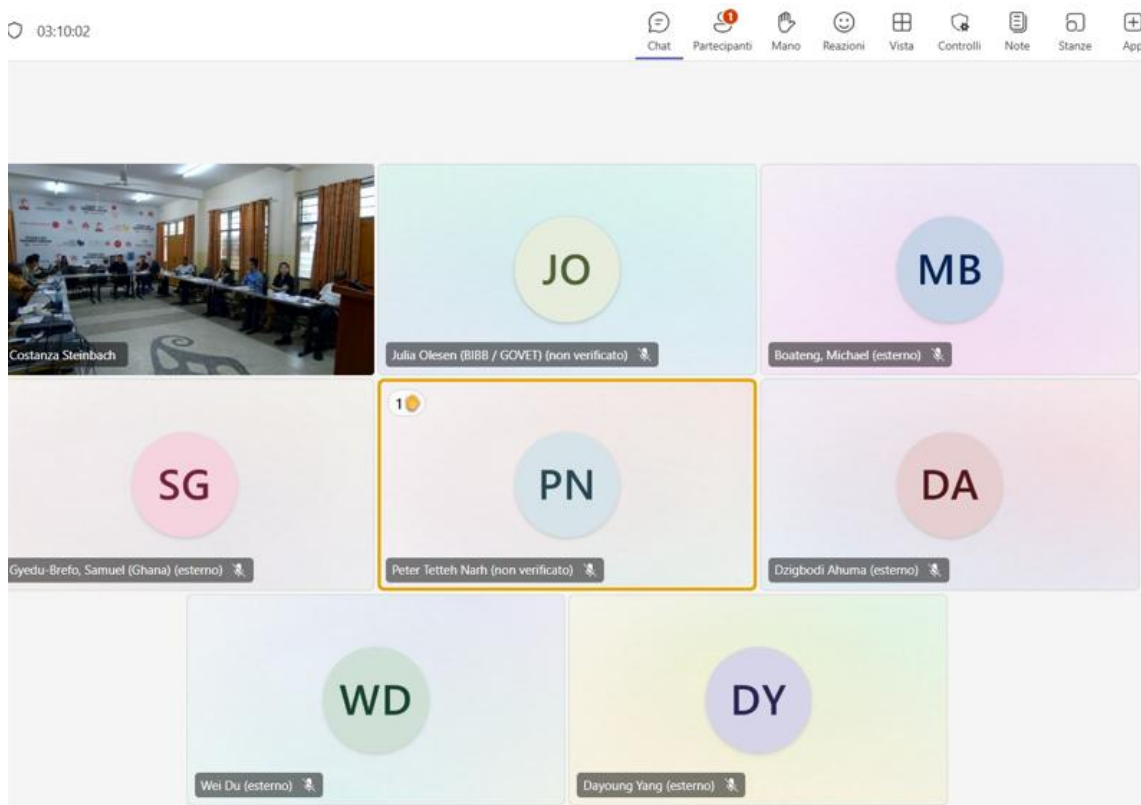
Meeting 3



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Online participation 1



Online participation 2



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01:22:26

Controlla Contenuti Chat Partecipanti Mano Reazioni Vista Note App Altro Webcam Microfono Condividi Abbandona

Costanza Steinbach MB SG JO MV WD FF

Boateng, M... Gyedu-Bref... Julia Olese... Marika Giu... Wei Du (est...)

SKILLING Eco-VET

EMPLOYMENT

Employment Rate per Year				Employment Rate per Sector			
Year	%F	%M	Total	Year	%F	%M	%Sector
2023	60%	41%	45%	Cosmetology	92%	0%	92%
2024	43%	50%	48%	Automobile Engineering	33%	57%	55%
2025	40%	17%	21%	Hospitality & Catering Management	44%	50%	45%
Total	47%	39%	40%	Others	53%	38%	42%
				Welding and Fabrication Technology	33%	40%	39%
				Building Construction Technology	0%	38%	38%
				Electrical Engineering Technology	31%	38%	37%
				Creative Arts	50%	30%	33%
				Computer Technology	20%	30%	28%

NOTES:

- The higher overall female employment rate is mainly explained by the presence of the Cosmetology department, which is exclusively female and records a 92% employment rate
- Others: Air Condition & Refrigeration, Secretariate Administration, Wood Construction Tech., Fashion Designing Tech.

Costanza Steinbach

Data analysis presentation 1

TVET Sub-working Group meeting on 13 November

01:00:40

Controlla Contenuti Chat Partecipanti Mano Reazioni Vista Note App Altro Webcam Microfono Condividi Abbandona

Costanza Steinbach MB SG JO MV WD FF

Boateng, M... Gyedu-Bref... Julia Olese... Marika Giu... Wei Du (est...)

Thanks

Costanza Steinbach

Data analysis presentation 2



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School visit 1



School visit 2



Conclusion

The meeting provided a valuable opportunity for Development Partners to exchange insights, align priorities, and reaffirm their collective commitment to strengthening Ghana's TVET ecosystem. Across all sessions, participants emphasised the need for greater coordination—both among Development Partners and within the national TVET governance structure—to ensure coherence, reduce duplication, and maximise the impact of ongoing and future initiatives.

The discussions underscored several cross-cutting priorities: the importance of robust and standardised data collection to inform evidence-based decision-making; the need to reinforce TVET–Business partnerships as a cornerstone for improving the relevance and quality of training; and the urgency of advancing the transition to Competency-Based Training, supported by adequate resources, clearer planning, and stronger institutional collaboration.


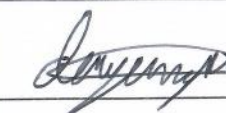



With the forthcoming TVET Transformation Plan and the Ministry of Education's request for collective input into the policy framework, Development Partners recognised the strategic moment to enhance alignment and provide coordinated support. The proposed Joint Objectives offer a concrete starting point for consolidating shared expectations and structuring policy dialogue around common goals.

VIS and DBYN thanked all participants for their active engagement and constructive contributions. The Sub-Working Group will continue to serve as a collaborative platform to monitor progress, support national counterparts, and promote a more effective, inclusive, and labour-market-responsive TVET system in Ghana.

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November 2025**





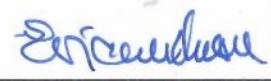
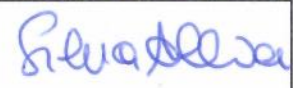

ATTENDANCE LIST

Skilling ECO-VET: TVET sub-working group meeting Don Bosco Technical Institute Ashaiman, 13/11/2025

#	Name	Organisation	Role	e-Mail	Signature
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SKILLING Eco-VET

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



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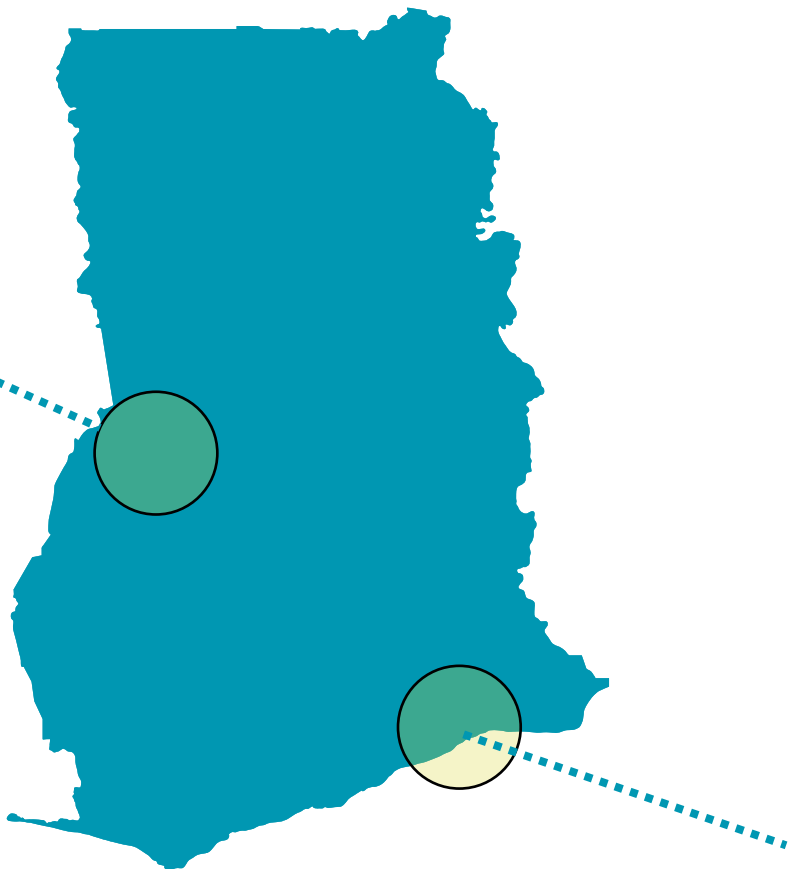


846 students enrolled academic year 2024/2025

DON BOSCO TECHNICAL INSTITUTE

Sunyani Western District - Bono Region

- Building Construction Technology
- Electrical Engineering Technology
- Electrical/Solar
- Secretariate Studies
- Fashion Designing Technology
- Hospitality & Catering Management
- Agricultural Mechanic
- Welding and Fabrication Technology
- Computer Technology
- Wood Construction Technology
- Creative Art
- Automobile Engineering
- Mechanical Engineering



291 students enrolled academic year 2024/2025

DON BOSCO TRAINING INSTITUTE

Ashaiman Municipal District - Greater Accra Region

- Air Condition & Refrigeration
- Automobile
- Cosmetology
- Hospitality & Catering Management
- ITeS & Graphic Design
- Crane operation
- Electrical Installation & Solar
- Forklift & Logistics

% Female students per departments

Cosmetology	100%
Hospitality & Catering Mng.	86%
Agricultural Mechanic	33%
Others	26%
Computer Technology	20%
Creative Art	17%
Welding & Fabrication Tech.	11%
Electrical Engineering Tech.	9%
Automobile Engineering	8%
Building Construction Tech.	0%
Total	20 %

METHODOLOGY



Population: 415 students from DBTI Ashaiman and 662 students from DBTI Odumase (1077 in total)



Target group: Students who graduated in the academic years 2022/2023, 2023/2024, and 2024/2025



Data collection: Conducted in October 2025



Sampling design:

- A first standard sampling (95% confidence level - 5% margin of error) was carried out on the total population
- A second stratified sampling was then applied, based on the proportion between two variables: graduation year and department



Sample size: 432 students

Data collection method: Questionnaires were administered through phone interviews conducted by institute collaborators, after they had completed a capacity-building session

APPRENTICESHIP

% of students who participated in an apprenticeship experience during their studies



DBTI Odumase 100%



DBTI Ashaiman
78%

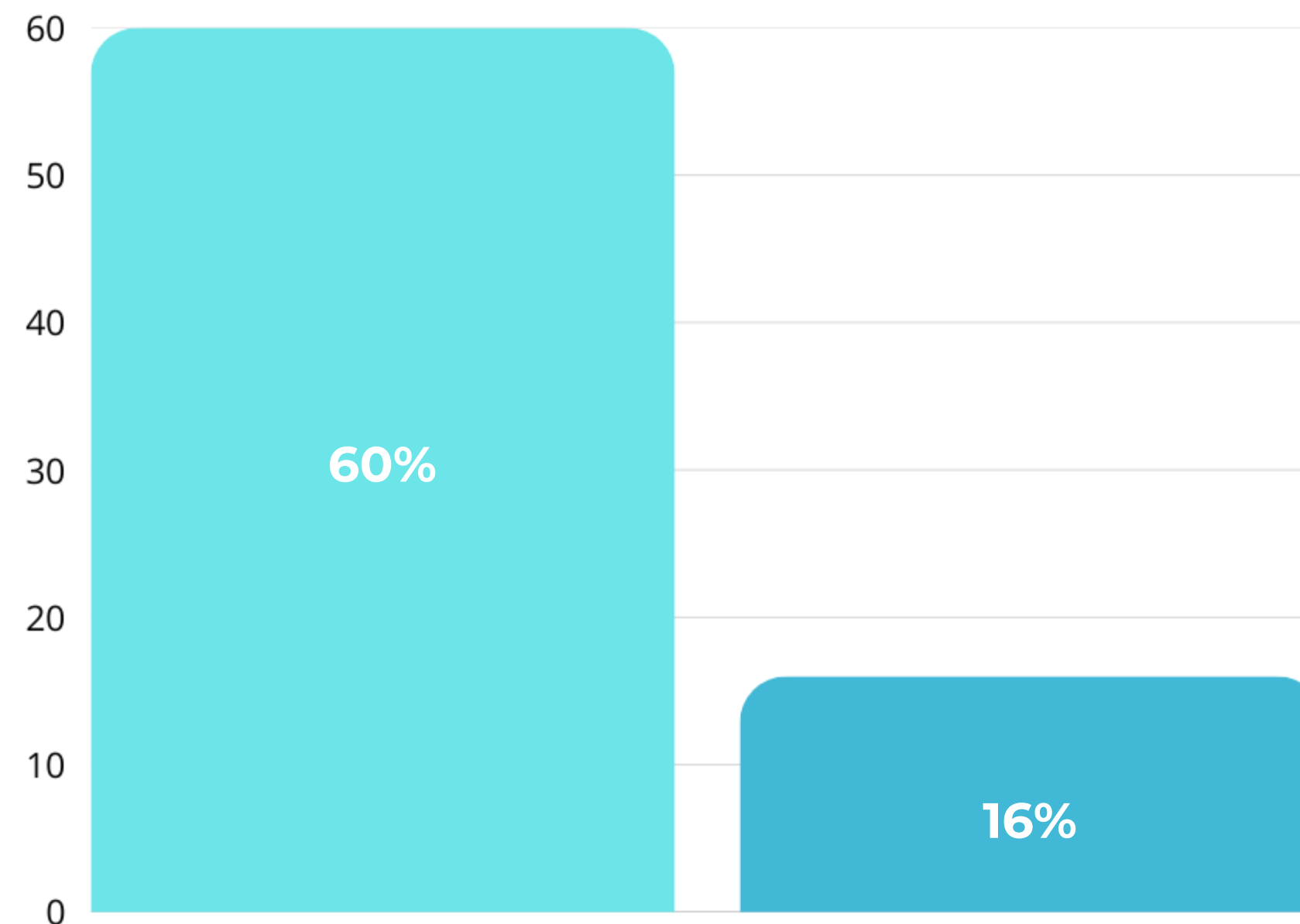
NOTES:

In government VTCs (DBTI Odumase), the apprenticeship period during the three years of training is mandatory, while in non-governmental ones (DBTI Ashaiman) it is optional.

Employment Rate DBTI Ashaiman

● % Students that did the apprenticeship

● % Students that didn't do the apprenticeship



Months of Apprenticeship/Employability			Relevance of the apprenticeship to the current/past job				
Range (months)	% of this kind of apprenticeship on the total	Employment Rate	None	A little	Moderately	Significantly	Fundamentally
1-3	40,2%	52,6%	0,0%	6,0%	55%	38%	1%
4-6	51,0%	32,8%	0,0%	0,0%	2%	97%	1%
7-9	3,9%	60,0%	0,0%	0,0%	7%	87%	7%
10-12	3,9%	66,7%	0,0%	0,0%	20%	73%	7%
13-15	0,3%	0,0%	0,0%	0,0%	100%	0,0%	0%
16-18	0,5%	50,0%	0,0%	0,0%	0,0%	50%	50%
19-21	0%						
22-24	0,3%	0,0%	0,0%	0,0%	0,0%	0,0%	100%

EMPLOYMENT

Employment Rate per Year				Employment Rate per Sector			
Year	%F	%M	Total	Year	%F	%M	%Sector
2023	60%	41%	45%	Cosmetology	92%	0%	92%
2024	43%	50%	48%	Automobile Engineering	33%	57%	55%
2025	40%	17%	21%	Hospitality & Catering Management	44%	50%	45%
Total	47%	39%	40%	Others	53%	38%	42%
				Welding and Fabrication Technology	33%	40%	39%
				Building Construction Technology	0%	38%	38%
				Electrical Engineering Technology	31%	38%	37%
				Creative Arts	50%	30%	33%
				Computer Technology	20%	30%	28%

- NOTES:
- The higher overall female employment rate is mainly explained by the presence of the Cosmetology department, which is exclusively female and records a 92% employment rate
 - Others: Air Condition & Refrigeration, Secretariate Studies, Wood Construction Tech., Fashion Designing Tech.

EMPLOYMENT

EMPLOYMENT RATE PER YEAR - FOCUS

Both TVET	
Year	Total
2023	45%
2024	48%
2025	21%
Total	40%

DBTI Ashaiman	
Year	Total
2023	48%
2024	59%
2025	23%
Total	50%

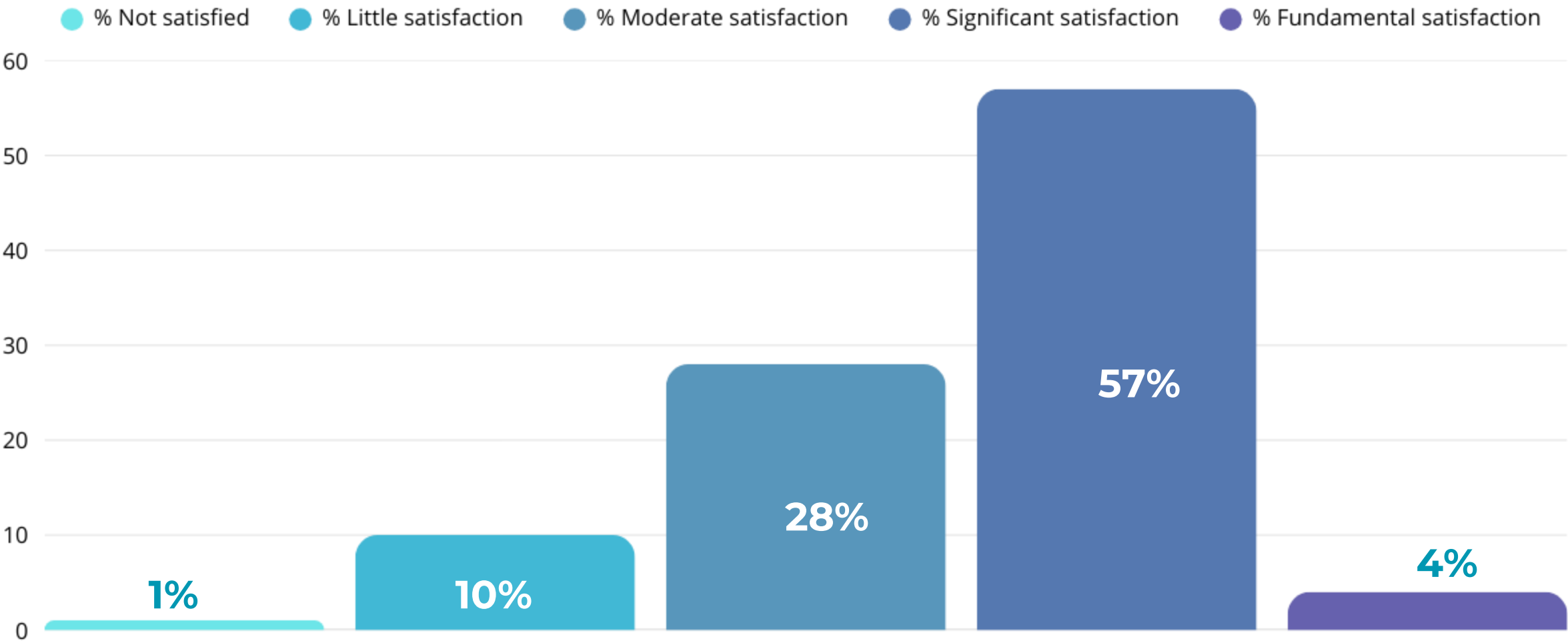
DBTI Odumase	
Year	Total
2023	43%
2024	38%
2025	20%
Total	32%

NOTES:

- The 10% increase in the employment rate among DBTI Ashaiman students suggests a positive impact of the project.
- Although DBTI Odumase’s 2024 employment rate is lower than in 2023, the preliminary 2025 results (collected in October 2025 and therefore still ongoing) indicate a trend toward alignment between the two centres.

EMPLOYMENT

Satisfaction with the current work



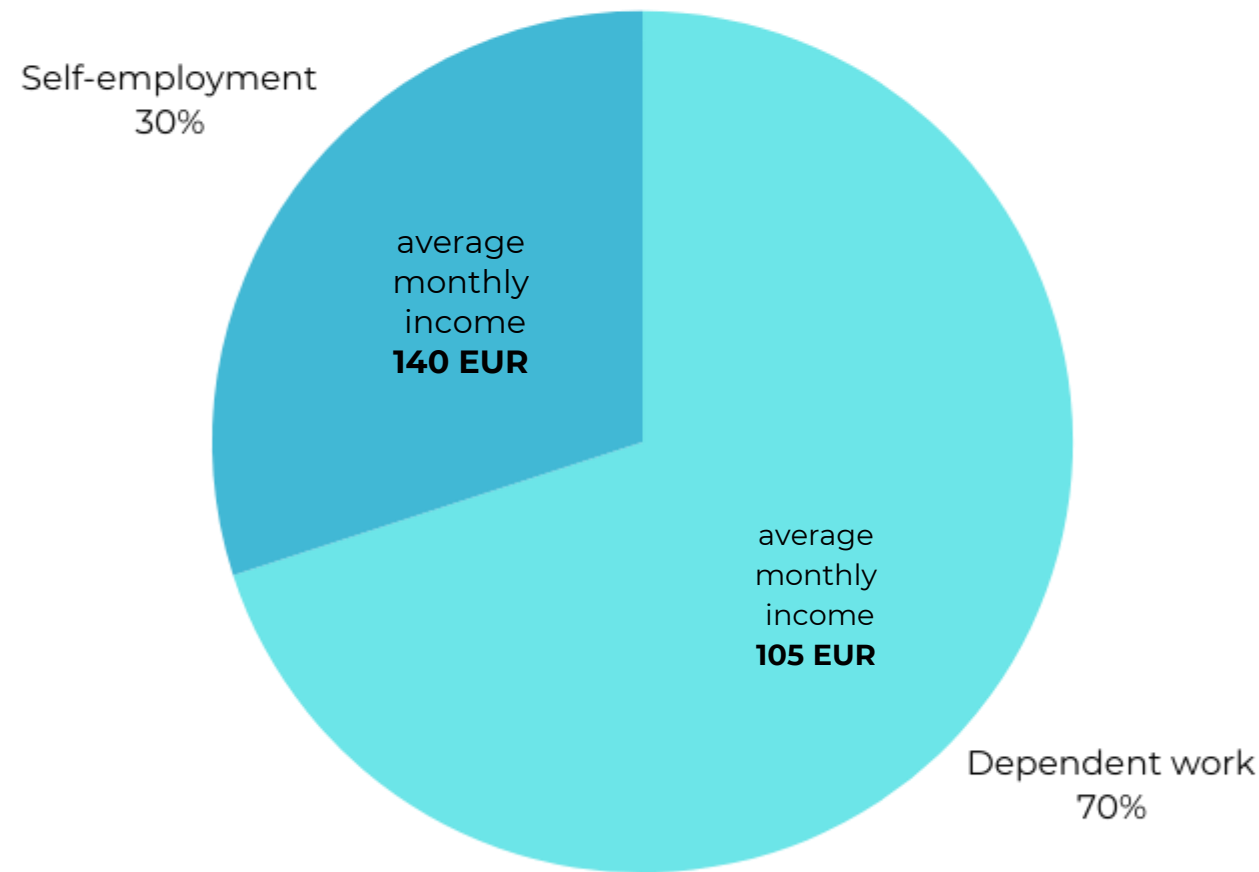
NOTES:

- The departments whose employed graduates reported the highest levels of satisfaction are: Graphic Sector (100% reporting significant satisfaction); Building Construction Technology (78%) and Welding and Fabrication Technology (64%)
- The departments with the lowest reported satisfaction levels are: Hospitality & Catering Management (31% reporting none or only a little satisfaction) and Electrical Engineering Technology (19%)

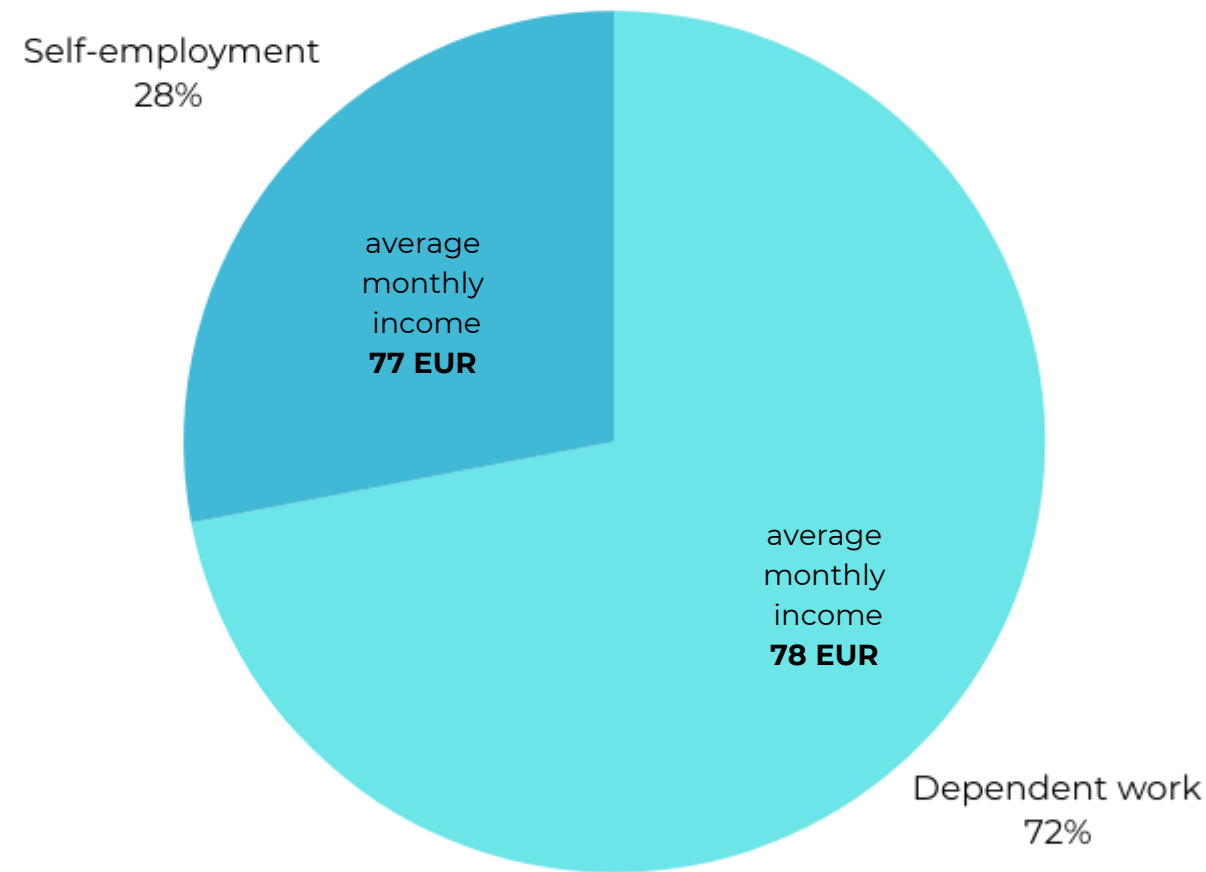
Satisfaction by gender		
M	Satisfaction level	F
1%	None	3%
11%	A little	10%
26%	Moderate	34%
59%	Significant	50%
4%	Fundamental	3%

EMPLOYMENT

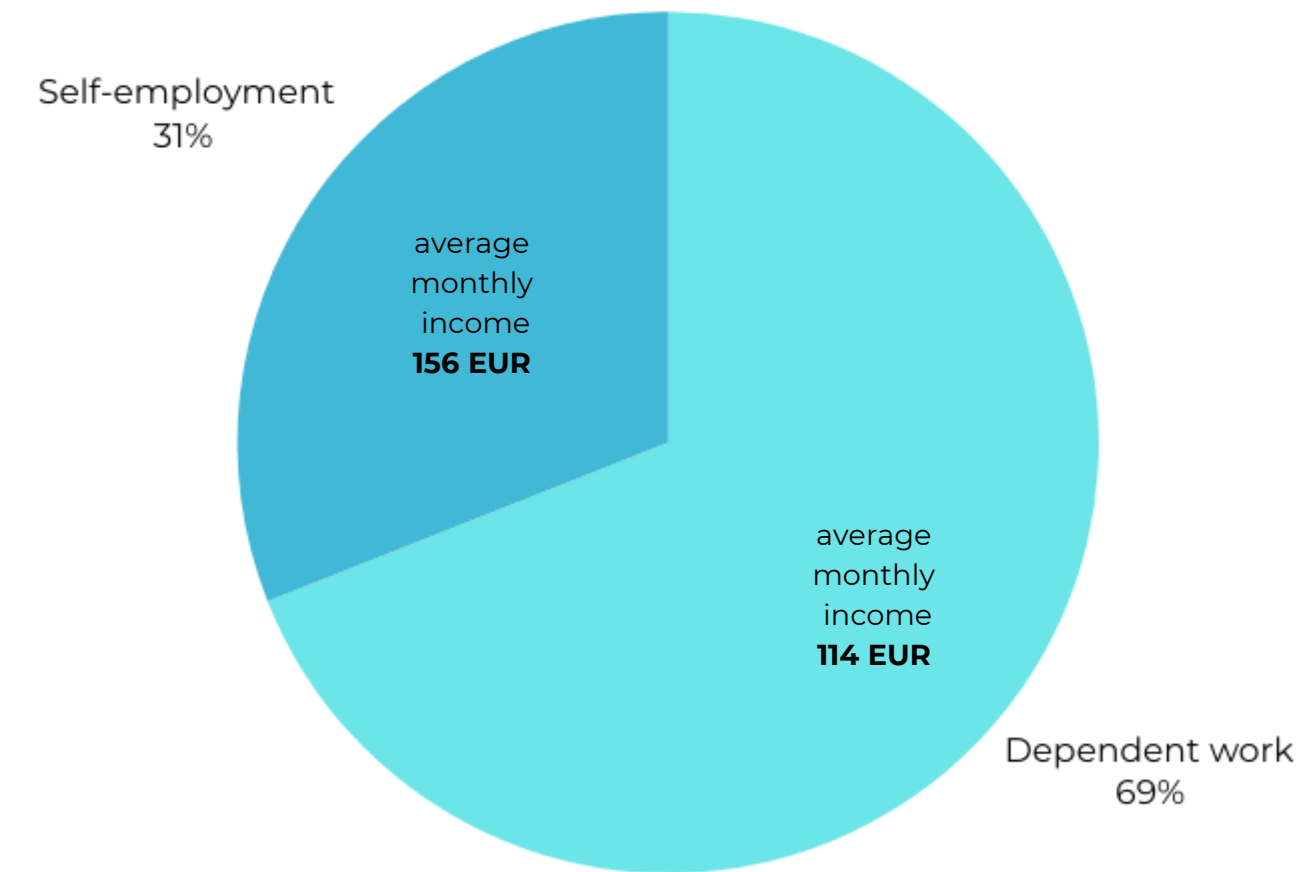
Type of Employment among VTCs graduates



Type of Employment among VTCs female graduates



Type of Employment among VTCs male graduates

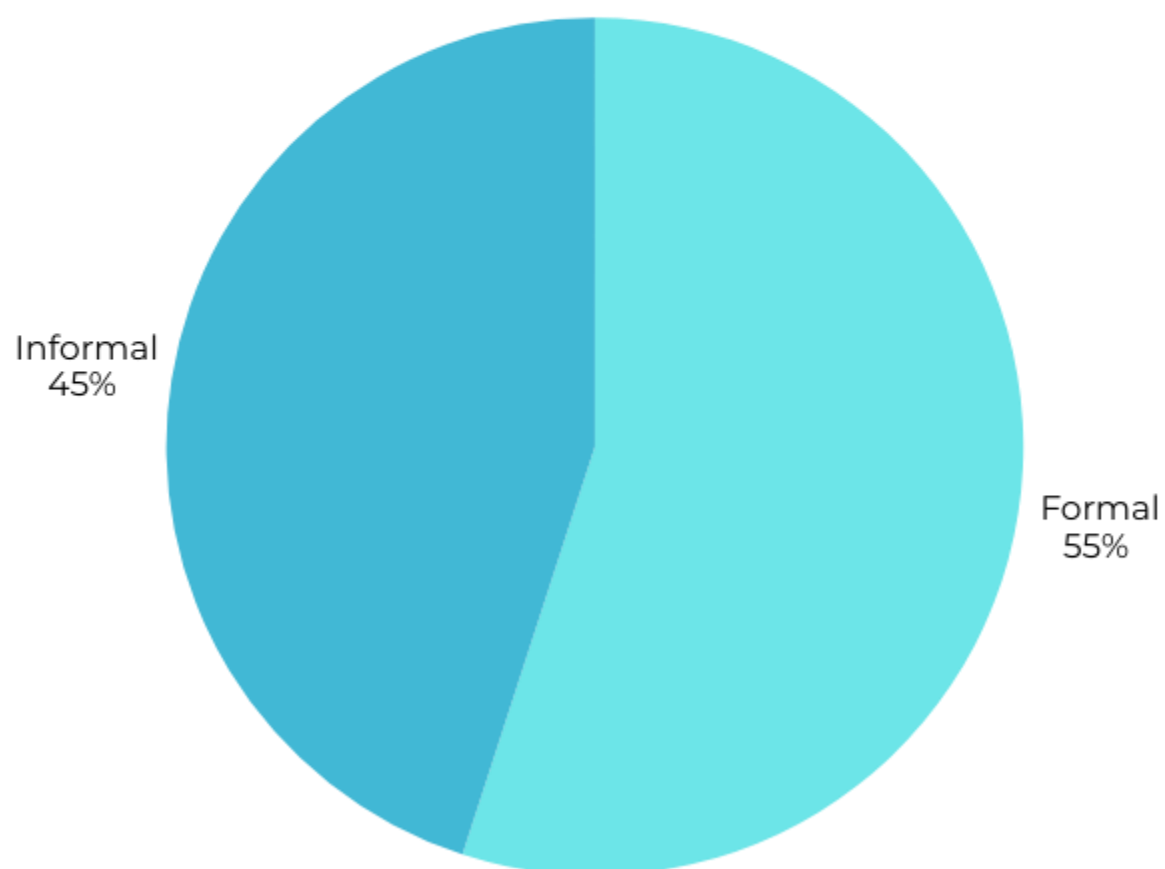


NOTES:

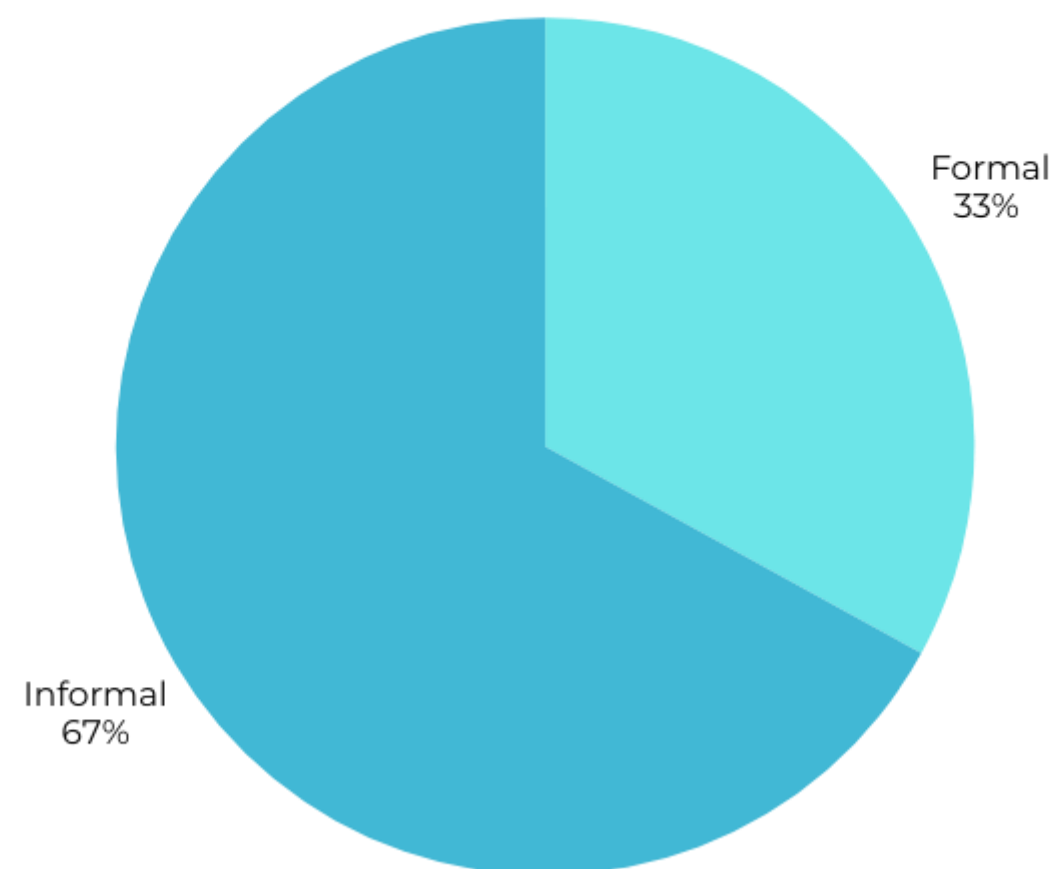
- For female graduates, the difference between DBTI Odumase and DBTI Ashaiman is notable, with all female graduates employed in dependent work at Odumase, compared to 57.7% at Ashaiman.
- Female self-employed sectors: Cosmetology, Hospitality & Catering Management and Computer technology
- Almost half of the men (45%) and more than half of the women (58%) are not at all or only slightly satisfied with their income. Around 40% of both groups are moderately satisfied, while about 15% of men report being significantly satisfied compared to only 5% of women.

EMPLOYMENT

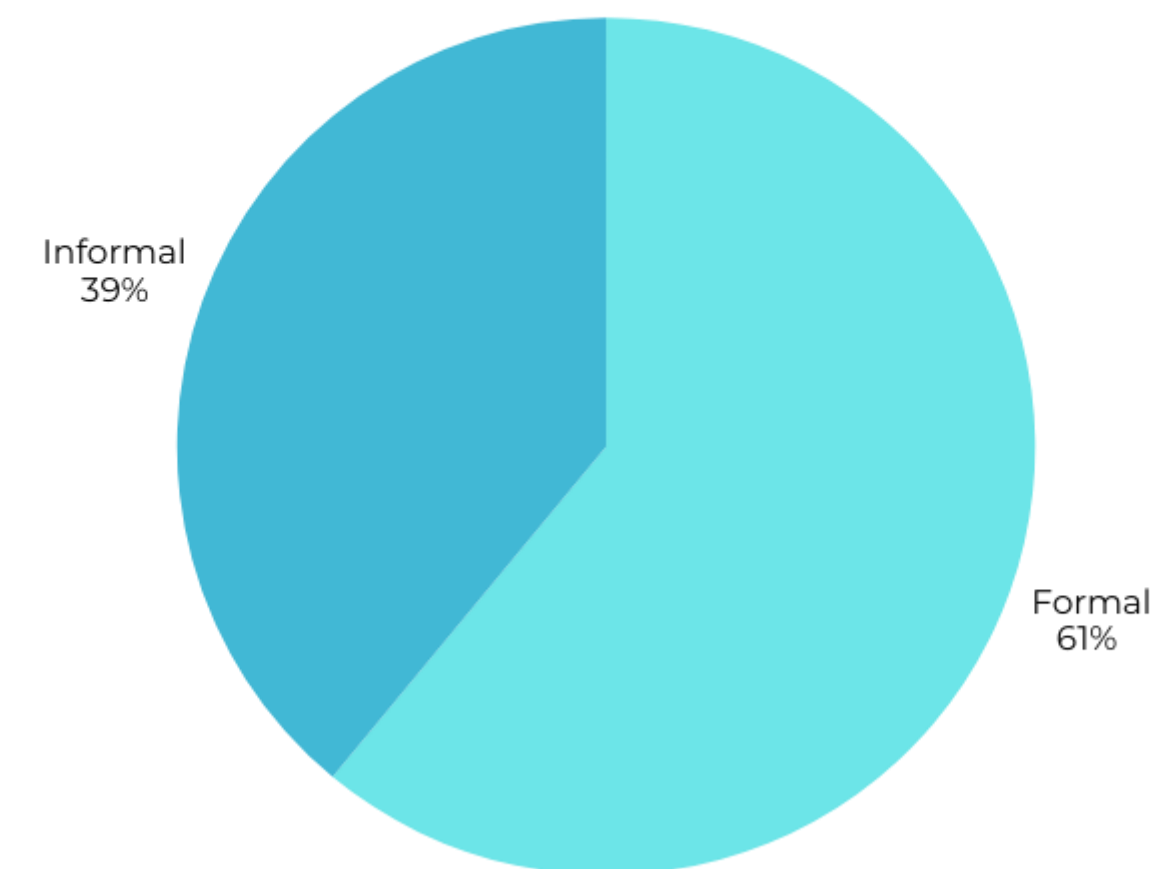
Employment Status of graduates employed in dependent work
DBTI Ashaiman: Formal vs Informal



Employment Status of female graduates employed in dependent work DBTI Ashaiman: Formal vs Informal



Employment Status of male graduates employed in dependent work in DBTI Ashaiman: Formal vs Informal



NOTES:

All DBTI Odumase graduates employed in dependent work have an informal status

EMPLOYMENT

% of dependent workers among total employed – by departments	
Departments	Total
Cosmetology	41,7%
Automobile Engineering	85,7%
Hospitality & Catering Management	69,2%
Others	75,0%
Welding and Fabrication Technology	90,9%
Building Construction Technology	39,1%
Electrical Engineering Technology	73,1%
Creative Arts	50,0%
Computer Technology	85,7%

% of formal contracts by departments DBTI Ashaiman	
Departments	Total
Cosmetology	67,0%
Automobile Engineering	56,0%
Hospitality & Catering Management	33,0%
Others	38,0%
Electrical Engineering Technology	58,0%
Computer Technology	88,0%



EMPLOYMENT SERVICES

% of students declaring they have received post-training support from the TVET centre

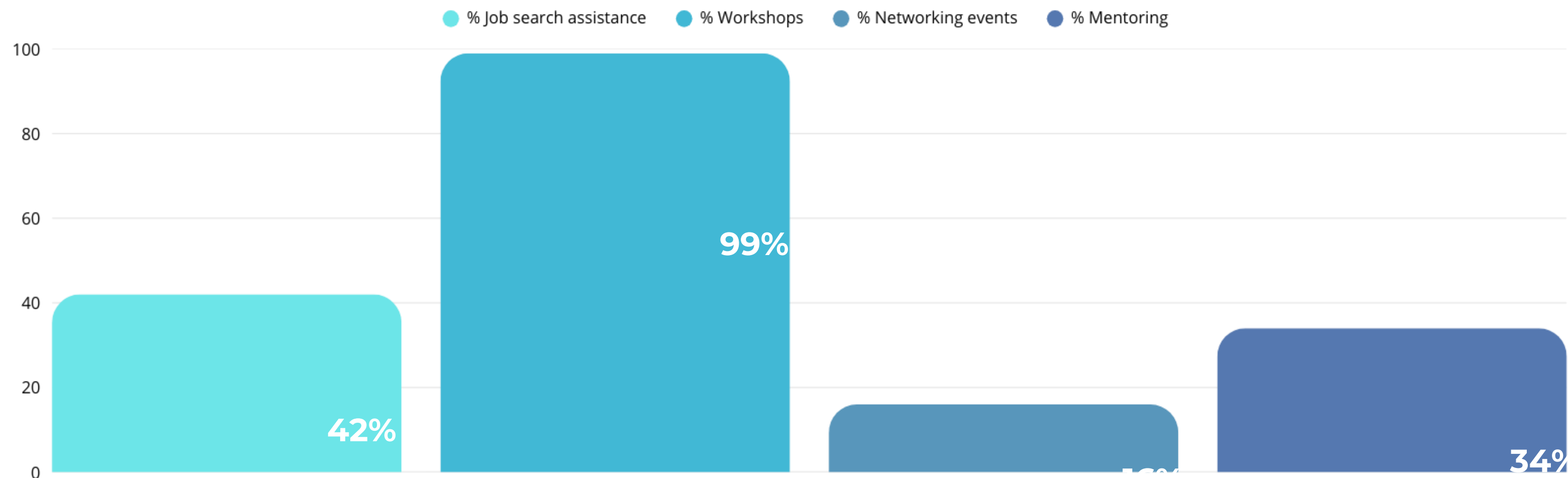
DBTI Ashaiman

DBTI Odumase

0,5%

98%

Type of support received (DBTI Odumase)



NOTES:

- 49% of students participated in the workshop and at least one other service offered.

POINTS FOR FURTHER REFLECTION

- Which areas of the project have shown the strongest impact?
- In which areas has achieving impact been more challenging, and why?
- Which areas require further work or reinforcement moving forward?



**THANK YOU FOR YOUR
ATTENTION**



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Data analysis Ghana

TVET Sub-working group meeting

Don Bosco Training Institute Ashaiman, 13/11/2025

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

Slide 1 – General presentation

Good morning, everyone,

I am very pleased to be here with you today. I am going to present the results of the post-training tracking of students for the two vocational training centres in Ghana: the Don Bosco Technical Institute in Odumase and the Don Bosco Training Institute in Ashaiman.

As in Senegal, data collection tracked the paths of students who completed their training during the three years of the project: 2023, 2024 and 2025.

On this slide, you can see an overview of the different courses offered by the two centres, as well as the number of students enrolled for the 2024-2025 academic year.

At the top right of the table, you can see the percentage of female students in each field for the years 2023-2025. In total, women represent around 20% of students, but there are significant disparities between departments, ranging from 100% women in cosmetology to 0% in building and construction.

Slide 2 – Methodology

But before we get into the heart of the matter, let's take a look at the methodology used to carry out this analysis, as it is slightly different from the one used for Senegal. Of the **1,077** students who graduated between **2023** and **2025** at the two centres, we selected a representative sample of **432** graduates. We applied stratification based on two variables: year of graduation and department.



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Job Service Officers and TVET staff from both centres were then trained to conduct interviews and collect data from former students.

Finally, we analysed the data, focusing on three main areas: learning, employment and support services for professional integration.

Please note that the interviews were conducted in October 2025: for some results — particularly those relating to employment — this means that only a few months had passed since the end of the academic year for the 2025 graduates, and that, as a result, the 2025 results are partial.

Slide 3 – Learning and employment

Let's start with the first area: learning.

On the left, you can see the percentage of students who participated in a learning experience during their studies.

All students at DBTI Odumase completed an apprenticeship: **100** per cent, compared to **78** per cent at DBTI Ashaiman.

This difference is mainly due to status: DBTI Odumase is a public school, and in Ghana, apprenticeships are compulsory in public schools, while DBTI Ashaiman is a private school where apprenticeships are not compulsory.

That said, the proportion of students at DBTI Ashaiman who completed an apprenticeship remains high, probably because the employment rate among those who completed an apprenticeship (60%) is significantly higher than among those who did not (16%), as shown in the table on the right.

This clearly confirms the relevance of apprenticeships for access to employment.

Slide 4 – Apprenticeships: duration and relevance

We then conducted a more in-depth analysis of trends related to apprenticeships.

In this table, you can see, on the one hand, the percentage of different apprenticeship durations in relation to the total. We found that short-term apprenticeships — **3 to 6 months** — are the most common.



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For each apprenticeship period, we then calculated the employment rate and the perception of the relevance of the apprenticeship: none, not very relevant, moderately relevant, significantly relevant, and extremely relevant.

An interesting result: students who completed a 4- to 6-month apprenticeship have a lower employment rate, even though almost all of those who found a job consider this experience to be very relevant to their current work.

Conversely, those who completed a **1- to 3-month** apprenticeship have a higher employment rate, but perceive the apprenticeship as slightly less relevant. This is a finding that we would like to examine in more detail.

Slide 5 – Employment rate

Let us now take a closer look at the employment data.

Here, in the table on the left, you can see the overall employment rates for women, men and all graduates over the three years. In the table on the right, you can see the employment rates for men and women by field of study.

It is interesting to note that the employment rate for women is higher than that for men.

However, this is mainly due to the cosmetology sector, which is highly feminised and has an exceptional employment rate of **92%**, while in other sectors, with the exception of Creative Arts and "Others" where a large proportion of women are involved in Fashion & Design, the female employment rate remains lower than that of men.

If we exclude cosmetology, which is considered a special case, the female employment rate falls to **39%**, which is almost the same as that of men.

Slide 6 – Focus on employment rates by centre

Here you can see the evolution of the employment rate over three years for both centres.

As graduate tracking began with this project, we do not have a true baseline, but certain trends are emerging.

It should be noted that the data for 2025 is not complete — it is from October.

Focusing for now only on 2023 and 2024, for DBTI Ashaiman, we see a 10-point increase between these two years, indicating a positive effect from the first year of the project.



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For the Odumase DBTI, the employment rate in 2024 is lower than in 2023.

However, preliminary data for 2025 show that both centres are around **20%**, which is quite encouraging, given that the courses ended in June and the apprenticeships took place during the summer.

Slide 7 – Job satisfaction

In this slide, you can see the level of job satisfaction among those who have found employment.

Most fall between moderate satisfaction (**28%**) and significant satisfaction (57 per cent).

There is a slight gender difference, as you can see in the table on the right: about **10%** more men say they are very satisfied, while women report moderate satisfaction more often.

By sector, the highest levels of satisfaction come from:

- the Graphic Sector **100%** very satisfied
- Building Construction Technology **78%**
- and Welding and Fabrication Technology **64%**

The lowest levels of satisfaction come from:

- Hospitality & Catering Management: **31%** not very satisfied or not satisfied at all
- and Electrical Engineering Technology **19%**

Slide 8 – Salaried work vs self-employment

We then analysed the trends between salaried employment and self-employment in greater depth.

Here you see three graphs: the first shows the percentages of men and women; the second focuses on women; the third on men.

Overall, approximately **70%** of employed graduates work as employees, and **30%** are self-employed.

The average monthly income is approximately **105 EUR** for salaried work and **140 EUR** for self-employment.



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Between the two centres, gender differences are generally limited.

However, for women, a significant gap emerges:

- at DBTI Odumase, **all** women are salaried employees;
- whereas at the Ashaiman DBTI, only **57%** are employed, with the majority of the others being self-employed.

We assume that this is related to differences in economic opportunities between regions in Ghana.

We plan to explore this by asking graduates where they work during our next data collection exercise, in order to get a more accurate picture.

Regarding income:

- in self-employment, women earn on average **half** as much as men (often in cosmetology, catering or IT);
- in salaried employment, they earn about **two-thirds** of what men earn.
-

For women, the two types of employment yield roughly the same income; for men, self-employment seems to be more profitable.

Finally, almost half of men (**45%**) and more than half of women (**58%**) are dissatisfied or somewhat dissatisfied with their income.

Approximately **40%** of both groups report moderate satisfaction.

And only **5%** of women, compared to **15%** of men, say they are very satisfied.

Slide 9 – Formal vs informal employment

We then analysed the proportion of formal and informal employment among employees.

The difference between the centres is striking: for students trained at **DBTI Odumase**, all employees are in informal employment.

Once again, we assume that this significant difference between the two centres depends on the regions where graduates found employment, which is therefore a subject that definitely needs to be explored further.



We have therefore chosen to show only the situation in **Ashaiman**. Here you can see the three graphs: the first shows the overall situation for men and women, the second shows only women, and the third shows only men. As you can see, only **33% of female employees** have a formal employment contract, compared to **61% per cent of men**.

Slide 10 – Departments and formal contracts

Here you can see the proportion of salaried workers by department, as well as the proportion of formal contracts — only for students who studied at DBTI Ashaiman, since, as I mentioned, none of those who studied at DBTI Odumase have formal employment contracts.

Some sectors, such as Automotive and Catering, have many employees but few formal contracts.

Conversely, the situation is very positive in IT and fairly good in cosmetology.

Slide 11 – Employment support services

The last dimension analysed concerns the employment support services offered by the two schools.

Here, we focus on DBTI Odumase, because when asked, *"Did you receive support after completing your training?"*, only **0.5%** (zero point five per cent) of Ashaiman students answered yes.

This could suggest that support is provided mainly during training, but this is a point that needs to be explored further.

In Odumase, the services offered and the proportion of students who participated in them are as follows:

- job search assistance: **42%**
- workshops: **99%**
- networking events: **16%**
- mentoring: **34%**

The results are encouraging: approximately half of the students participated in a workshop and at least one other type of activity.



Slide 12 – Final questions

Ideally, we would have liked to have national and regional data to place the results in a broader context.

Unfortunately, this data was not available — and I know we face the same challenge here in Senegal.

However, we now have a solid baseline, which will enable us to monitor the progress of the two schools from now on.

I therefore invite you to ask your questions and reflect together on the following points:

- Which areas of the project had the strongest impact?
- In which areas was it more difficult to achieve impact, and why?
- Which areas need more work or reinforcement going forward?



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Report on the Thematic Working Group meeting

Atelier Au-delà du diplôme – tracer les parcours

Date: 25/11/2025

Place: Azalaï Hôtel (Dakar, Sénégal)

Participants: Eric Mahwane (VIS); Silvia Allione (VIS); Eleonora Drudi (VIS); Fatimata Lamara (AICS); Federica Farné (VIS); Ibrahima Cisse Diop (VIS); Ibrahima Diop (DGFPT); Ivan Toscano (CNOS-FAP); Cheikh Bounama Nogm (CFP Tamba); Jussi Kajander (LUOVI); Mari Konutturi (LUOVI); Mouhamamadan L.B Lo (ONFP); F. Antonio Herrera (CFP Don Bosco Thies); F. Jèrèmie Kove (CFP Don Bosco Dakar); Marie Odette Bob (CFP Don Bosco Dakar); Michel Dione (CFP Don Bosco Thies); Salion Mbaké Diouf (CFP Mbakhouné); Ndejé Dia (CFP Porokhane); Harouna Balde (ANPEJ); Assane Ba (ANPEJ); Sydney Kogdet (LVIA); Rose Badiane (LVIA); Sakhua Khadiju Fall (DGFPT); Ndiaye Anna (3FPT); Yacine Tine Diend (ARD Dakar); Talla Ndiaye (ARD Kaolak); Marie Ndaye Fall (IDTM); Anna Héléne Dibon Diokh (ASFSS); Cheikh Gieye (Pole employ Rufisque); Aminuta Gaye (Pole employ Dakar); Lamine Codé Mbengue (Pole employ Guediawaye); Idy Sou (Pole employ Pikine); Fabio Ballerini (UNIFI); Giuseppe Lotti (UNIFI); Joseph Alexandre Ndeye (CFP Don Bosco Dakar); Edouard Gabriel Cohy (CFP Don Bosco Tamba); Patrick Asante (BRC); Benedict Mensah (DBYN); F. Sony Joseph Pottenplackal (DBYN); F. Maximus Okoro (DBTA); Nancy Ndung'n (DBTA); F. Roméo Salami (ASFSS); Br. Patrick Sokhu (DBYN); Enrique Romeo (Mundus); Herny Appiah Mensah (APMEN); Marco Turrini (VIS); Babou Sarr (IA CAOSP); Kainou Diallo (ARD – Tambacounda)

Introduction

The thematic workshop “*Au-Delà du Diplôme*” was conceived to address a growing need within the Technical and Vocational Education and Training (TVET) sector: creating a dedicated space for dialogue on the tracking of graduates’ professional outcomes. By bringing together training providers, institutional representatives, labour market experts, and data specialists, the workshop aimed to explore current practices, tools, and challenges related to the post-training phase. These discussions were also closely linked to broader themes such as TVET–Business Partnership and Work-Based Learning (WBL) & Entrepreneurship, which play an increasingly central role in ensuring the relevance and sustainability of training pathways.

In a TVET system increasingly evaluated on its effectiveness and relevance to labour market demands, success can no longer be measured solely by enrolment or graduation rates. It is essential to assess the real impact of training in terms of job placement, alignment between training and employment, the quality of contracts, and employment continuity.



The workshop sought to provide an operational platform for exchange, with the following objectives:

- Sharing concrete experiences of post-training follow-up;
- Identifying good practices and common challenges;
- Proposing practical orientations to strengthen tracing systems and improve the quality of collected data.

A particular emphasis was placed on how follow-up results can be used to enhance training offers, ensuring they remain aligned with labour market needs and evolving socio-economic contexts. Although not established as a permanent working group, the workshop represented a valuable opportunity to build collaborative networks, showcase effective approaches, and encourage the adoption of shared, sustainable, and replicable models at local and regional levels.

Point on the agenda

TIMETABLE	ACTIVITIES	SESSION LEADER
8:30 – 9:00	Welcoming of the participants	VIS
9:00 – 9:15	Welcome Speech	VIS
9:15 – 9:35	Skilling Eco-VET project presentation	VIS
Première session - Les acteurs publics de la formation professionnelle		
9:35 – 10:10	Panel I: 'What strategy has the ANPEJ put in place to monitor graduates of vocational training centres (CFPs) in terms of their socio-economic integration and its relations with the RCAI, 3FPT, ONFP and DER/FJ?'	ANPEJ
10:10 – 10:30	MFPT Intervention	MFPT
10:30 – 10:45	3FPT Intervention	3FPT
10:45 – 11:00	ONFP Intervention	ONFP
11:00 – 11:20	PAUSE CAFÉ	
Deuxième session - Suivi des élèves : perspectives communes		
11:20 – 11:40	Case study: methodology and results of Skilling Eco-Vet data collection in three vocational training centres (Dakar, Thiès and Tambacounda)	VIS
11:40 – 13:15	Start of discussions	All the participants
13:15 – 13:30	Closing remarks	VIS
13:30 – 14:30	DÉJEUNER	



Session 1. Public actors in vocational training

Within Senegal's TVET and youth employment system, the Ministry and its associated agencies play complementary and mutually reinforcing roles. The Ministry of Vocational and Technical Training (MFPT) provides the overall political and strategic direction for the sector, ensuring that training policies are aligned with national development priorities and labour market needs.

The National Office for Vocational Training (ONFP) serves as a key operational arm of this system. It is responsible for planning, coordinating, and implementing training programmes, conducting labour market studies, and supporting both public and private training providers.

The 3FPT (Fonds de Financement de la Formation Professionnelle et Technique) contributes by mobilising and managing financial resources to support vocational training, including both initial and continuing training pathways. Through its funding mechanisms, it facilitates access to training for young people, workers, enterprises, and vulnerable groups, thereby strengthening the overall capacity of the system.

Finally, the ANPEJ (Agence Nationale pour la Promotion de l'Emploi des Jeunes) plays a central role in bridging training and employment. It focuses on employability enhancement, career guidance, entrepreneurship support, and job placement services for young people and other priority groups. ANPEJ also oversees the Pôles Emploi, which provide decentralised employment services, support job seekers, and facilitate the matching process between labour market demand and supply.

Together, these institutions constitute an integrated ecosystem that connects policy formulation, training delivery, financing, and labour market integration.

During the first session, several national indicators were presented, highlighting the urgency of enhanced collaboration within Senegal's TVET and employment ecosystem:

- More than 75% of the population is between 15 and 35 years old (ONFP).
- NEETs represent 34.4% of the population according to MFPT and 3FPT, and up to 46% according to ONFP.
- Vulnerable young women represent 37% of the population, compared to 13% for young men.
- The youth unemployment rate stands at 23.4% (3FPT).
- 97% of workers are employed in the informal sector (ONFP).



- There are approximately 890,000 “entreprises individuelles”, the vast majority operating informally (ANPEJ).
- Economic activities are primarily concentrated in commerce (55%) and services (13%) (ANPEJ).

Each year, around 300,000 new job seekers enter the labour market (ONFP).

At the national level, programmes implemented by ANPEJ, 3FPT and other actors have achieved an insertion rate of 58.8%, including significant participation from people with disabilities and women in vulnerable conditions.

While these institutions have complementary mandates and collectively cover the entire TVET pathway—from policymaking to labour market insertion—the effectiveness of the system is often hindered by insufficient coordination and communication among them.

All participants agreed on the need to establish more harmonised, coherent, and synergistic mechanisms for collaboration. Strengthening these linkages is essential to ensure that TVET fulfils its role as an effective bridge towards sustainable employment.

Session 2. Discussion on data collection challenges and possible solutions

The second session focused on the presentation of data collected across the three Salesian training centres involved in the project in Senegal: Keur Don Bosco in Dakar, the Don Bosco Vocational Training Centre in Thiès, and the Don Bosco Centre in Tambacounda. The analysis, carried out by VIS, aimed to offer an overall understanding of the profiles of the students, their transition into the labour market, and the conditions they experience once employed.

The data were gathered over three consecutive academic years using a census approach that allowed a large proportion of graduates to be reached through individual phone interviews. Although not all former students could be contacted—mainly due to incomplete or outdated phone numbers—the resulting dataset provides a meaningful basis for understanding the pathways of young people completing vocational training in these centres.

The session examined how access to training varies across the three locations and how different training sectors attract distinct groups of learners. Employment outcomes were also explored, highlighting encouraging levels of job placement alongside notable differences between centres, sectors, and genders. Special attention was given



to the distinction between formal and informal employment and to the prominence of self-employment as a common entry point into the labour market for many graduates. Beyond employment status, the discussion considered graduates' perceptions of job stability, satisfaction, and the usefulness of the training received. These elements contributed to a more nuanced understanding of young people's integration into the workforce, revealing both signs of resilience and the limitations they face in terms of income, job quality, and long-term prospects. The data also brought to light the degree of alignment between training programmes and labour market needs, with some sectors showing better opportunities than others.

The session further addressed the availability and effectiveness of post-training support services. While most graduates benefited from some form of assistance, the depth and diversity of this support remained uneven, suggesting the need for stronger mechanisms to accompany young people during their transition into employment. Overall, the findings presented during this second session highlight the importance of systematic graduate tracking as a tool to assess the strengths and weaknesses of vocational training systems. The evidence emerging from the three centres points to clear achievements, but also underscores areas where improved coordination, investment, and adaptation are needed to reinforce the role of vocational training in supporting young people's access to decent and sustainable employment.



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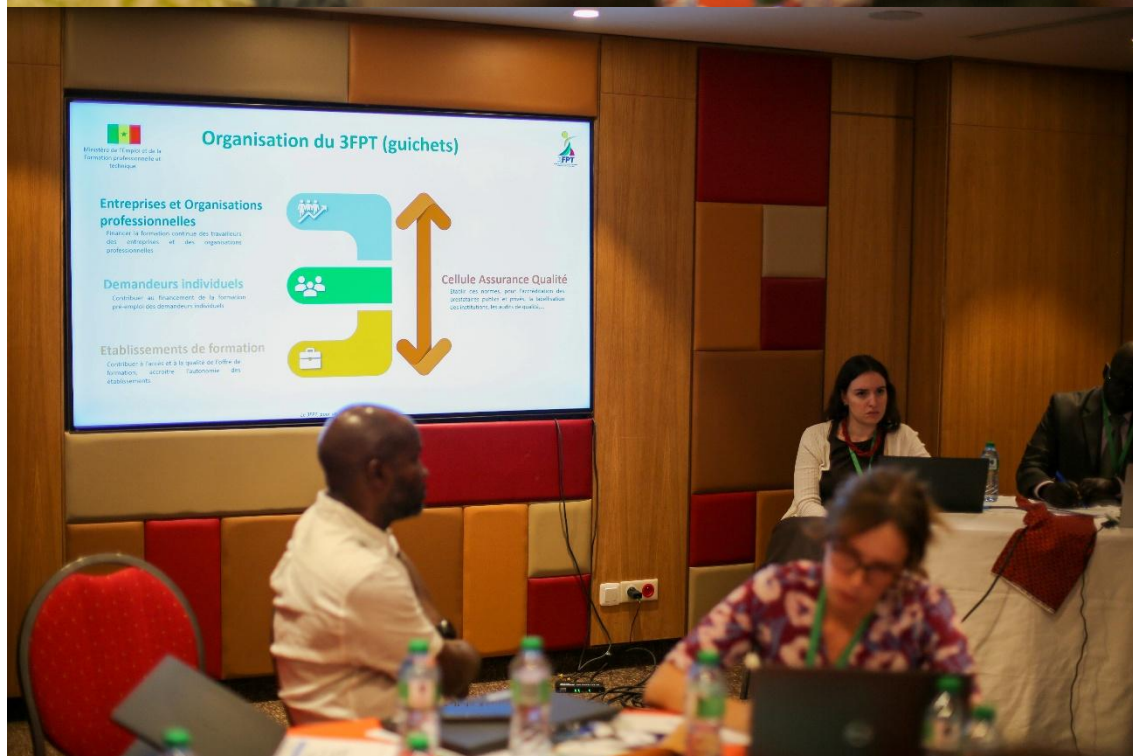


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Conclusion

The workshop offered a valuable space for training institutions, national agencies, and partners to exchange perspectives and collectively reflect on how post-training follow-up can strengthen the TVET ecosystem in Senegal. Discussions across the sessions highlighted the importance of enhancing coordination among key actors—not only between institutions such as MFPT, ONFP, 3FPT, and ANPEJ, but also between training centres, the private sector, and development organisations. Strengthening these linkages is essential to ensure coherence, reduce fragmentation, and reinforce the role of vocational training as a pathway to sustainable employment.

The reflections underscored several shared priorities: the need to improve the quality, availability, and harmonisation of data to support evidence-based decision-making; the importance of reinforcing TVET–Business partnerships and Work-Based Learning as drivers of relevance and employability; and the urgency of addressing persistent challenges such as informality, gender disparities, and the alignment between training and labour market needs. The presentation of data from the three Salesian centres illustrated both promising results and structural gaps, confirming the added value of systematic graduate tracking as a tool for continuous improvement.

Participants recognised the necessity of developing more integrated and complementary approaches at national and local levels, building on existing strengths while addressing shortcomings in communication and operational collaboration. The workshop’s exchanges represent an further step toward more coordinated practices that can enhance the effectiveness and impact of TVET initiatives in Senegal.



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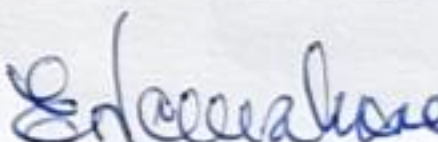
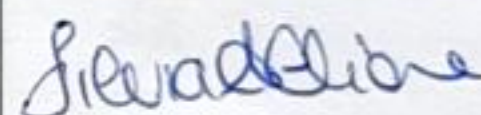
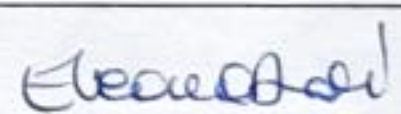
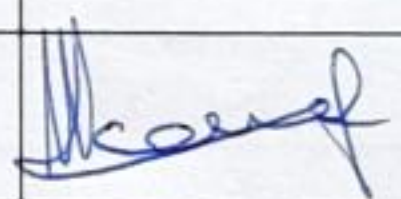
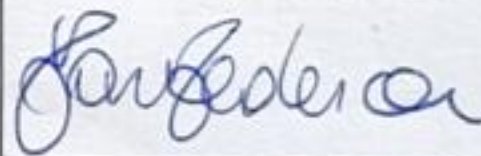
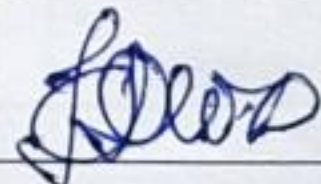
VOLONTARIATO INTERNAZIONALE
PER LO SVILUPPO



Insieme, per un mondo possibile

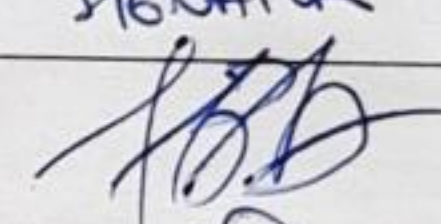
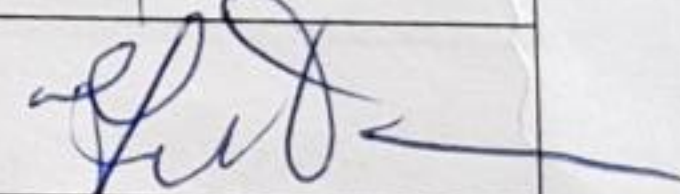
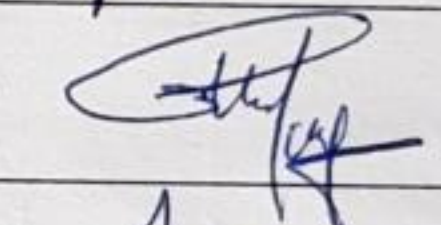
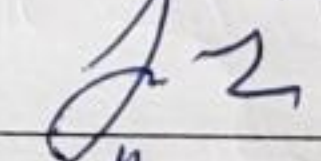
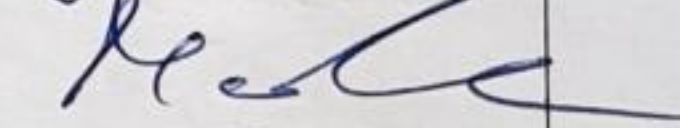

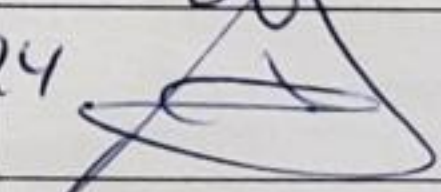
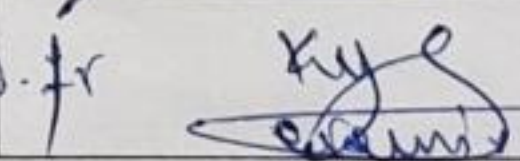
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Skilling ECO-VET: Atelier Au-delà du diplôme – tracer les parcours (Thematic Working Group)
Azalai Hôtel (Dakar, Sénégal), 25/11/2025

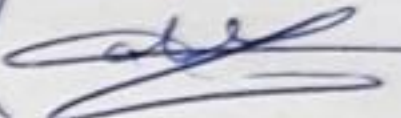
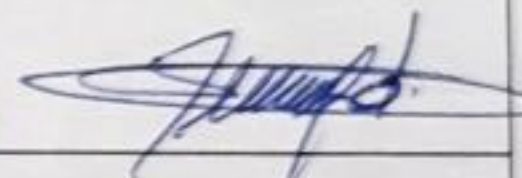

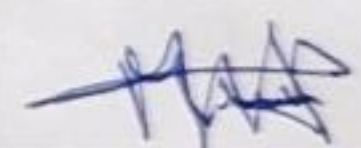
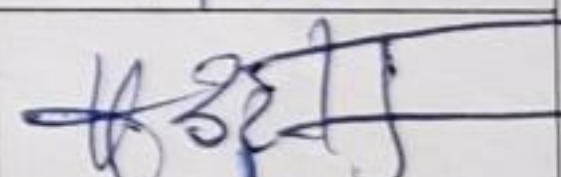
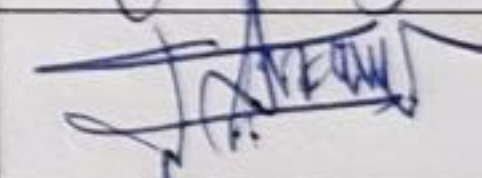
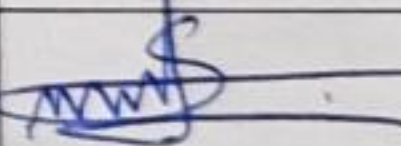
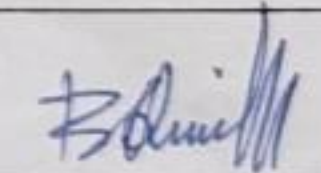
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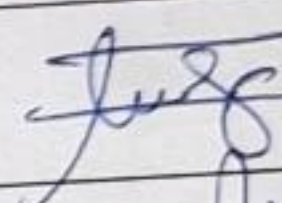
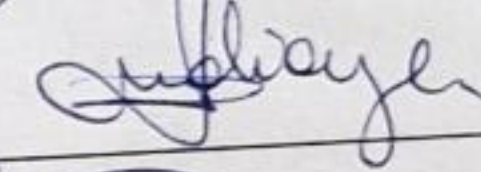
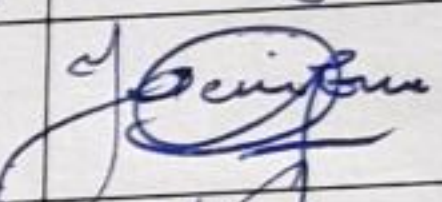
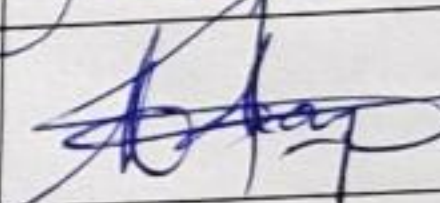
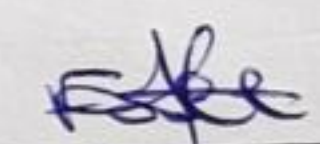
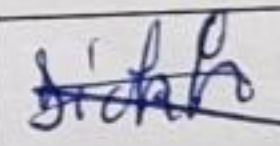
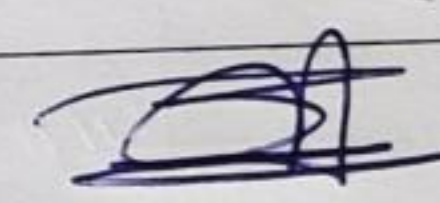
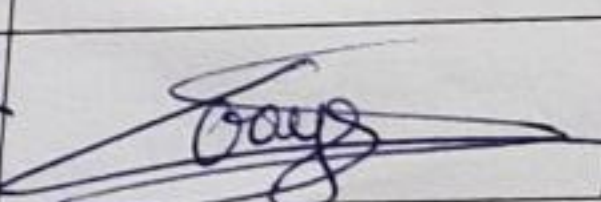
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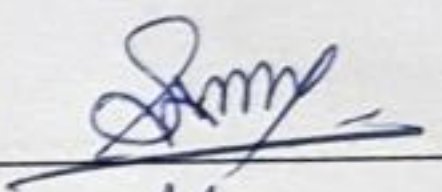
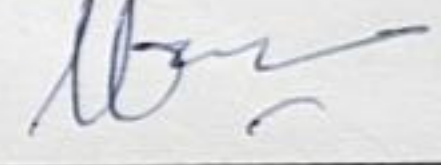
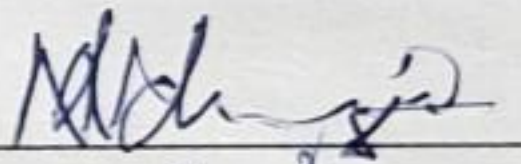
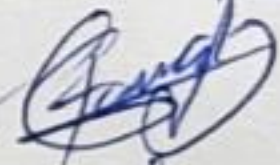


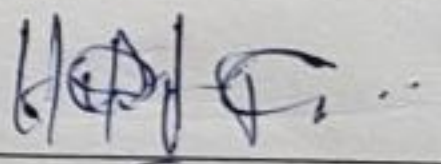



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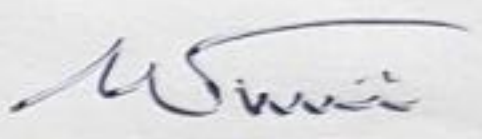


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Skilling VET ecosystem: améliorer et permettre des environnements pour les principaux acteurs de la FPT privée et publique au Ghana et au Sénégal



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SKILLING Eco-VET

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

Don Bosco Keur Dakar:

Restauration;

Bâtiment/ maçonnerie

Centre de Formation Professionnelle Don Bosco Thiès

Industrie électrique/Electronique ;

Secteur automobile/ mécanique;

Bâtiment/ maçonnerie



Centre de formation Professionnelle Don Bosco de Tambacounda

Industrie électrique/Electronique ;

Secteur automobile/ mécanique;



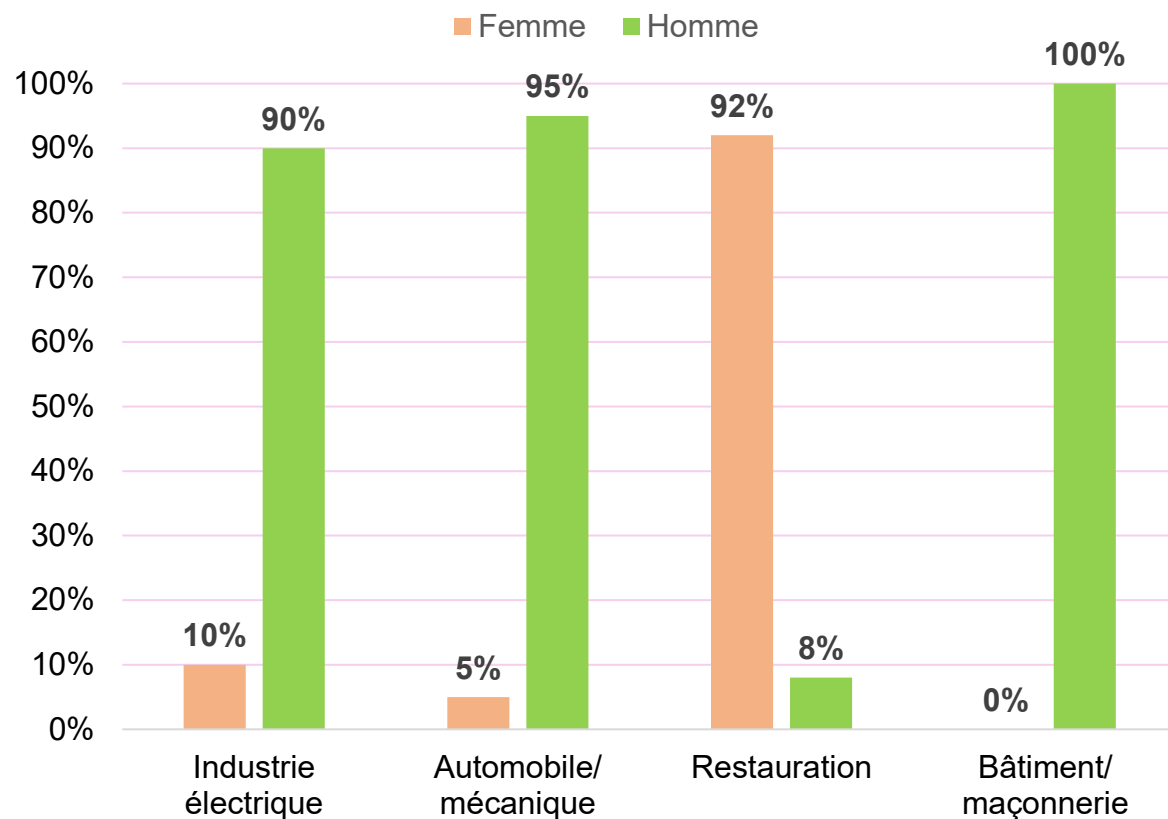
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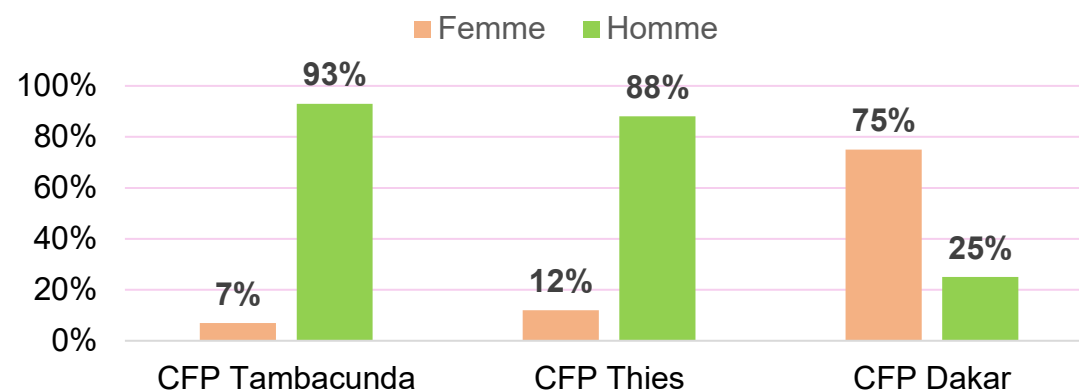
ÉTUDIANT(E)S PAR SECTEUR ET PAR ÉCOLE

ÉTUDIANT(E)S PAR SECTEUR



35 % des étudiants des trois CFP sont des femmes, mais avec une grande disparité entre le CFP de Dakar et les deux autres.

ÉTUDIANT(E)S PAR ÉCOLE



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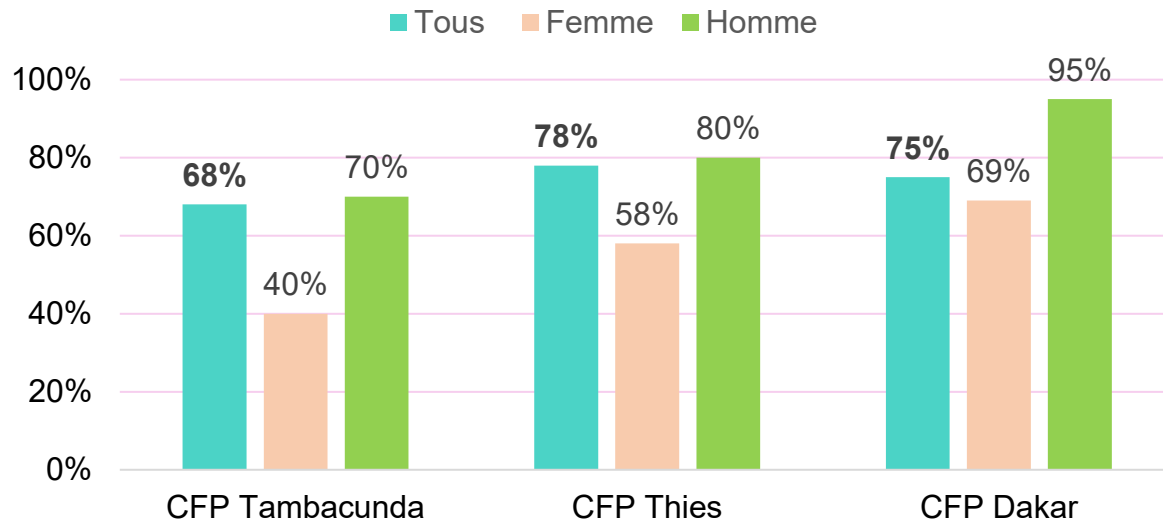


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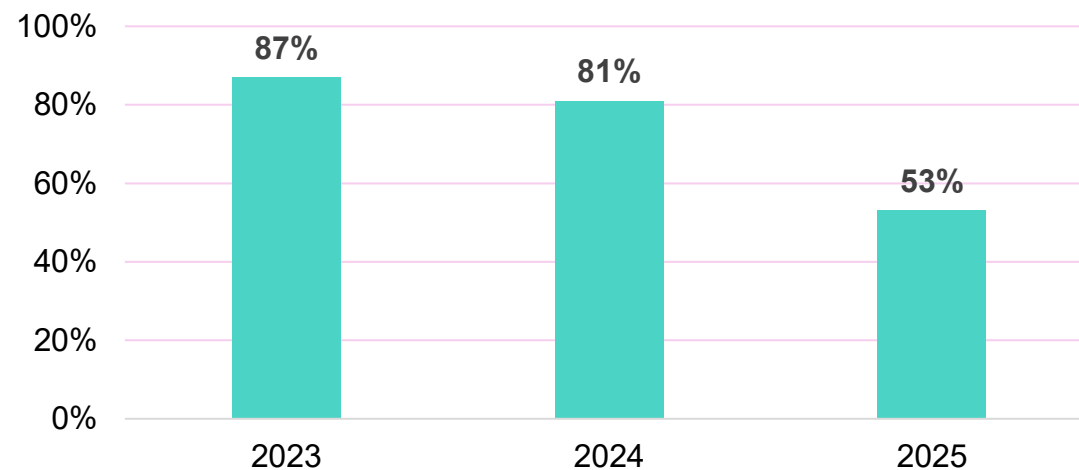
TAUX D'EMPLOI

- 73 % des étudiants ont trouvé un emploi après avoir terminé leurs études, mais étant donné que les données de 2025 ont été collectées entre septembre et novembre 2025, le signal est très positif.
- Le taux d'emploi masculin est toutefois partout plus élevé que celui des femmes.

TAUX D'EMPLOI PAR ÉCOLE



TAUX D'EMPLOI PAR ANNÉE



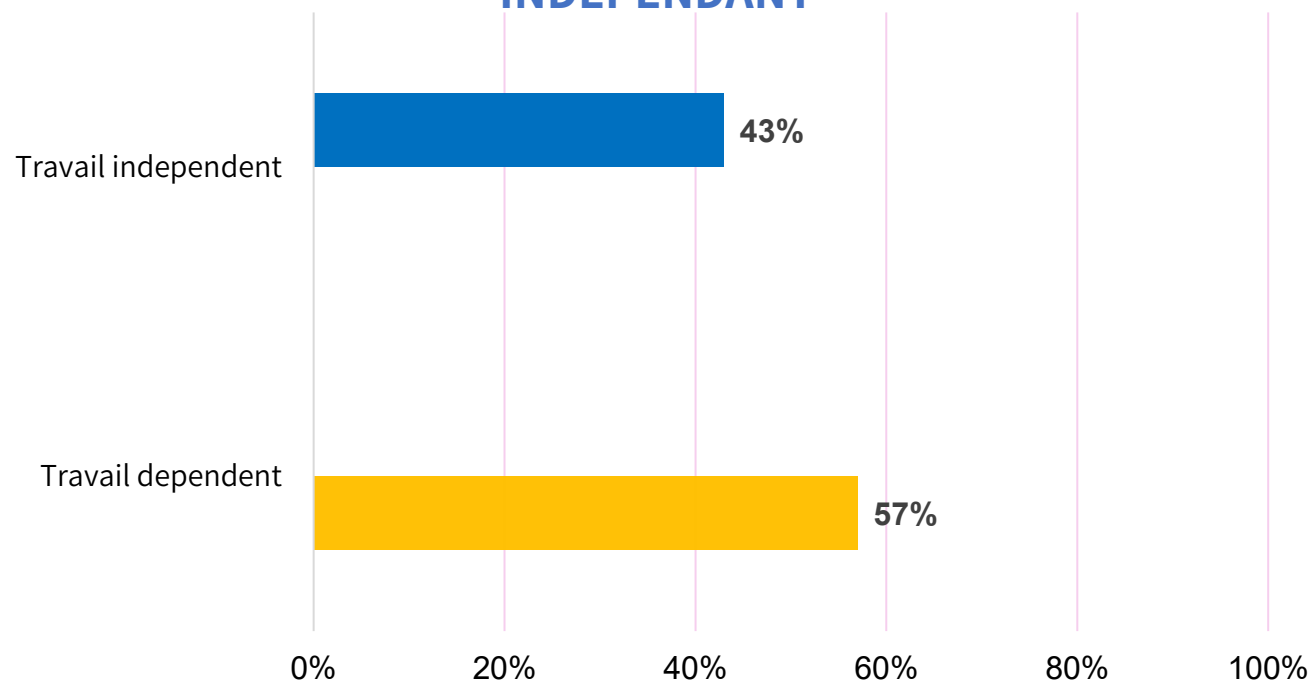
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Insieme, per un mondo possibile

TRAVAIL SALARIÉ - TRAVAIL INDÉPENDANT

POURCENTAGE DE TRAVAIL SALARIÉ/TRAVAIL INDÉPENDANT

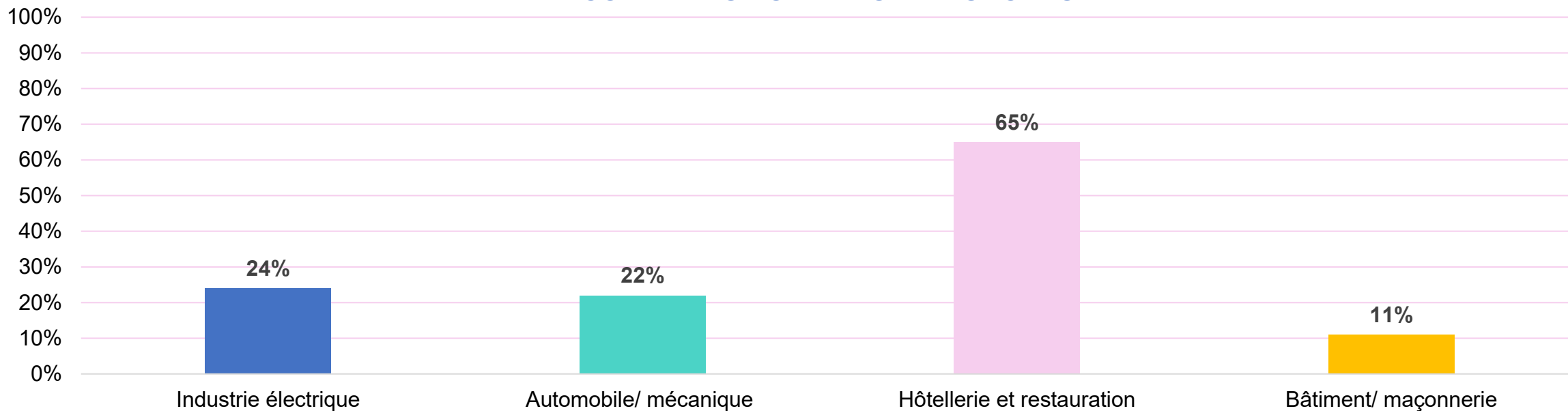


- 22 % des travailleurs ont un contrat formel
- Tous les travailleurs indépendants sont informels

TRAVAIL SALARIÉ - CONTRATS FORMELS

39 % des salariés ont un contrat formel, 47 % des femmes contre 11 % des hommes. Ce chiffre correspond au résultat du secteur de l'hôtellerie et de la restauration, qui compte 92 % d'étudiantes.

CONTRATS FORMELS PAR SECTEUR



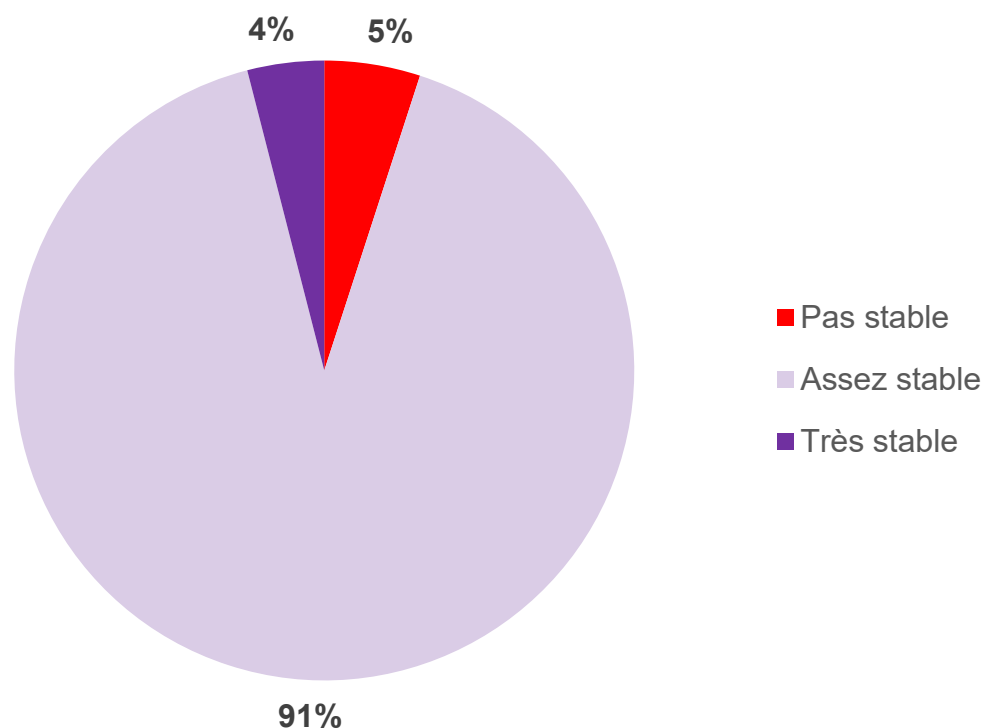
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Insieme, per un mondo possibile

PERCEPTION DE LA STABILITÉ DE L'EMPLOI

% PERCEPTION DE LA STABILITÉ

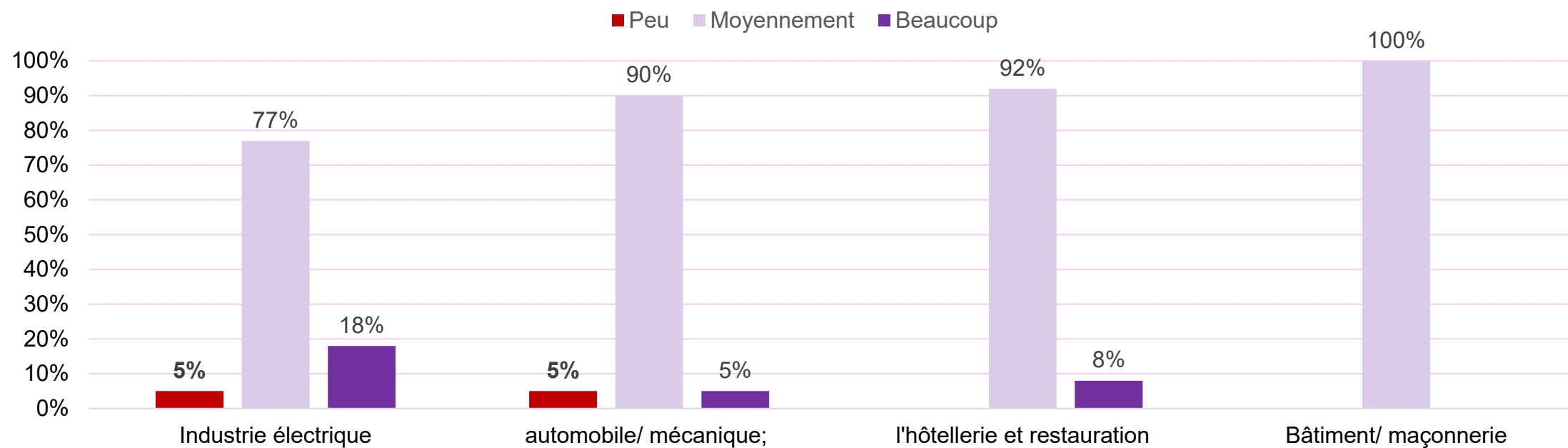


- Tous ceux qui ont répondu « très stable » sont des salariés ayant un contrat formel et travaillant à temps plein
- 80 % de ceux qui ont répondu « pas stable » sont des travailleurs indépendants

TAUX DE SATISFACTION AU TRAVAIL PAR SECTEUR

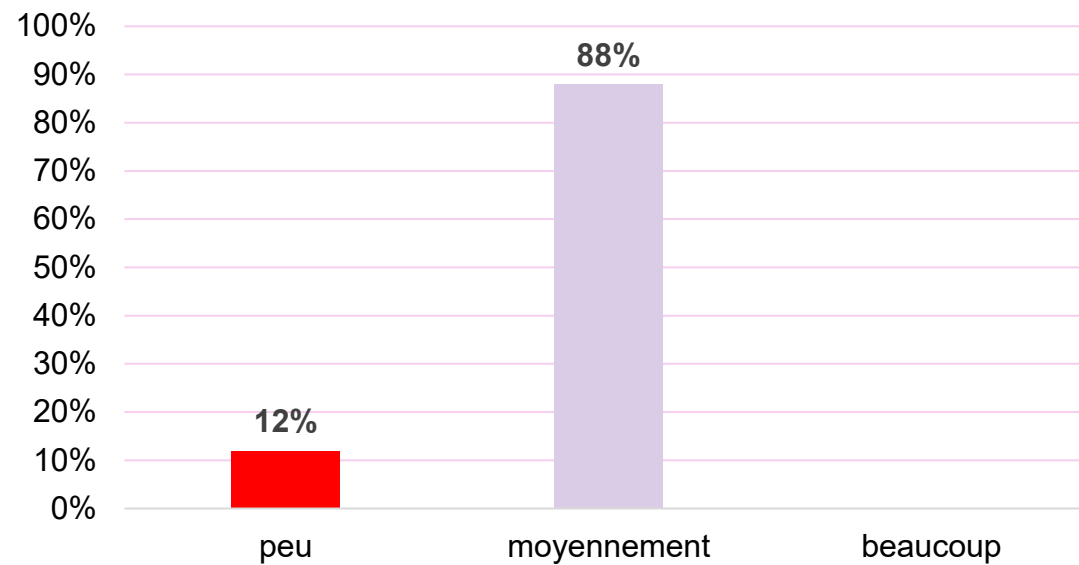
86 % des répondants qui ont un emploi sont moyennement satisfaits de leur travail, sans différence notable entre les sexes.

TAUX DE SATISFACTION PAR ÉCOLE



TAUX DE SATISFACTION PAR RAPPORT AU CHIFFRE D'AFFAIRES

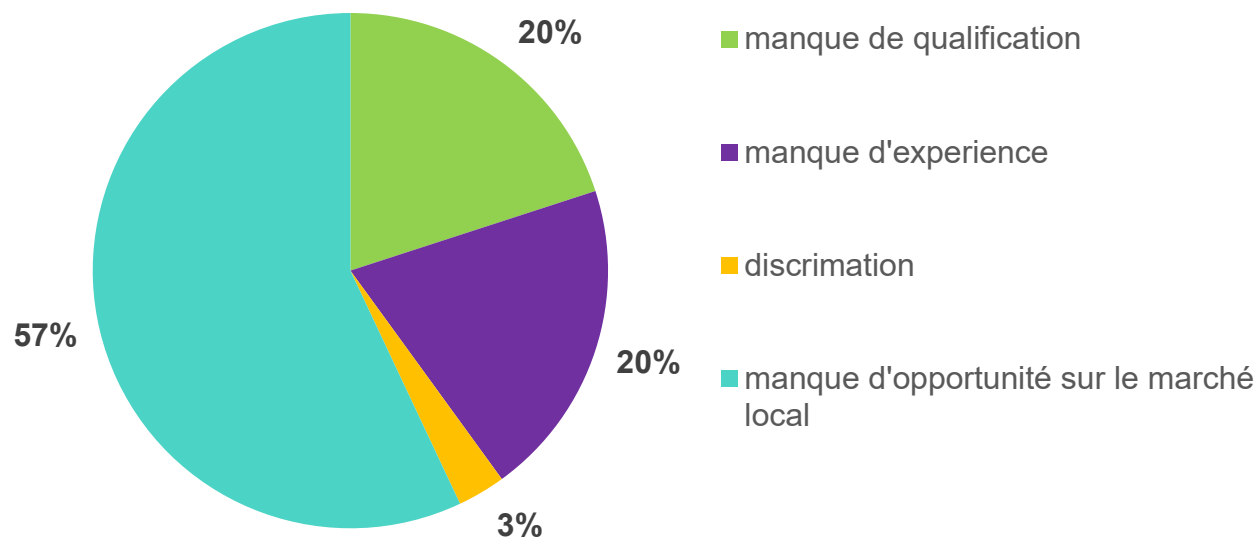
TAUX DE SATISFACTION



- Le revenu moyen des étudiants pendant leur période de formation était de **42 944,45 XOF** et le revenu médian de **45 000,00 XOF**.
- Le revenu moyen et médian actuel, incluant à la fois ceux qui travaillent et ceux qui ne travaillent pas, a augmenté respectivement à **84 769,80 XOF** et **80 000,00 XOF**.

OBSTACLES À LA RECHERCHE D'UN EMPLOI

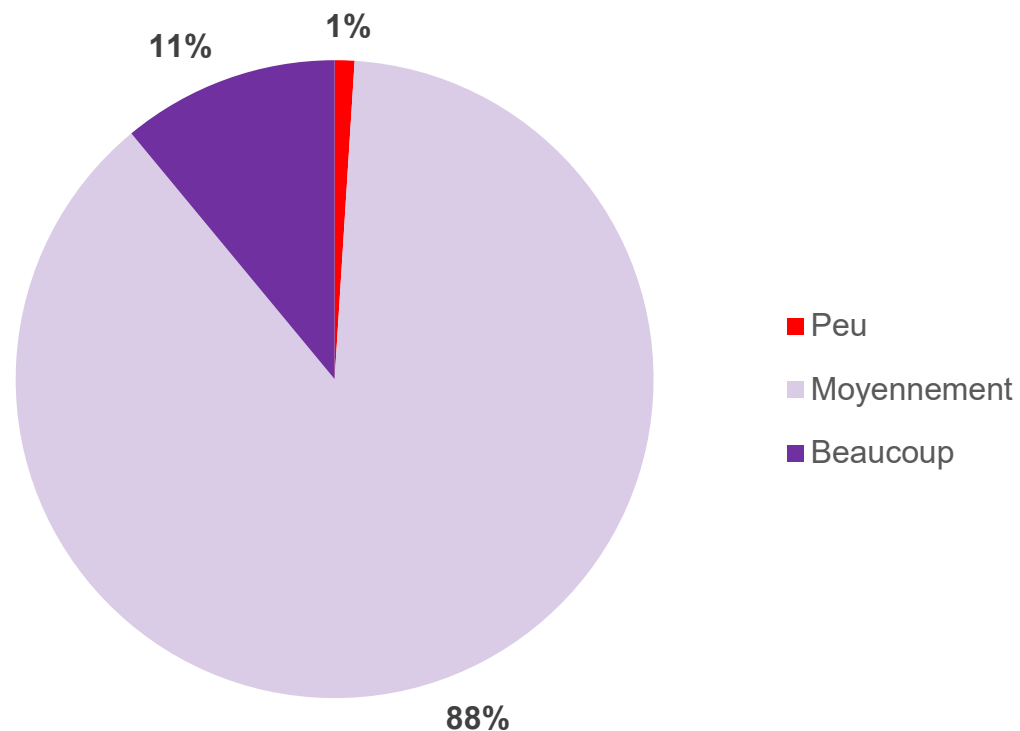
% OBSTACLES PRINCIPAUX



En analysant les principaux obstacles rencontrés par ceux qui n'ont pas trouvé d'emploi, il semblerait qu'un domaine à améliorer soit l'alignement de la formation sur le marché du travail (rappelons toutefois que le taux d'emploi est de 73 %, ce qui est très bon).

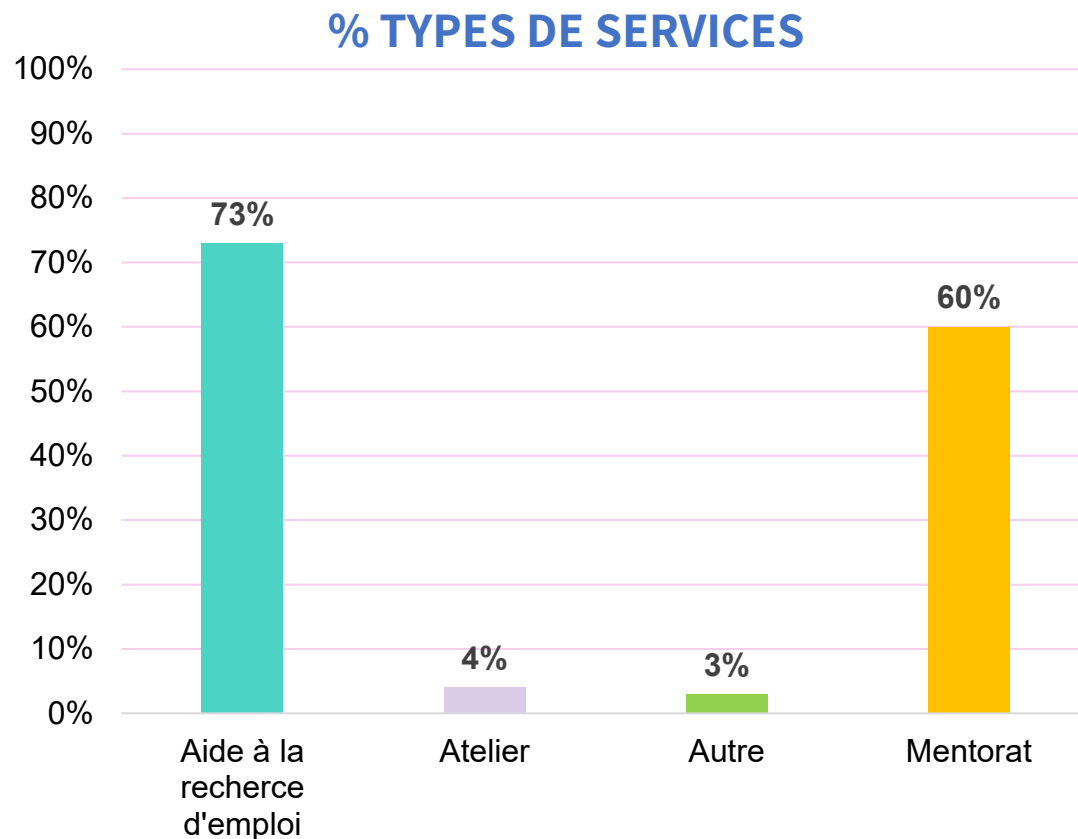
PERCEPTION DE L'UTILITÉ DE LA FORMATION

% UTILITÉ DE LA FORMATION



Même la grande majorité de ceux qui ont trouvé un emploi estiment que la formation a été moyennement utile.

SERVICES DE SOUTIEN POST-FORMATION



- 98 % des étudiants ont bénéficié de services d'aide à l'emploi après leur formation.
- Parmi eux, 63 % ont bénéficié d'un seul service et 37 % d'au moins deux services.

Alors, quelle est la situation professionnelle des étudiant(e)s ?

Sur la totalité des ex élèves, **73 % ont trouvé un emploi** (57 % salariés et 43 % indépendants). 56 % des personnes sans emploi sont à la recherche d'un travail

4 % des anciens élèves ont poursuivi leurs études à la fin de leur parcours au CFP, et tous travaillent.

La majorité des emplois trouvés sont **informels**

Parmi ceux qui ont un **contrat**, 94 % sont à **temps plein** et la **moyenne** des heures travaillées par semaine pour les salariés est de **55 heures**

La satisfaction générale tant en matière de formation que de travail est **moyenne**.



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SKILLING Eco-VET

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

Merci de votre attention !



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Analyse des données Sénégal

Thematic Working Group meeting: Atelier Au-delà du diplôme – tracer les parcours Azalaï Hôtel, 25/11/2025

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

SLIDE 2

La collecte des données a été effectuée dans trois centres sénégalais et deux centres ghanéens, tous gérés par les salésiens. Aujourd'hui, nous allons bien sûr entrer dans le détail des données collectées et analysées dans le contexte sénégalais et nous concentrerons notre attention sur l'insertion professionnelle des jeunes et leurs conditions de travail.

Les trois centres dans lesquels les données ont été collectées sont le Centre Keur Don Bosco, à Dakar, le centre salésien de formation professionnelle de Thiès et le centre de formation professionnelle Bon Bosco de Tambacounda.

Les filières enseignées dans ces centres sont multiples. Au centre de Dakar, il y a le secteur de la restauration et celui du bâtiment/maçonnerie. En réalité, en 2023, le centre propose également des programmes de formation dans le secteur de l'industrie électrique (entretien des panneaux solaires), mais nous n'avons pas réussi à obtenir les coordonnées téléphoniques des personnes qui ont suivi cette formation. Cela nous donne déjà matière à réflexion sur les faiblesses du système d'organisation des données. Au centre de Thiès, il existe quatre filières cibles : l'industrie électrique/électronique, le secteur automobile/mécanique, le secteur de l'hôtellerie et de la restauration et le secteur du bâtiment et de la maçonnerie.

Enfin, le centre de Tambacounda accueille deux filières : l'industrie électrique/électronique et le secteur automobile/mécanique.

Le nombre total de la population étudiée, c'est-à-dire le nombre d'étudiants ayant terminé leur formation au cours des années scolaires 2022-2023, 2023-2024 et 2024-2025, est de 583. Cependant, de nombreux étudiants n'avaient pas de numéro de téléphone, de sorte que seules 416 données (soit environ 82 %) ont pu être complétées.

SLIDE 3



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La population interrogée est donc composée de 101 élèves sortis du centre de Thiès, 162 élèves sortis du centre de Dakar et 153 élèves de Tambacounda. Comme indiqué précédemment, il s'agit d'étudiants ayant terminé leurs études à l'été 2023, 2024 et 2025. La collecte des données a été effectuée entre septembre et novembre 2025. Les données relatives à 2025 ont donc été collectées quelques mois après la fin des études. Sur le plan méthodologique, le cas sénégalais a prévu une approche par recensement, de sorte que tous les étudiants dont le numéro de téléphone était disponible ont été contactés pour un entretien téléphonique d'une durée d'environ 15 minutes. Dans le cas du Ghana, en revanche, un échantillonnage stratifié par année et par département a été effectué, car il y avait plus d'étudiants à contacter et moins de ressources à investir dans la collecte des données. Lors du nettoyage des données, le nombre de données collectées est passé de 416 à 408, ce qui correspond à ce que nous considérons comme notre 100 %.

SLIDE 4

Si l'on examine l'accès aux centres de formation par sexe, on constate que 35 % des étudiants sont des femmes dans les trois centres de formation, avec une grande disparité à Dakar où le pourcentage de femmes est de 75 %. À Tambacounda, le pourcentage de femmes est de 7 % et à Thiès de 12 %. Si l'on examine les données par filière, la filière hôtellerie et restauration est largement majoritairement féminine, avec 92 % des personnes ayant terminé le cursus qui sont des femmes. Il est intéressant de noter que le cours d'hôtellerie est présent à la fois dans la ville de Thiès et dans la ville de Dakar, mais qu'à Dakar, cette filière représente une proportion très élevée d'étudiants.

SLIDE 5

Seulement 35 % des étudiants sont des femmes, avec une forte disparité entre Dakar et les autres centres.

SLIDE 6

73 % des étudiants ont trouvé un emploi après avoir terminé leurs études. Il s'agit d'un chiffre très encourageant, étant donné que les étudiants ayant terminé leur cursus en 2025 ont été interrogés quelques mois après l'obtention de leur diplôme. En effet, si l'on examine le taux d'emploi par année, on constate que parmi les étudiants ayant terminé leurs études en 2023, 87 % ont trouvé un emploi, parmi ceux ayant terminé en 2024, 81 % ont trouvé un emploi et parmi ceux ayant terminé en juillet 2025, 53 % ont déjà trouvé un emploi.

Le taux d'emploi par CFP est de 68 % pour Tambacounda, 80 % pour Thiès et 75 % pour Dakar. En général, le taux d'emploi des femmes est inférieur à celui des hommes, mais à Dakar, le pourcentage de femmes ayant trouvé un emploi est particulièrement élevé, atteignant près de 70 %.



SLIDE 7

Si l'on examine les données relatives au type d'emploi, sur l'ensemble des personnes employées, 43 % sont des travailleurs indépendants et 57 % sont des salariés. Il est intéressant de noter que seuls 22 % des travailleurs ont un contrat formel et que tous les travailleurs indépendants sont dans une situation informelle, c'est-à-dire qu'ils n'ont pas formalisé leur activité.

SLIDE 8

39 % des salariés ont un contrat formel, avec une différence de genre : 47 % de femmes contre 11 % d'hommes. Ce chiffre est influencé par le secteur de l'hôtellerie, où les femmes représentent 92 %. Les autres secteurs affichent des taux de formalisation beaucoup plus faibles : dans le secteur de l'industrie électrique, seuls 24 % sont formalisés, dans l'industrie automobile seulement 22 % et dans l'industrie du bâtiment seulement 11 %.

SLIDE 9

Point de réflexion : « La formalité de l'emploi est-elle un luxe ou un droit ? Comment pouvons-nous traduire *ces données en actions concrètes pour les ONG ?* »

SLIDE 10

En examinant la perception de la stabilité de l'emploi, il est intéressant de noter que 91 % des travailleurs considèrent leur emploi comme assez stable, même si cela ne correspond pas à la formalisation effective et à la protection sociale effective du travail. 5 % ne considèrent pas leur emploi comme stable et 4 % le considèrent comme très stable. Tous ceux qui perçoivent leur emploi comme « très stable » sont des salariés en contrat formel et à temps plein. 80 % de ceux qui perçoivent leur emploi comme « peu stable » sont des travailleurs indépendants.

SLIDE 11

Si l'on examine le taux de satisfaction à l'égard du travail par secteur, **86 % sont « moyennement satisfaits »** de leur travail, sans différence entre les sexes. Le pourcentage de travailleurs très satisfaits de leur travail est plutôt faible : 18 % dans le secteur de l'électricité, 8 % dans l'hôtellerie et la restauration et 5 % dans l'industrie mécanique.

SLIDE 12

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Point de réflexion « Que signifie « moyennement satisfait » pour vous ? Est-ce un signe de résilience ou de résignation ? »

SLIDE 13

En observant le revenu moyen des étudiants pendant leur formation et actuellement, il est intéressant de noter que le revenu moyen a doublé après la formation (de 42 944 XOF à 84 769 XOF). Ce chiffre prend également en compte ceux qui n'ont pas trouvé d'emploi, et ne tient donc pas uniquement compte de ceux qui travaillent. Et 88 % des travailleurs se déclarent moyennement satisfaits de leur rémunération. Étant donné qu'il s'agit d'une augmentation de 100 %, il serait intéressant de réfléchir à cette donnée afin de comprendre quel pourrait être le revenu qui satisferait pleinement les travailleurs.

SLIDE 14

En observant les obstacles à la formation signalés par ceux qui n'ont pas trouvé d'emploi, 57 % estiment que le principal problème est le manque d'opportunités sur le marché du travail local. 20 % estiment que c'est le manque d'expérience et 20 % estiment que c'est le manque de qualifications. À cet égard, il est intéressant de noter que le fil rouge semble être l'alignement entre l'offre et la demande d'emploi.

SLIDE 15

En ce qui concerne la perception de l'utilité de la formation, 88 % estiment que la formation a été moyennement utile pour la recherche d'emploi, seuls 11 % pensent qu'elle a été très utile. Et ce, bien que la plupart des étudiants aient effectivement trouvé un emploi après la formation.

SLIDE 16

En ce qui concerne les services d'accompagnement post-formation, 98 % ont bénéficié de services d'accompagnement post-formation, mais seulement 37 % ont eu accès à plus d'un service. La plupart, soit 63 %, n'ont bénéficié que d'un seul service.

La plupart ont reçu un soutien dans leur recherche d'emploi (73 %), suivis par ceux qui ont bénéficié d'un mentorat (60 %) et 4 % qui ont participé à des ateliers.

SLIDE 17

Point de réflexion : « Les services de soutien fonctionnent, mais sont-ils suffisants ? Comment pouvons-nous améliorer leur accès et leur qualité ? »

SLIDE 18

Les données montrent des **succès** (taux d'emploi élevé, augmentation des revenus) mais aussi des **défis** (informalité, disparités de genre, alignement formation-emploi).



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Les ONG ont un rôle clé à jouer pour **combler ces lacunes**, en travaillant sur l'accès, la qualité et la durabilité.

a) Priorités identifiées :

- Réduire l'écart entre les sexes dans l'accès à la formation.
- Améliorer la formalité de l'emploi, en particulier pour les travailleurs indépendants.
- Renforcer l'alignement entre la formation et le marché du travail.
- Augmenter la satisfaction et la perception de l'utilité de la formation.



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Joint Revision of the DBTA's Job Service Office (JSO) quality manual with a focus on integrating inclusivity and gender mainstreaming into the Quality Manual

Appedix to EU-African Thematic Working Group

Date: 29/09/2025-01/10/2025

Place: Don Bosco Youth Education Services (DBYES), Nairobi-Kenya

Participants: Job Service Officers selected from the DBTA network, and the representatives from JEW and Don Bosco Youth Network (DBYN). Don Bosco Tech Africa will facilitate this workshop.

Facilitators: Br. John Ngigi Njuguna and Ms. Prossy Ogwang

Background

The world has made strides in inclusivity and gender equity, but significant challenges remain, and the situation in Africa is particularly complex. Globally, there has been progress in areas like education, health, and political representation for women and marginalized groups. This has been made possible by many countries enacting laws to protect women's rights and promote inclusivity and gender equality.

However, there are challenges, including economic disparity, violence and discrimination, and political underrepresentation, among others. Globally, women earn an average of 77 cents for every dollar earned by men, while 1 in 3 women worldwide have experienced physical or sexual violence, mostly by an intimate partner. Furthermore, women hold only 26.5% of parliamentary seats worldwide.

Aligned with global, regional frameworks - such as the Sustainable Development Goals (SDGs), the African Union Agenda 2063 leverages a rights-based and intersectional approach. It ensures equitable access through affirmative action, scholarships, and gender-sensitive admission criteria to support women and vulnerable groups, especially in STEM fields. Gender-responsive curricula and trainer development programs will promote non-stereotypical career paths and ensure gender sensitivity during instruction.

Moreover, the African Union Commission, through its TVET strategic plan 2025 -2034, recommends countries for fostering quality and inclusivity in TVET programmes. It also suggests measures for strengthening skills, intelligence, and designing, delivering and

recognising lifelong learning. Furthermore, it provides guidance on promoting access and equity for women and vulnerable groups, such as people in the informal and rural economies, ensuring that everyone can equally benefit from TVET programmes.

Technical and Vocational Education and Training (TVET) is globally recognized as a transformative driver of economic empowerment, social mobility, and sustainable development. Within the Don Bosco Tech Africa network, the Salesians of Don Bosco (SDB) operate 118 TVET institutions across 34 countries, collectively serving over 45,000 trainees annually. Despite this significant reach, these centres face pronounced gender disparities, with female trainees comprising only 27% of the trainees' population and women accounting around 34% of the staff, efforts are being done in the TVET centres and at Don Bosco Tech Africa on the issues disability inclusion such as increasing access of TVET delivery to all by digitalising the training content, establishment of guidelines and policies on issue of gender and inclusivity.

However, access to TVET systems is often not equitable. Women and marginalised groups frequently encounter significant barriers, including:

Limited access: They may have fewer opportunities to enrol in TVET programs due to social norms, financial constraints, or lack of information.

Gendered subject choices: In some cases, women and marginalised groups are still often concentrated in specific, often lower-paying, vocational fields, reinforcing traditional gender roles and limiting their earning potential.

Discrimination and bias: Women and marginalised groups may face discrimination within TVET institutions, including from instructors, peers, and administrators.

Lack of support: They may lack access to support services, such as childcare and mentorship programs, that are essential for the successful completion of training.

These inequalities not only disadvantage individuals but also hinder the development of a diverse and skilled workforce, limiting economic growth and social progress. Addressing these challenges requires a concerted effort and strong collaboration to create inclusive and gender-equitable TVET systems. This concept note aims to contribute to this effort by reviewing the Job Service Office quality manual (JSO) with a focus on integrating inclusivity and gender equity in TVET.

In light of this, Don Bosco Tech Africa, in collaboration with VIS and DBYN under the Skilling Eco VET project, and Jugend Eine Welt (JEW) would like to review the Job Service Quality manual with a focus on inclusivity and gender mainstreaming.

Objective of the workshop:

to increase access to TVET delivery and equal opportunities for all young people through integrating inclusivity and gender mainstreaming into the JSO Quality Manual.

Short description of establishment and revision the JSO quality manual:

In 2018, Don Bosco Tech Africa developed a Quality Manual to support the Job Service Officers operating in 35 Countries to assist the trainees and graduates of 118 Don Bosco TVET institutions in Africa to choose TVET as their career choice and help them to develop their project of life and accompany them to the labour market for employment opportunities.

The JSO quality manual is very systematic and comprehensive in preparing young people to enter the job market. It has a horizontal as well as vertical orientation. It has been designed to encourage the Job Service Officers to move from the “Minimum” level of functioning to the “Standard” level of functioning. And then, it challenges them to move to the level of “Excellence” with consideration of involving the stakeholders in the process, preparing a youngster to enter the job market, whether in formal, informal, or self-employment.

The first review of the JSO quality manual was done in 2022, some gaps were identified in the manual and they were addressed in the second edition. The missions were aligned with key indicators and orientations as given below.

Mission 1: Promote TVET as a career choice towards employment, Equitable training opportunities for all

Mission 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project, including relevant training pathways.

Mission 3: Ensure that the skills taught in the TVET Centers are relevant to labor market demands.

Mission 4: Prepare the trainees for the labor market

Mission 5: Facilitate cooperation and partnerships with the public and private sectors for job placement

Mission 6: Improve internal and external networking

Mission 7: Evaluate the external effectiveness of our TVET Centers

Transversal mission: Effective communication with the stakeholders

Through the feedback from the stakeholders and users of the JSO manual, it was recommended that the manual should integrate the component of gender and inclusivity. Don Bosco Tech Africa has considered this recommendation positively. In light of this, Don Bosco Tech Africa, in collaboration with JEW, VIS and DBYN, has organised a workshop to review the JSO quality manual with a focus on integrating inclusivity and gender mainstreaming.

Point on the agenda

Day 1 – Foundations & Context

Objective: Build a shared understanding of gender and inclusivity in TVET and its relevance to DBTA's Job Services.

Time	Session	Content & Approach	Output
08:30 – 09:00	Opening & Introductions	Welcome remarks, objectives, expectations	Shared workshop goals
09:00 – 10:30	Session 1: Understanding Gender & Inclusivity	Concepts: gender equality, equity, inclusivity, intersectionality; barriers in TVET (girls, PWDs, rural youth)	Common definitions & shared baseline
10:30 – 11:00	Tea Break		
11:00 – 13:00	Session 2: AU & EU Gender Scorecard Frameworks	AU Maputo Protocol Scorecard, AU Gender Scorecard, EU Gender Equality Index; best practices	Frameworks relevant for DBTA
13:00 – 14:30	Lunch		
14:30 – 16:00	Session 3: Gender & Inclusion in African TVET	Case studies from Kenya, Uganda, Ghana, South Africa; good practices & lessons	Key challenges & opportunities
16:00 – 16:30	Tea Break		
16:30 – 17:30	Session 4: DBTA Job Service Manual – Gap Analysis	Review missions 1–7 + transversal mission against gender/inclusion standards	Initial mapping of gender and inclusivity gaps

End of Day Output: Gender & inclusion gaps identified in DBTA's Job Service Manual.

Day 2 – Integration & Practical Tools

Objective: Equip participants with tools to embed gender and inclusion across DBTA JSO Manual missions.

Time	Session	Content & Approach	Output
08:30 – 09:00	Recap & Energizer		

09:00 – 10:30	Session 5: Gender Mainstreaming in DBTA Missions	Group work: aligning each mission (promotion, guidance, relevance, preparation, partnerships, networking, evaluation, communication) with gender strategies	Draft gender-responsive strategies
10:30 – 11:00	Tea Break		
11:00 – 13:00	Session 6: Tools – Gender & Inclusion Scorecard	Introduction to DBTA scorecard (AU/EU aligned); practice scoring with case scenarios	Participants trained on scorecard use.
13:00 – 14:30	Lunch		
14:30 – 16:00	Session 7: Safe & Inclusive Practices	Role plays: addressing harassment, workplace rights, and inclusive communication.	Action points for safe environments
16:00 – 16:30	Tea Break		
16:30 – 17:30	Session 8: Data & Monitoring	How to collect gender-disaggregated data; inclusion metrics; reporting templates	Draft monitoring framework

End of Day Output: Practical strategies + monitoring tools ready for integration into the Job Service Manual

Day 3 – Action Planning & Institutionalisation

Objective: Finalize integration plans, assign responsibilities, and agree on follow-up mechanisms.

Time	Session	Content & Approach	Output
08:30 – 09:00	Recap & Energizer		
09:00 – 10:30	Session 9: Institutional Mechanisms	Role of focal Person, steering committees, and safe reporting systems	Institutional roadmap
10:30 – 11:00	Tea Break		
11:00 – 13:00	Session 10: Action Planning	Group work: Each Province drafts a gender & inclusion integration plan for the job service Manual	Draft Province-level action plans
13:00 – 14:30	Lunch		

14:30 – 16:00	Session 11: Presentation & Peer Review	Teams present action plans; peer review and refinement of the suggested mainstreaming features.	Improved, validated action plans
16:00 – 16:30	Closing Session	Reflections, evaluation, and closing remarks	Workshop closure report
16:30 – 17:30	Tea Break		

End of Day Output: Consolidated DBTA-wide Gender & Inclusion Roadmap + Province-specific action plans.

Moving from **concepts** → **tools** → **action**, embedding gender and inclusivity into all seven missions and the transversal mission of DBTA's Job Service Manual.

Guiding Principles and Context

The workshop was framed by Fr. Fr. Maximus Okoro, Director Don Bosco Tech Africa as a "call to action" to strengthen the collective mission of the Salesian TVET network. The commitment was mandated by:

- **Global Alignment:** Integrating the principles of the African Union's Gender Scorecard, Maputo Protocol and the European Union's Gender Equality Index, which confirm that inclusion is a foundation for sustainable development.
- **Salesian Heritage:** Upholding the Preventive System of Don Bosco, an inclusive pedagogy focused on embracing the poorest and most vulnerable youth, and emphasizing the dignity of labour.
- **Sustainability:** Ensuring that the workshop's output is maintained, scaled, and internalized across all DBTA institutions, requiring a deep cultural change where inclusion is natural, not optional.

Day 1: Foundations & Context (September 29th)

Day 1 focused on laying the conceptual groundwork and identifying initial gaps.

- **Morning Sessions:** Established a shared knowledge base by covering core concepts like gender equality, equity, inclusivity, and intersectionality, alongside identifying barriers in TVET for groups such as girls, Persons with Disabilities (PWDs), and rural youth. International accountability frameworks (AU/EU Scorecards) and African TVET case studies were reviewed.
- **Afternoon Session (Gap Analysis):** In this session, participants divided into English and French-speaking groups, conducted a rigorous review of Missions 1–6 plus the Transversal Mission against established gender and inclusion standards.
- **End of Day Output:** Gender & inclusion gaps identified in DBTA's Job Service Manual.

Day 2: Integration & Practical Tools (September 30th)

Day 2 moved from gap identification to strategy development, tool training, and the practical updating of the Manual missions.

- **Morning and Early Afternoon:** Sessions were dedicated to generating practical inclusion strategies. Key activities included:
 - **Gender Mainstreaming in DBTA Missions:** Intensive group work aligning gender strategies with each of the JSO missions (promotion, guidance, relevance, preparation, partnerships, networking, evaluation, and communication).
 - Training on tools, including the Gender & Inclusion Scorecard and developing Action points for safe and inclusive practices.
- **Late Afternoon (Mission Update Presentations):** The workshop transitioned into a plenary session where the English and French groups presented the enhancements made to Mission One, Mission Two, Mission Three, Mission Four, Mission Five, Mission Six, and the Transversal Mission. This peer review was vital for validation and ensuring the strategies were coherently integrated into the Manual's core functions.
- **End of Day Output:** Inclusion integration into the Job Service Manual.

Day 3: Final Review, Consensus, and Institutional Commitment (October 1st)

The final day focused on achieving final content consensus and establishing the institutional mechanisms necessary for adoption and sustainability.

- **Morning Sessions:** Dedicated to the final consolidation and refinement of the updated mission strategies by the language groups.
- **Afternoon Session (Final Consensus):** During this session, the English and French Teams presented their fully drafted updated missions for detailed peer critique. All missions and the Transversal Mission were discussed and finalized, achieving a collective consensus. Br. John presented the preliminary sections of the Manual to guide participants on the new structure.
- **Key Institutional Outcome:** Constitution of the Drafting Team. A dedicated six-member Technical Drafting Team was officially appointed to develop the final draft of the updated and mainstreamed JSO Quality Manual by Friday, October 10th.

Closing Mandate: Ambassadors of Inclusivity

Br. John Ngigi Njuguna, Deputy Director Don Bosco Tech Africa underscored the vital role of Job Service Offices in ensuring a smooth transition from school to the workforce, reminding all that training remains incomplete unless young people successfully enter the labour market. He urged collective effort to reduce barriers to employment and to recognize JSOs as a critical pillar in skills development and youth empowerment. Echoing this, Ms. Prossy Ogwang, Gender Advisor, Uganda and Rwanda (AGL Vice Province) praised the dedication and resilience of the Job Service Officers, noting that their unwavering commitment, even amidst challenges, is both inspiring and a testament to the heart they put into empowering young people.

Fr. Maximus Okoro, Director Don Bosco Tech Africa, reminded participants that true inclusion is rooted in the Salesian spirit, listening to the voices of the young, especially women, rural youth, and persons with disabilities, ensuring that no one is left behind. He stressed that the final document must be widely presented and shared with Planning and Development Office (PDO) personnel, Institute Directors, JSOs, and Province TVET coordinators (PTVETs) of each province to guide work at all levels. He concluded by inviting every participant to go forth as Don Bosco Ambassadors of Inclusivity.

Pictures









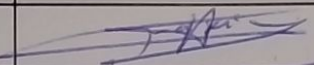
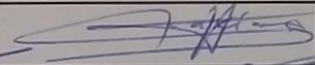
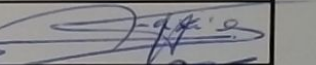
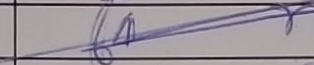
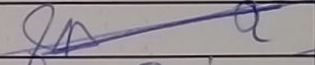
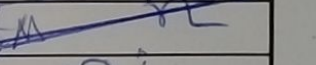
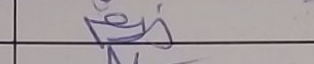
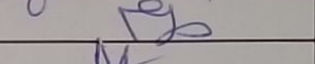
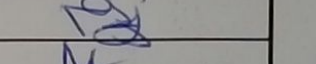
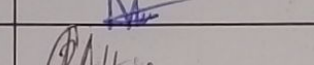
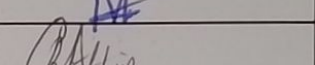
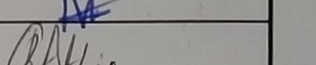
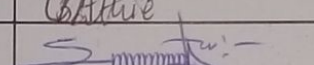
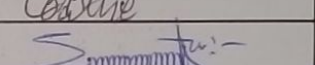
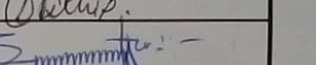
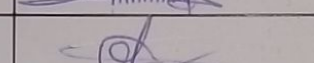
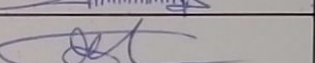
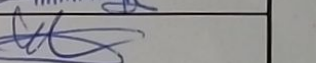
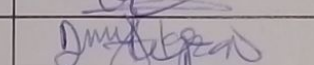
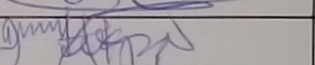
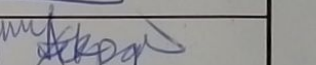
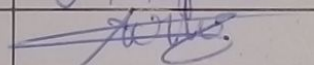
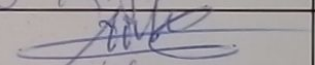
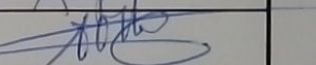
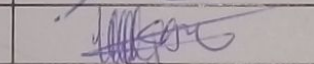
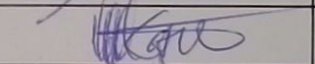
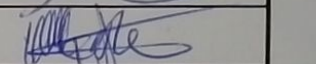
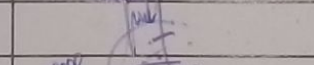
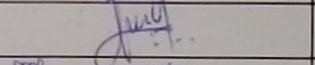
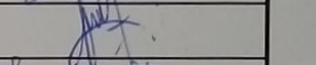
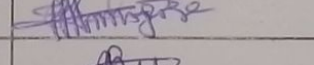
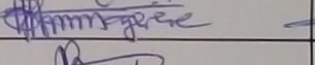
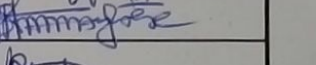
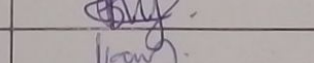
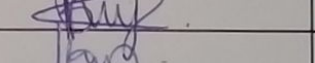
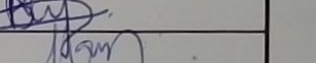
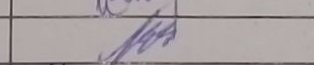
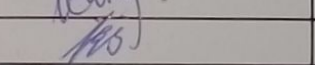
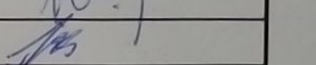
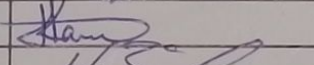
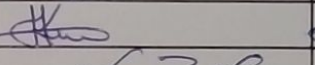
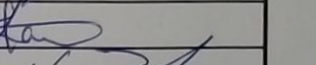
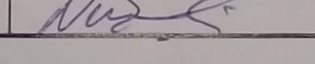
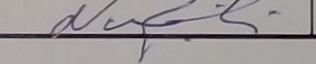
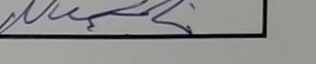

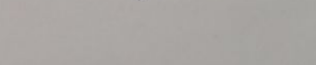
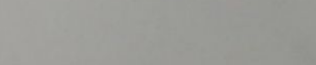



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October 2025



DON BOSCO TECH AFRICA

DBTA_JSO Manual Review Workshop_2025_Daily Register

	Name	Province	29/09/2025	30/09/2025	01/10/2025
1	Mr. Maxime Odia	ACC			
2	Fr. Marc Abumba	AFC			
3	Mr. Ngui Geoffrey	AFE			
4	Mr. Innocent Mutala	AGL			
5	Ms. Ogwang Prossy Charlotte	AGL			
6	Mr. Denis Ocaya	AGL			
7	Mr. Leonidas NZARAMYIMANA	AGL			
8	Mr. ETUKAKPAN Cletus Linus	ANN			
9	Mr. Adjanou Akpo Mathieu	AON			
10	Mr. Benedict Mensah	AOS			
11	Mr. TOVONIRINA Andry	MDG			
12	Mr. Manyerere Oswald	TZA			
13	Ms. Beatrice Muya	DBTA			
14	Fr. Maximus OKORO	DBTA			
15	Br. Ngigi Njuguna	DBTA			
16	Mr. Joseph Kamau	DBTA			
17	Fr. Gerald UMOH	SAFCAM			



Report on Tracer Studies in aligning training curricula with current labour market needs in Ghana training

Appedix to EU-African Thematic Working Group

Date: 01/09/2025-05/09/2025

Place: Provincial House, Ashaiman

Participants: Br. Patrick Sokuu (DBTI Odumase); Fr. Mark Eshun (DBTI Ashaiman); Daniel Yeboah (DBTI Odumase); Avogo Martina (St Mary's Technical Institute); Sr. Cynthia M. Anabire (St Mary's Technical Institute); Solomon Amunga (Nsoatre Technical Institute); Emmanuel Darko (Nsoatre Technical Institute); Harriet Dwuma (Nsoatre Technical Institute); Mary Timah (Afiencya Technical Institute); Emmanuel Ampadu (Afiencya Technical Institute); Kwabena Boakye Ansah (Afiencya Technical Institute); Raphael Worlanyo Kumako (VIS); Paul Hagan (VIS); Philip Afran Gaisie (VIS); Deborah Polley (VIS); Fr. Isaac Manu (Catholic Technical Institute); Joe Osei (Liason Officer / Solar network); Clement Owusu Preprah (Catholic Technical Institute); Gabriele Proietto (VIS); Benedict Mensah (DBYN); Mad Joyce (Government TVET)

Facilitators: Jean Nepomuscene NSHIMIYIMANA (DBTA); Nancy Ndung'u (DBTA)

Day 1 – Introduction to the Tracer Study

The program was officially opened with a prayer by Rev. Sister Cynthia Anabire (St. Mary's Vocational Training Institute), followed by opening remarks from Rev. Father Sony Joseph Pottenlackal (Provincial Director of Salesians of Don Bosco in Ghana), Gabriele Proietto (Country Representative, VIS Ghana), and Father Mark Eshun (Principal, Don Bosco Training Institute, Tema). They all urged participants to gain a full understanding of the Tracer Study Model and how it could be adopted across TVET institutions as an effective tool to enhance graduate employability and align training curricula with labour market needs.

Objectives:

- To understand the critical role of tracer studies in aligning training curricula with current labour market needs in Ghana.
- To explore how tracer studies support the transition of trainees from school to the labour market.
- To understand the tools required to conduct a tracer study.

- To examine how tracer studies can function in remote areas of Ghana where internet connectivity is limited.
- To identify methods for ensuring student placements in sectors relevant to their skills.
- To strengthen JSOs' communication skills and involve stakeholders in decision-making.
- To establish effective feedback mechanisms and use feedback to improve processes and outcomes.
- To develop collaboration and partnerships with stakeholders to foster ownership and responsibility.
- To use technology to track both current and former students, monitor their progress in WEL, and document their job placements.

Methodology

The facilitators used a combination of:

- Presentations and discussions
- Group work and presentations

Results Presentations

The facilitator explained that a tracer study is a tool used to gather market feedback on graduates and align training approaches with SDG goals. He emphasized the benefits of tracer studies for Liaison Officers and principals. The facilitator also outlined the stages of the transition process from school to employment: preparation, job search, pre-placement, placement, and achieving sustainable livelihoods.

Key highlights included:

- Tracer studies document feedback after training to ensure continuous improvement.
- They assess how graduates perform after training.
- They help institutions understand market needs and receive feedback to improve training.
- Tracer studies conduct gap analyses to ensure training responds to market demands and improves the living conditions of young people.

The process involves:

1. **Preparation** – guiding young people to explore livelihood opportunities and assess their competencies in line with labour market needs.
2. **Search/Networking** – identifying stakeholders TVET institutions can collaborate with.
3. **Pre-placement** – preparing trainees for the job market with soft skills.
4. **Placement** – linking graduates to salaried jobs or assisting with business start-ups.

Challenges discussed:

Some JSOs and principals highlighted challenges regarding job placements:

- **Sexual harassment in hospitality industry** (especially in Northern Ghana): Female trainees reported harassment from certain hotel managers. Schools often stopped sending students to these hotels, reducing available placement opportunities.
 - *Response (Jean Nepo)*: Avoiding such hotels does not solve the issue. School management should engage with hotel management to address safeguarding concerns.
- **Institutional policies restricting placements**: For example, some hotels only accept trainees aged 21 and above, while most TVET trainees are under 21.
 - *Response (Jean Nepo)*: Since it is an internal policy, schools should seek alternative companies.
- **Lack of trainee motivation due to poor or no remuneration**: Some companies provide no incentives at all.
 - *Response (Jean Nepo)*: JSOs should negotiate with companies, highlighting placements as a win-win situation.
- **Academic calendar challenges**: TVET academic schedules, aligned with grammar schools, often do not allow sufficient time for attachments.

Day 2. Stakeholder Engagement

The facilitator introduced the concept of stakeholders, their roles, and their levels of influence (internal and external).

Key observations based on the stakeholder power-interest matrix:

- Government: High power, high interest in policy development; low interest in tracer studies.
- Donors: High power, high interest (funding and financing).
- TVET Principals: High interest, low power (committed but with limited authority).
- Industries: High interest, low power (depend on the workforce trained).
- Parents: Low power, low interest.

Applicable skills to engage stakeholders included active listening, interpersonal skills, conflict management, leadership, vision-setting, and critical thinking.

Survey and Data Collection

Participants were guided through survey methods, including:

- Administration tools
- Selection criteria (stratified probability sampling)
- Data management and analysis

Operational Guidelines for Monitoring TVET Student Placements

The guidelines emphasized the importance of tracking the employment and educational levels of trainees, as well as ensuring the relevance of trainers. Questionnaires were identified as tools to assess post- training employment status and relevance of acquired skills.

GROUP WORK – Stakeholder Engagement

Participants were asked to discuss the following questions:

1. Identify the key stakeholders the JSO/ILO would like to work with.
2. How can a JSO/ILO be supported by these stakeholders?
3. What strategies can be used to engage these stakeholders and help them understand the impact of the JSO/ILO offices?

Stakeholders Identified:

1. Government
2. Public/Private Companies
3. CSOs/NGOs
4. School Management

How They Can Support JSO/ILO Offices:

1. Policy reforms
2. Financial support
3. Networking/Partnerships
4. Training and capacity building

Strategies to Engage Stakeholders:

1. Trade fairs
2. Formation of ILO/JSO associations to amplify their voices
3. Capacity building initiatives

Day 3 and 4

The participant were group in three to practice using the tracer study template. The group were task to grate account, post as graduate looking for job, and also as an industries. The facilitator made the participant practice by felling their details and to work around it.

How to Use the Tracer Study Tracking Tool

During the training session, participants were divided into three groups to practice using the tracer study template. Each group was assigned specific roles to help them understand how the tool works and how data can be collected and tracked effectively.

1. Creating Accounts

- Participants were tasked with creating accounts within the tracer study platform.

- This step demonstrated how graduates and industry stakeholders can register and provide their basic information in the system.

2. Graduate Role – Job Seeker

- Some participants acted as graduates seeking employment.
- They filled in their personal details, educational background, skills, and employment status.
- This showed how the system captures graduate profiles and tracks their career progression.

3. Industry Role – Employer

- Another set of participants acted as industry representatives.
- They posted job opportunities and requirements within the system.
- This allowed graduates to interact with potential employers and showed how the tracer tool links graduates with industry needs.

4. Practice and Simulation

- The facilitator guided participants through the process of filling in their details and exploring the different functions of the tool.
- By working around the platform in real time, participants gained practical experience on how to use the tracer study tool for data collection, tracking, and reporting.

Day 4 - GROUP WORK – Action Planning

Participants were grouped according to their schools and asked to outline the actions they would take after the training, in order of priority, along with the tools needed.

Activity	Target	Responsible	Tools Needed
Training and orientation for staff on tracer study	Staff, students, parents	Principal, ILO/JSO, HODs, Guidance & Counseling	Laptop, projector, tablets, phones, internet access, printers, fuel, travel & transport, photocopier
Mapping of industries	Companies	Principal, ILO/JSO, HODs	
Placement of learners	Students	Principal, ILO/JSO, HODs, Guidance & Counseling	
Monitoring	Current and past students	Principal, ILO/JSO	
Post-attachment feedback	Companies		
Updating graduates	Graduates	Principal, ILO/JSO, HODs	
Creating emails for students	Students	Principal, ILO/JSO, HODs, ICT Teacher	

Day 5 – Action Plan

The groups listed activities in order of priority to be carried out by principals, JSOs or Liaison Officers, Guidance and Counseling units, and ICT departments.

The facilitators also helped participants set up a four-member committee to draft a proposal to be presented to stakeholders, such as the National Association of Solar Network. The committee will report back to the JSO network to support schools.

Recommendations

- Map out and engage stakeholders/industries to know their requirements before student placements.
- Create a logbook for students to track progress and document feedback.
- JSOs should teach students how to use email.
- As part of the tracer tool, JSOs should create a general school email address. Teachers recommended procuring a phone and SIM card for this purpose.
- Create WhatsApp groups for alumni and organize school reunions with defined roles for past students.
- To address financial constraints, facilitators recommended that JSOs introduce students to savings schemes (e.g., *Susu*).

Pictures







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September 2025



ATTENDANCE LIST

SKILLING ECO-VET PROJECT
WORKSHOP: TRACER STUDIES AND TRACKING TOOL
1st – 5th September
Provincial House, Ashaiman
Participants list

#	Name	Institution/Position	Number of days	Remarks
1	Jean Nepomuscene NSHIMIYIMANA (Trainer)	DB Tech	6	Confirmed
2	Nancy Ndung'u (Trainer)	DB Tech	6	Confirmed
3	Br. Patrick Sokuu	DBTI Odumase	2	Confirmed
4	Fr. Mark Eshun	DBTI Ashaiman	3	Confirmed
5	Daniel Yeboah	DBTI Sunyani	5	Confirmed

ATTENDANCE LIST

6	Ashaiman Rep	DBTI Ashaiman	6	Confirmed
7	Avogo Martina	St Mary's Technical Institute	6	Confirmed
8	Sr. Cynthia M. Anabire	St Mary's Technical Institute	6	Confirmed
9	Ms Beatrice Saawaam	St Mary's Technical Institute		Not Confirmed
10	Solomon Amunga	Nsoatre Technical Institute	6	Confirmed
11	Mr Emmanuel Darko	Nsoatre Technical Institute	6	Confirmed
12	Mrs Harriet Dwuma	Nsoatre Technical Institute	6	Confirmed
13	Charlotte Sella	DBTI Tatale		Not confirmed

ATTENDANCE LIST

14	Mary Timah	Afienva Technical Institute	6	Confirmed
15	Emmanuel Ampadu	Afienva Technical Institute	6	Confirmed
16	Kwabena Boakye Ansah	Afienva Technical Institute	6	Confirmed
17	Raphael Worlanyo Kumako	VIS (Field officer)	6	Confirmed
18	Paul Hagan	VIS (Field officer)	6	Confirmed
19	Philip Afran Gaisie	VIS (Field officer)	6	Confirmed
20	Deborah Polley	VIS (Field officer)	6	Confirmed
21	Fr Isaac Manu	Catholic Technical Institute	6	Confirmed

ATTENDANCE LIST

22	Mr Joe Osei	Liason officer / Solar network	6	Confirmed
23	Mr Clement Owusu Preprah	Catholic Technical Institute	6	Confirmed
24	Gabriele Proietto	VIS	6	Confirmed
25	Costanza Steinbach	VIS	6	Confirmed
26	Benedict Mensah	DBYN	6	Confirmed
27	Mad Joyce	Government TVET	6	Confirmed
28				
29				



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ATTENDANCE LIST

TRACER STUDY TRAINING

ACCRA- GHANA



Quality of life and employability for the Youth

WHAT IS TO BE COVERED

- Understanding the linkage between industrial attachment and tracer study
- How to conduct a tracer study?
- Discuss methodology and strategies to make a tracer study successful?
- Understanding the stakeholders' Roles and Responsibilities in the process of conducting a tracer study

WHAT IS TO BE COVERED

➤ What ?

➤ HOW?

➤ WHY ?

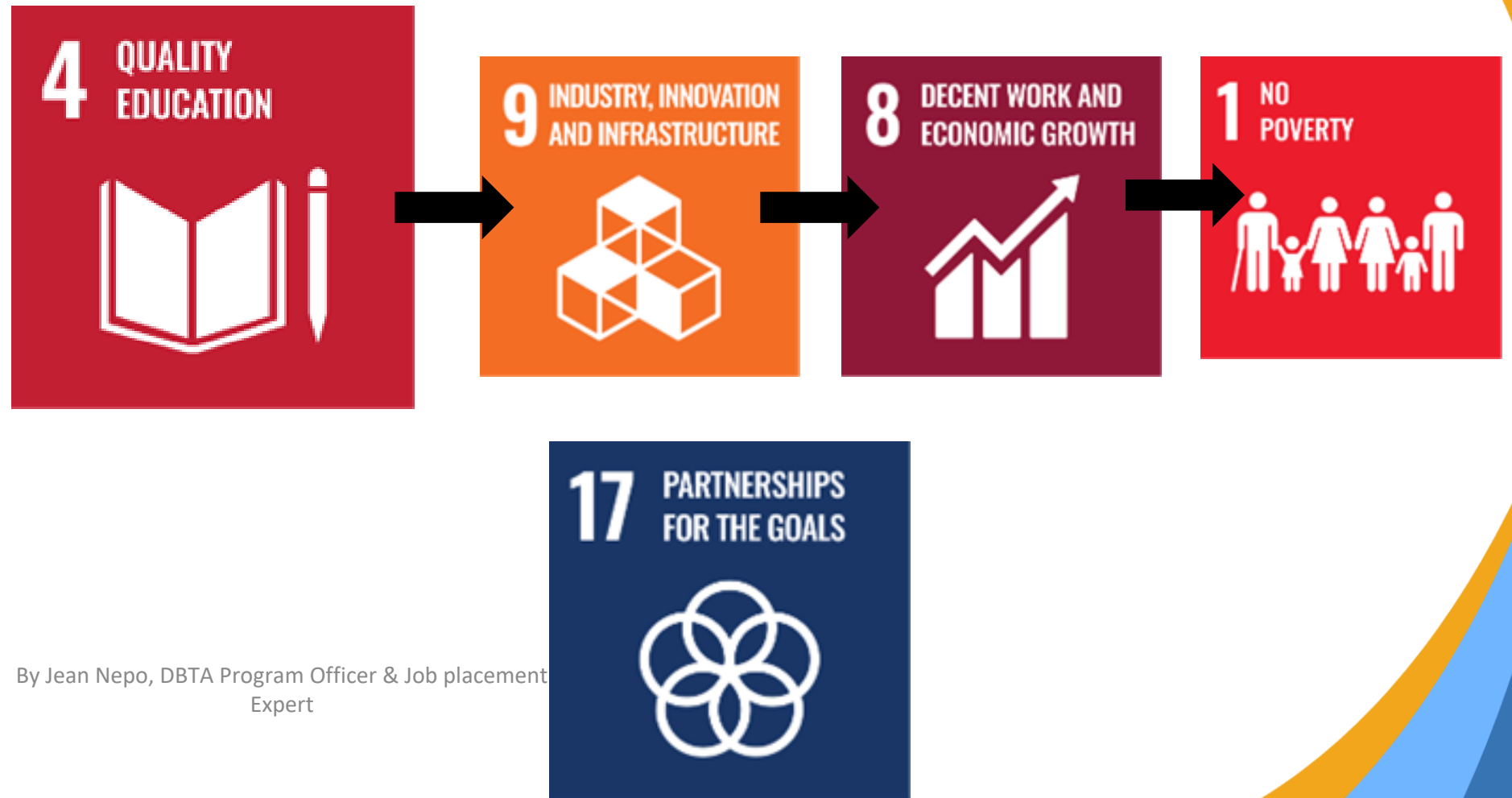
➤ WHERE?

➤ WHEN?

Objective

- The main objective TVET tracer study is to evaluate the impact of the training skills offered by the TVET institutions to young people in terms of relevant skills necessary for their entry into the labor market.
- This tracer study pursues to provide feedback for improvement of skills training in TVET institution in .

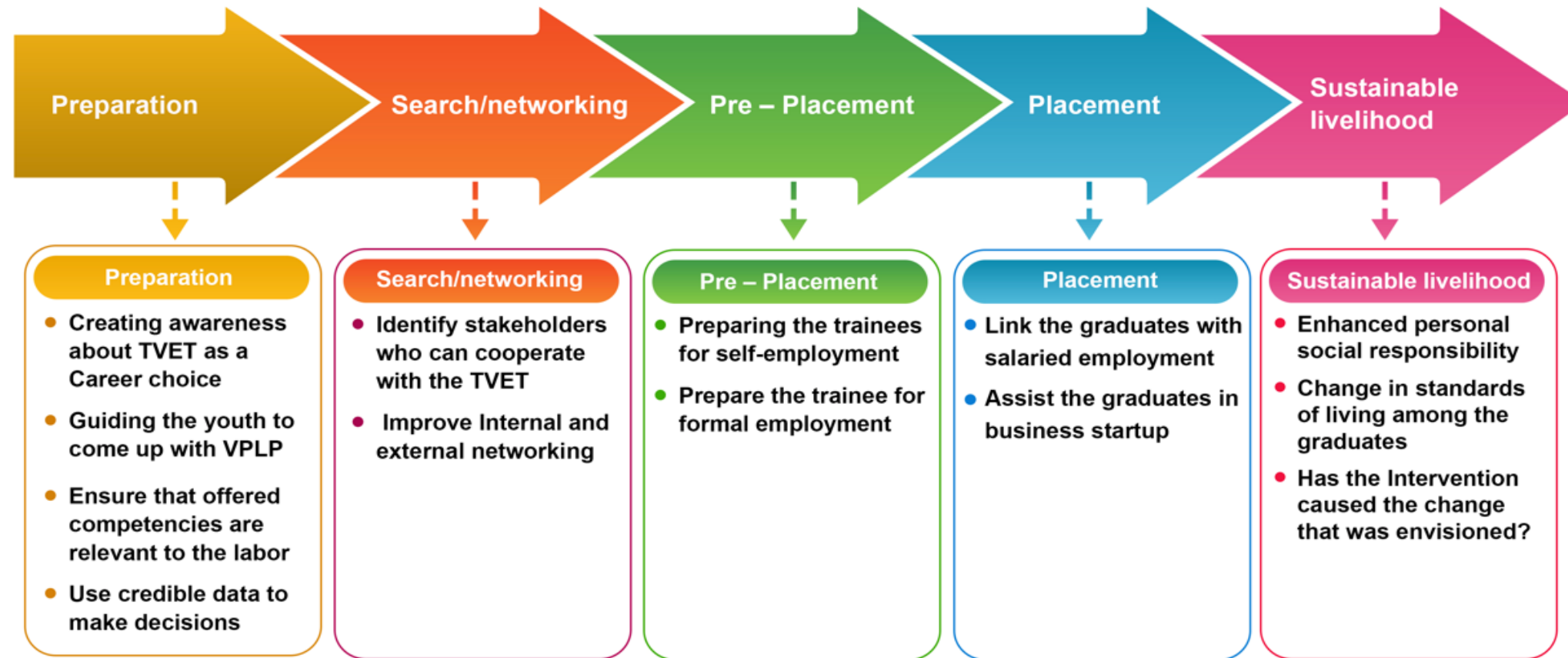
Conceptualization and alignment of our approach with the SDGs



By Jean Nepo, DBTA Program Officer & Job placement Expert

- As the strive for the achievement of education for all continues,
- it is also becoming imperative to foresee the kind of education, skill training that young people should get for their future and overall national development.
- Therefore, education TVET systems are mandated to put in place pathways aiming at preparing trainees not only for today's career readiness skills, workplace demands, fast-changing and globalized economy (Hamilton, 2020), but also to motivate them to learn because they see a pathway for their future (Hull, 2004).

The process of transition from school to work



Source: DBTA, JSO quality manual, 2nd edition, 2022

Tracer study and transition from school to work

- A tracer study is one of the components in the process of preparing the trainees to have a smooth transition from school to work.
- A trainee to be traced needs quality training, proper institution governance and management, good infrastructure, appropriate curriculum, competent instructors/trainees, quality equipment and tools, career guidance and exposure to the world of work; the combination of these factors can produce marketable graduates.
- The entire process of preparing the trainees for employment requires the involvement of all the stakeholders who are needed to play their role with dedication and competence.

Tracer study and transition from school to work

- Who are the key stakeholders to be involved in the transition of school to work?
- What role should be played by each stakeholders?

Job placement missions

Goal: Improve Quality of Life through Quality TVET Management and employment of youth in Sub-Saharan Africa

Empower the Job Services Officers, heads of the TVET institutions, industries, policy makers through capacity development

Objective 1: Promote TVET as a career choice towards employment Equitable training opportunities for all

Objective 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways

Objective 3: Ensure that the skills taught in the TVET Centers are relevant to labor market demands

Objective 4: Prepare the trainees for the labor market

Improving
conditions of
life for young
people

Objective 5: Facilitate cooperation and partnerships with the public and private sectors for job placement

Objective 6: Improve internal and external networking

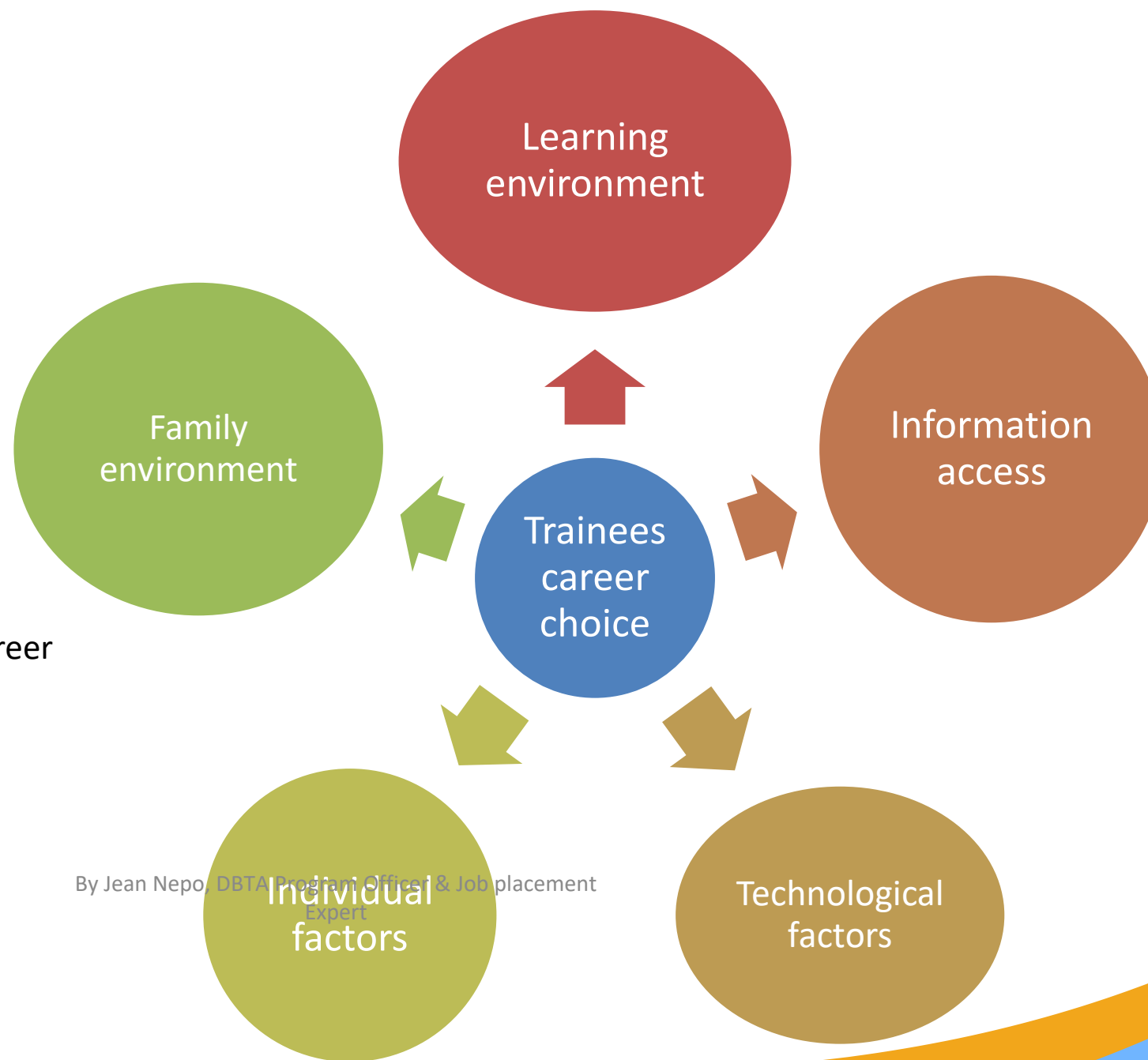
Objective 7: Evaluate external effectiveness of our TVET Centers

Transversal Objective: Effective communication with the stakeholder

Strengthening capacity development, accessibility and employability in the TVET institutions in Sub – Sahara African countries

Source: DBTA, JSO quality manual, 2nd edition, 2022

Objective 1: Promote TVET as a career choice towards employment Equitable training opportunities for all

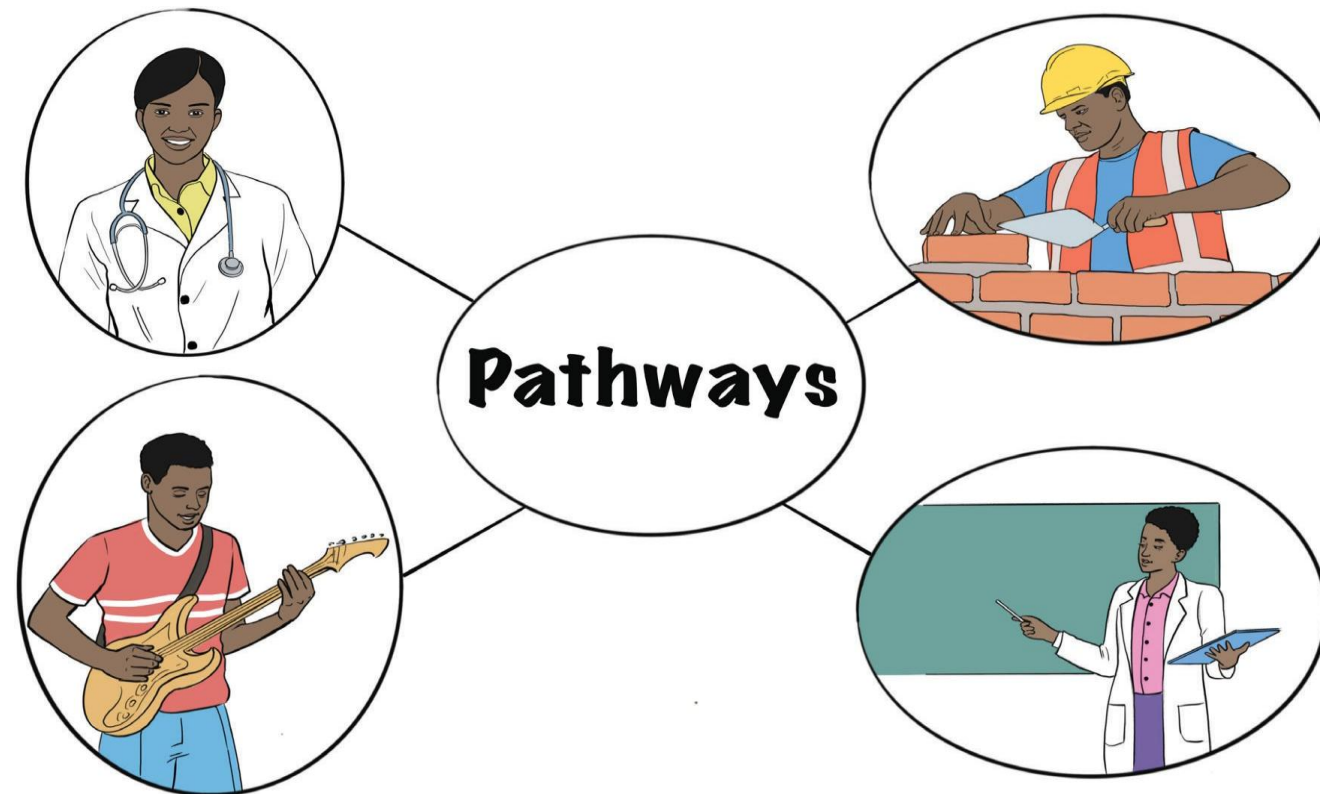


Factors influencing career
choices among the
trainees

Objective 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways



Objective 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways



Objective 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways

- Assess their capabilities/potentials and match them with their choice.
- Consult career advisors, counsellors, teachers, mentors, parents, etc. for guidance on suitable academic options and career choice.
- Explore more about their career interest
- Keep abreast with career choice and employment trends.

Objective 2: Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways

- Search for latest information on available internship and scholarship opportunities.
- Set their own goals and make early decisions about what they want to be.
- Consider registering in an alternative pathway such as short courses, internship, and apprenticeship programs to acquire employability or entrepreneurship skills.

Objective 3: Ensure that the skills taught in the TVET Centers are relevant to labor market demands.



By Jean Nepo, DBTA Program Officer & Job placement
Expert



Objective 4: Prepare the trainees for the labor market



Objective 5: Facilitate cooperation and partnerships with the public and private sectors for job placement



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Expert



Objective 6: Improve internal and external networking



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Objective 7: Evaluate external effectiveness of our TVET Centers



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Transversal Objective: Effective communication with the stakeholder

Type	Formal	Informal
Verbal	<ul style="list-style-type: none">PresentationsProject reviewsBriefingsProduct demosBrainstorming	<ul style="list-style-type: none">ConversationsAd hoc discussions
Written	<ul style="list-style-type: none">Progress reportsProject documentsBusiness case	<ul style="list-style-type: none">Brief notesEmailInstant messaging/textingSocial media

TRACER STUDY QUESTIONS

1. What happens to the graduates after training and leaving TVET institution?

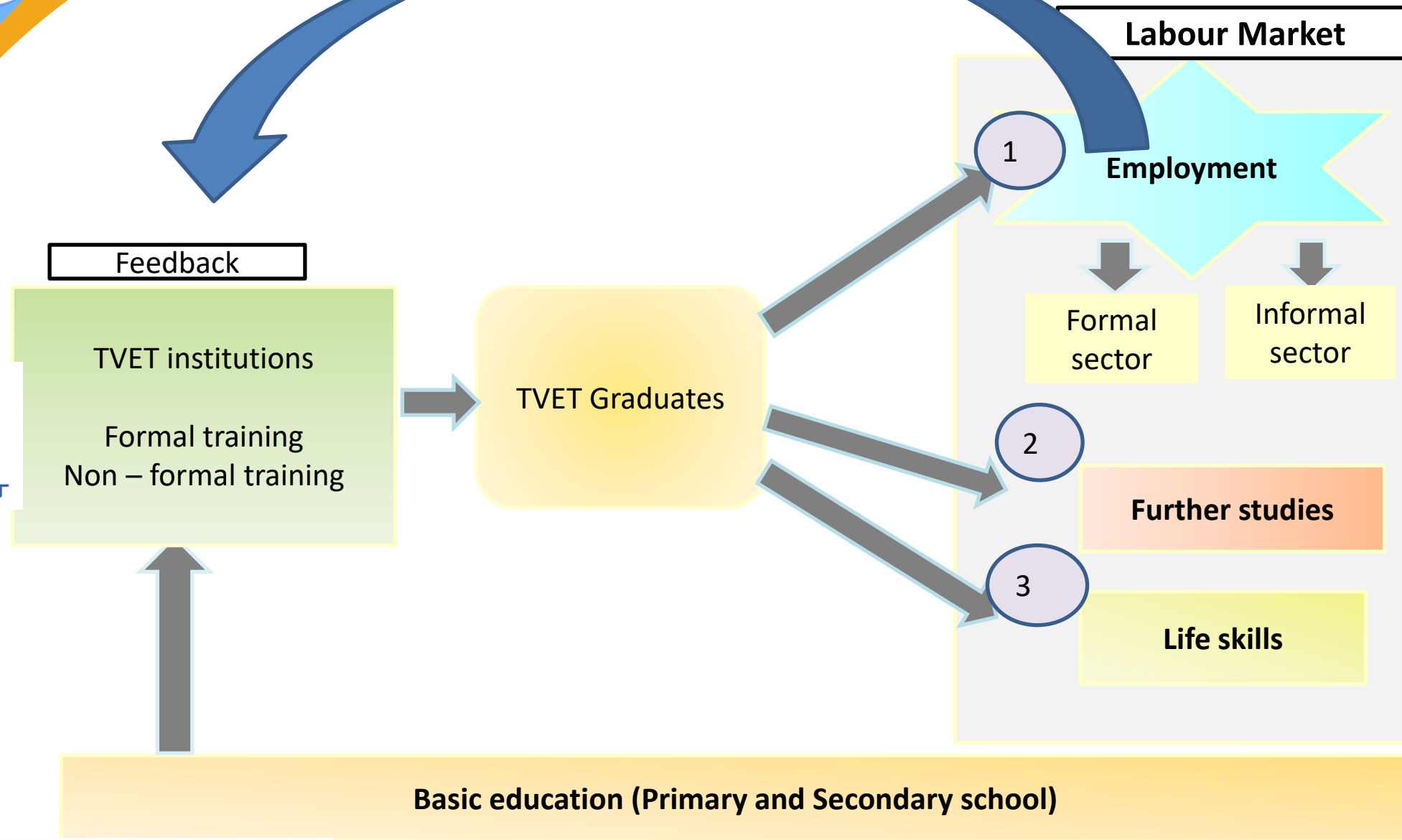
2. Were they able to get employment in acceptance companies/industries? Are they self-employed?

3. Do they use the knowledge, skills and competences they have acquired in their training? If not, what are the reasons?

4. What are the skills and competences missing in training contents and demanded in world of work?

The world of work is developing. Technology and innovation along with changes are today greater than ever. It is crucial for a TVET institution management to ask themselves these key questions regarding the skill training offered.

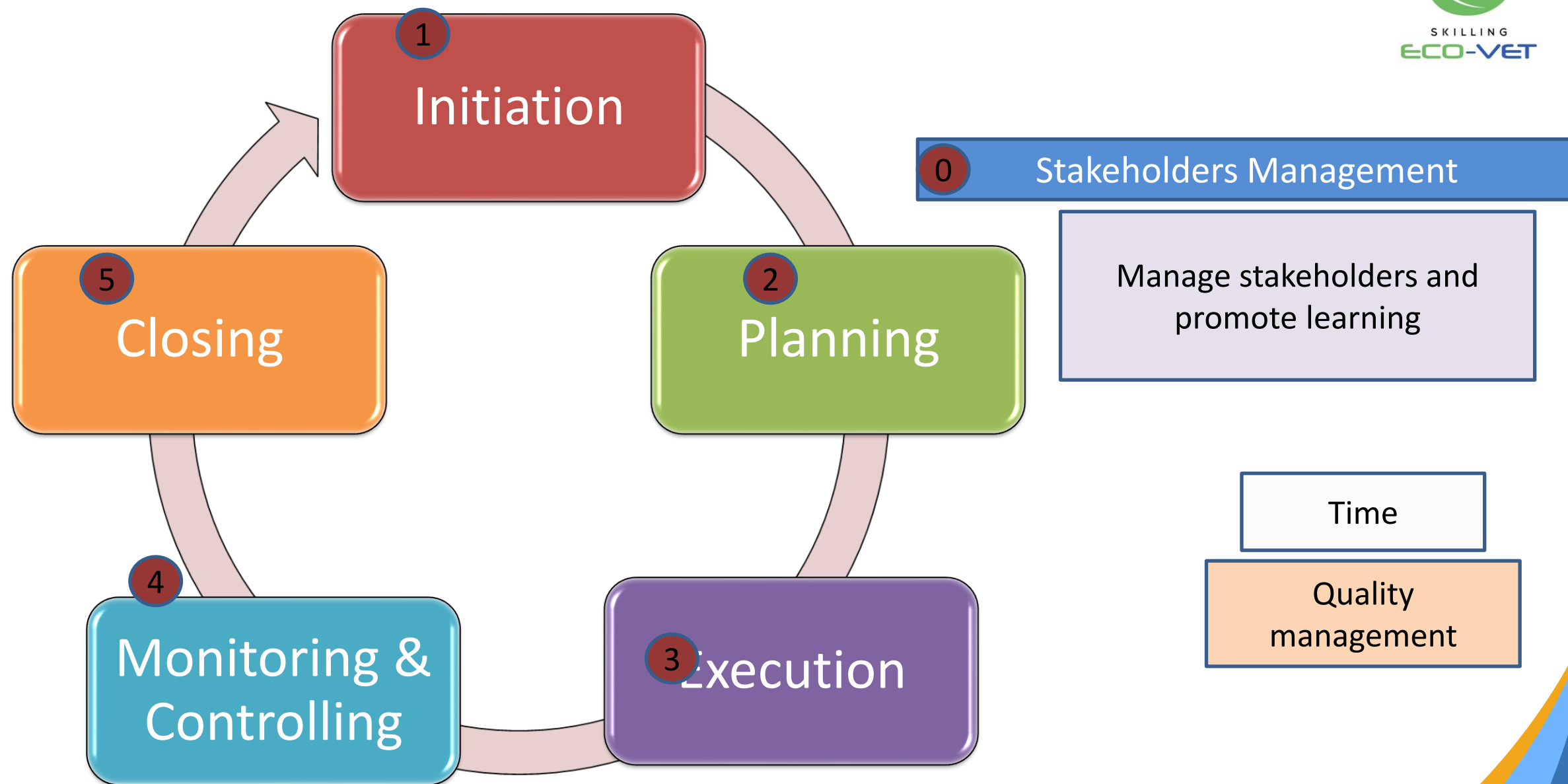
TVET graduates path way



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TRACER STUDY LIFE CYCLE



TRACER STUDY METHODOLOGY

Variables

Acquired skills

Employment
outcomes

**Preparation of data
collection**

**Concept and instrument
development**

Data collection method

Quantitative & qualitative

Data collection technique

Questionnaire

**Data analysis & Writing
report**

Quantitative & qualitative

Dissemination

Actions



Thank you!



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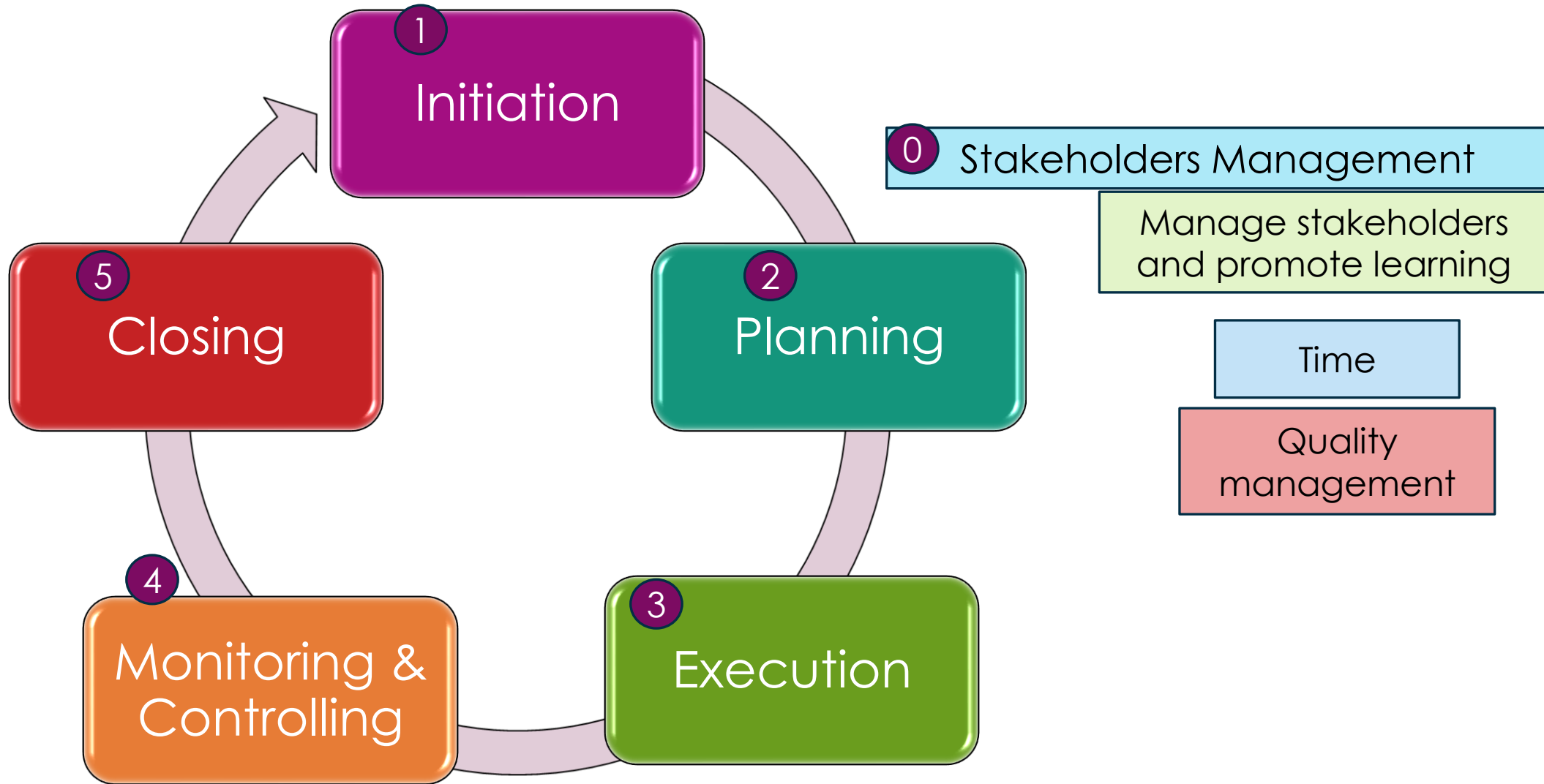
CONTENT

- **The stakeholders' Roles and Responsibilities**
- **RACI approach**

OBJECTIVES

- ❖ Understand the stakeholders' roles and responsibilities for effective tracer study implementation
- ❖ Comprehend how to foster collaboration, and communication and embrace exchange culture and continuous learning
- ❖ Discuss how to build a solid foundation for a successful tracer study

TRACER STUDY LIFE CYCLE



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UNDERSTANDING STAKEHOLDERS

- ❖ **Stakeholders** are individuals, groups, or organizations that may affect, be affected by, or perceive themselves to be affected by a decision, activity, or impact of a program/project.
- ❖ Stakeholders also directly or indirectly influence a project, its performance, or its outcome positively or negatively.



UNDERSTANDING STAKEHOLDERS

Internal stakeholders

Are people whose interest in an organization comes through a direct relationship, such as employment, ownership, or investment.

External stakeholders

Are people who do not directly work for or with an organisation but who can affect or are positively or negatively affected by the actions and outcomes of the project



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Who are the stakeholders involved in the process?

Impact levels

Macro

Meso

Micro

External

Internal

- Experts
- Students/Graduates
- National Government /Regulatory bodies
- CSOs
- Private sector

- Governing bodies
- Industries
- Program Sponsor

- Principal
- TVET center Management Team
- Staff

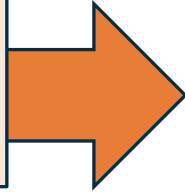


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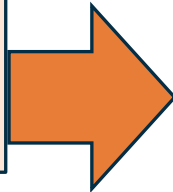
TEAM

Director/ Principal



is accountable for researching, planning, developing, and implementing an organization's programs. His responsibilities typically include the following: Hiring, training, and being a motivating mentor to staff. Lead large group discussions to answer questions and remedy complaints.

Job Service Officer



Is assigned by the performing institution to lead the job placement including tracer study



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TEAM (CONT'D)

Staff/Team



- Individuals who actively engage other stakeholders throughout the tracer study to minimize potential negative impacts and maximize positive impacts.
- A set of individuals performing the tracer study work to achieve its objectives and impact.



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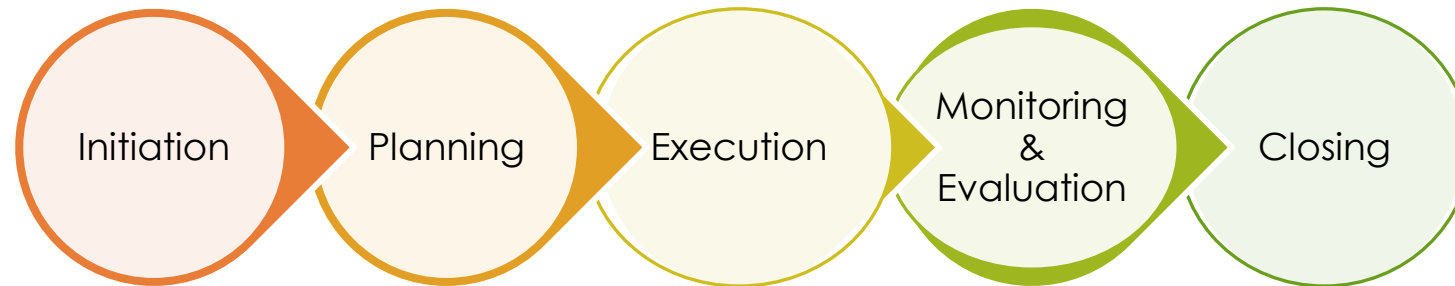


STAKEHOLDERS ENGAGEMENT

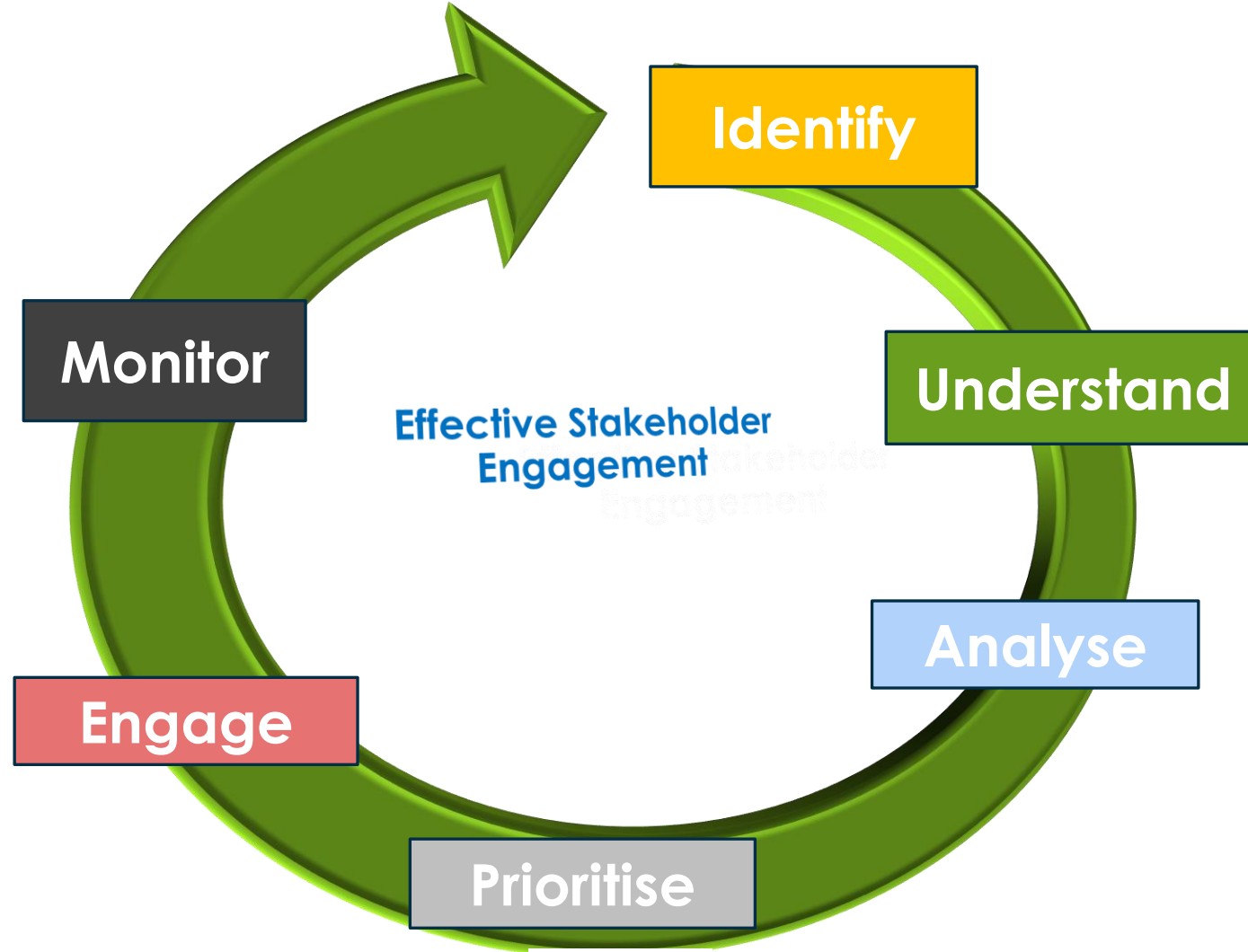
WHEN?



Throughout the Tracer study Life cycle (depending on their role to play)



EFFECTIVE STAKEHOLDER ENGAGEMENT



STAKEHOLDERS IDENTIFICATION

It is crucial to **identify** the stakeholders **when initiating** the project

High-level stakeholder identification may be carried out before forming the tracer study team.

STAKEHOLDERS UNDERSTANDING

When there are many stakeholders involved in the tracer study, the Job service officer (JSO) can engage directly or effectively with all of them.

Based on the analysis of stakeholders, the Job service officer (JSO) tracer study team can complete an initial prioritization of stakeholders.

It is common to focus on stakeholders with the most power and interest as one way to prioritize engagement.

STAKEHOLDERS ANALYSING

Analyzing stakeholders considers several stakeholder aspects, such as:

- ▶ Power,
- ▶ Impact,
- ▶ Attitude,
- ▶ Beliefs,
- ▶ Expectations,
- ▶ Degree of influence,
- ▶ Proximity to the project,
- ▶ Interest in the project,
- ▶ Other aspects surrounding stakeholder interaction with the project.



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STAKEHOLDERS ANALYSING

High Power, High Interest

High interest, Low Power

High Power, Low interest

Low Power, Low Interest

The key benefit of stakeholder analysis is that it helps bring understanding to a complex situation and therefore **helps Job Service Officer or Tracer study team to manage and communicate with stakeholders in the most effective way, enabling them to concentrate resources where maximum benefit or impact** will be derived and informing communications planning for the tracer study.



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STAKEHOLDERS WITH HIGH POWER, HIGH INTEREST

Positive

- ❖ Provide them with information to maintain their support
- ❖ Consult with them before making project decisions
- ❖ Meet with them regularly
- ❖ Consult with them, involve them, and seek to build their confidence in the tracer study process
- ❖ Encourage them to act as advocates for the tracer study initiative
- ❖ Nurture them, and look after them, they are critically important to the initiative



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STAKEHOLDERS WITH HIGH POWER, HIGH INTEREST (CONT'D)

Negative

- ❖ Attempt to develop their support and change their view by ensuring they fully understand the project and the benefits it will deliver. Their resistance may be due to a lack of information or understanding.
- ❖ Attempt to build their confidence in you and in the team.
- ❖ Find out what is important to them, if you can help them out or minimize the negative impact on them they may be more helpful.
- ❖ Demonstrate that you are doing your best to limit adverse effects on them.
- ❖ Counter any negative influence they may have on others.



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STAKEHOLDERS HIGH POWER, LOW INTEREST

The high-power, low-interest stakeholders are the **unexploded bombs**. Their interest is low, at the moment. However, if the project alters or the individuals change their interest may suddenly increase and they will **use their power to influence the initiative**.

- ❖ Maintain a careful watching brief, and make sure that changes to the project or changes within the stakeholder organization do not suddenly increase the level of negative interest.
- ❖ Find out what is important to these stakeholders and make sure that the project does not adversely affect them. If the project is likely to have a positive effect for them make sure they are aware.
- ❖ Beware of other negative stakeholders passing information to them to encourage them to oppose the initiative.



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STAKEHOLDERS HIGH INTEREST, LOW POWER

Positive

Maintain their enthusiasm and interest in the project, they are good allies to have.

Provide them with information, invite them to presentations, and involve them as much as resources allow. This can be done fairly cheaply through a project website, newsletter, or open presentations.

Seek their input and opinion if you can, they will be flattered by this, but ensure that you do not get too many opinions.

Negative

This is a group that you will probably know all too well, because of their high level of interest they will probably deluge you (or your client) with e-mails and other correspondence.

You need to be sure that you do not spend too much time on them, remember their power is low.



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STAKEHOLDERS LOW POWER, LOW INTEREST

Make sure you don't spend too much time on them but if they are supportive provide them with information and be nice to them, their position or view may change in the future

Ensure they receive the project newsletter, have access to a project website or are invited to presentations.



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STAKEHOLDERS PRIORITIZATION

When there are many stakeholders involved in the program, the project team can engage directly or effectively with all of them.

Based on the analysis of stakeholders, the project team can complete an initial prioritization of stakeholders. It is common to focus on stakeholders with the most power and interest as one way to prioritize engagement.

STAKEHOLDERS ENGAGEMENT

Stakeholder engagement entails working collaboratively with stakeholders to introduce the project, elicit their requirements, manage expectations, resolve issues, negotiate, prioritize, problem-solve, and make decisions.

Engaging stakeholders requires the application of soft skills, such as:

- Active listening
- Interpersonal skills
- Conflict management
- Leadership skills such as establishing vision and critical thinking.



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STAKEHOLDERS MONITORING

Throughout the project, stakeholders will change as new stakeholders are identified and others cease to be stakeholders.

As the project progresses, the attitude or power of some stakeholders may change. In addition to identifying and analyzing new stakeholders, there is an opportunity to assess whether the current engagement strategy is effective or if it needs to be adjusted.

Therefore, the number and effectiveness of stakeholder engagement is monitored throughout the tracer study process.

The degree of stakeholder satisfaction can often be determined by having a conversation with stakeholders to gauge their satisfaction with the tracer study deliverables.

COMMUNICATION WITH STAKEHOLDERS

Type	Formal	Informal
Verbal	<ul style="list-style-type: none">PresentationsProject reviewsBriefingsProduct demosBrainstorming	<ul style="list-style-type: none">ConversationsAd hoc discussions
Written	<ul style="list-style-type: none">Progress reportsProject documentsBusiness case	<ul style="list-style-type: none">Brief notesEmailInstant messaging/textingSocial media

Stakeholders Roles and Responsibilities

R

Responsible

The person who actually carries out the process, task or assignment
Responsible to get the job done

A

Accountable

The person who is ultimately accountable for the process or task being completed appropriately
The Responsible person(s) are accountable to this person

C

Consulted

People who are not directly involved in currying out the task but who are consulted
May be the stakeholder or subject matter expert

I

Informed

The person(s) who receive the output from the process or task



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Stakeholders Roles and Responsibilities

Exercise: Considering the internal and external stakeholders of your TVET institution, could you define who is Responsible, Accountable, to be consulted and to be informed in the tracer study process?

Stakeholders Roles and Responsibilities (cont'd)

Task: Tracer study implementation	Dev. Partner	Program Director	Program Manager	Program management team	Provincial	P. Economer/PDO Director	P-TVET	TVET Principal	Center Director	Students/Graduates	National Gvnmt bodies	Private sector
Initiation	A	A	R	C	C	I	I	I	I	I	I	I
Planning	A	A	R	C	C	C	C	C	C	C	C	C
Implementation	C	A	A	R	A	A	I	A	I	I	I	I
Monitoring/Controlling	I	A	A	R	I	A	R	A	R	C	C	C
Closing	A	A	A	R	A	A	I	R	I	I	I	I



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Desired behaviors for a Project Management team



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Principles of Tracer study Officer

Be a diligent, respectful, and caring steward	Create a collaborative team environment	Effectively engage with stakeholders	Focus on value
Recognize, evaluate, and respond to system interactions	Demonstrate leadership behaviors	Tailor based on context	Build quality into processes and deliverables
Navigate complexity	Optimize risk responses	Embrace adaptability and resiliency	Enable change to achieve the envisioned future state

BUILD QUALITY INTO PROCESSES

Quality may have several different dimensions, including but not limited to the following:

Satisfaction

Does the deliverable elicit positive feedback from beneficiaries?

Uniformity

Does the deliverable show parity with other deliverables produced in the same manner?

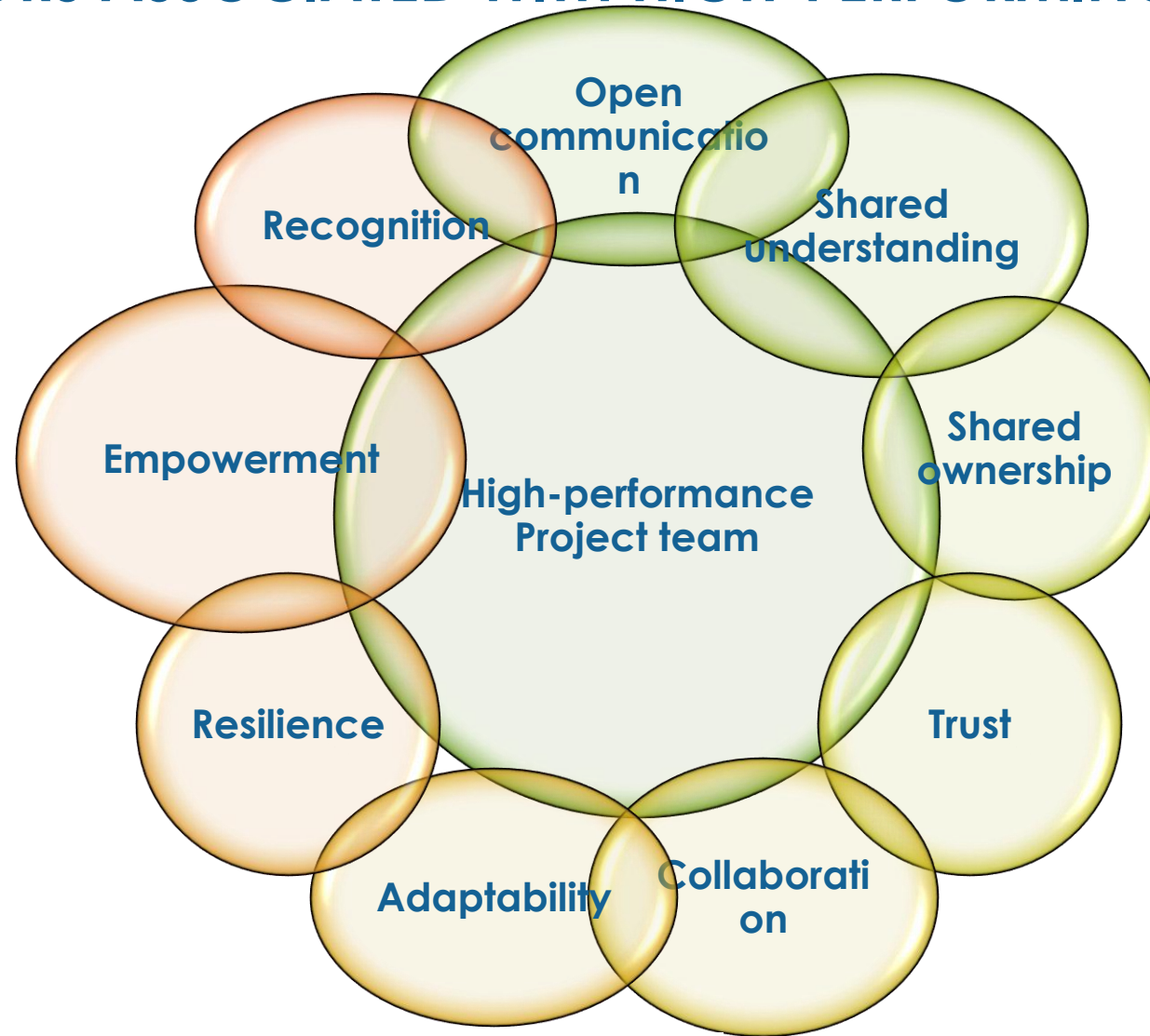
Efficiency

Does the deliverable produce the greatest output with the least amount of inputs and effort?

Sustainability

Does the deliverable produce a positive impact on economic, social, and environmental parameters?

FACTORS ASSOCIATED WITH HIGH-PERFORMING TRACER TEAM



Group work per Country/Province

Exercise 1

Considering the context and impact levels of the Tracer Study, identify all potential stakeholders who may affect the tracer study's implementation, and be affected positively or negatively by the outcomes of the tracer study and classify them by their influence level ([fill out the template](#)).

Q&A



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THANK YOU!
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Quality of life and employability for the youth

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12/10/2025