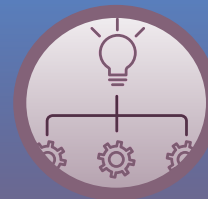




JOB SERVICE OFFICERS' QUALITY MANUAL



CONTENT

PRESENTATION	of JSO Quality Manual by the Executive Director – DON BOSCO Tech Africa	3
MESSAGE	of DON BOSCO Tech Africa Board Chairman	4
MESSAGE	of the Regional Superior for Africa/Madagascar.	5
MISSION 1:	Promote	6
MISSION 2:	Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways.	8
MISSION 3:	Ensure that the skills taught in the TVET Centers are relevant to labor market demands	12
MISSION 4:	Prepare the trainees for the labor market.	16
MISSION 5:	Facilitate cooperation and partnerships with the public and private sectors for job placement.	18
MISSION 6:	Improve internal and external networking	20
MISSION 7:	Evaluate external effectiveness of our TVET Centers	22
TRANSVERSAL MISSION:	Effective communication with the stakeholders.	24

PRESENTATION

OF JSO QUALITY MANUAL BY THE EXECUTIVE DIRECTOR – DON BOSCO Tech Africa



Fr. George Tharaniyil (TJ) sdb
*Executive Director
Don Bosco Tech Africa*

Dear Friends,

I am happy on behalf of Don Bosco Tech Africa to present to you this Job Service Officers' (JSOs) Quality Manual. This has been the work of many over a period of time. This is also a collection of the experience gathered over the years by the Salesians of Don Bosco, through their Technical Training Centers and the Job Service Offices they have been running.

This manual is very systematic and comprehensive with regard to the question of preparing a youngster for life as he/she enters the job market. It has a horizontal as well as vertical orientation.

The horizontal orientation encourages the Job Service Officers to move from the "Minimum" level of functioning to the "Standard" level of functioning. And then it challenges him/her to move to the level of "Excellence".

The vertical orientation takes into consideration all the processes as well as all the stakeholders involved in preparing a youngster to enter the job market, whether it be in the formal sector or informal sector or in self-employment. There is a proper stakeholder analysis and

the role that each stakeholder plays. There is a close follow up and accompaniment of the trainee from the moment he/she enters a training institute. The trainee is helped to make a proper and informed career choice and develop a Vocational and Personal Life Project (VPLP). In the meantime, a strong partnership and networking is established with companies and other external stakeholders so that our training is in line with the needs of the labor market. As a result, the transition to the world of work becomes easy for the graduate.

I would like to express my special appreciation to Mr. Roland Kornhaeusl and to Mr. Stefan Merante, who coordinated this whole process. Special thanks also to the Job Service Officers from the various provinces of Africa/Madagascar, who shared their experiences and worked hard to bring out this manual.

It is my sincere hope that this manual will serve as a tool to streamline our efforts in guiding our youngsters to the world of work and that our graduates will be able to engage themselves in meaningful and satisfying jobs. Thus, able to lead dignified lives.

Yours in Don Bosco

MESSAGE

OF DON BOSCO Tech Africa BOARD CHAIRMAN



Fr. Simon Asira Lipuku SDB
Board Chairman
Don Bosco Tech Africa

Greetings

Congratulations to the Don Bosco Tech Africa Team for bringing out the “Job Service Officers’ Quality Manual”.

The effectiveness of our work in the TVET sector can be seen in reality only when the lives of our graduates have been enriched and they are able to have some form of employment that can allow them to lead a decent life.

We are called not just to teach our students a trade, but also to enable them to cope with the demands of modern day life in an honest way. We need to ensure that what we teach is in line with the demands of the industry or what we teach is that which can allow our graduates to build up their own careers. And so, it also involves a process of accompaniment.

The Job Service Offices have this great duty and responsibility of carrying out this process of accompaniment. The Job Service Manual will help in this process. It will assist the Job Service Officers to carry out this delicate task in an organized way.

As I recommend this manual for use in the provinces, I would very strongly urge all the provinces to take this dimension of our technical training services seriously and ensure that there are Job Service Offices in every province, at the provincial level, country level and training center level.

I would like to thank the Don Bosco Tech Africa Team for the tremendous amount of work that was put in to make this manual a reality. I hope that it will give better direction and impetuous to the work of the Job Service Offices.

Yours in Don Bosco

MESSAGE

OF THE REGIONAL SUPERIOR FOR AFRICA/MADAGASCAR



Fr. Americo Chaquisse SDB
*Regional Superior
Africa/Madagascar Region*

Greetings

I am happy to see that Don Bosco Tech Africa has come up with the “Job Service Officers’ Quality Manual”. Our moto is “awaking the giant”. Here we have our first opportunity to do so.

This is a great step and a clear way in which Don Bosco Tech Africa can assist the Salesian Provinces and Don Bosco TVET Centers and to create the sense of a family in the Africa/Madagascar region.

The document is very practical and at the same time very challenging. It challenges all us involved in enriching the lives of young people to move from “minimum performance levels” to “standard performance levels” and from there to “levels of excellence”. Here we have the Road Map towards quality and self-assessment.

It is my sincere hope that this document will serve as a practical guide for our Job Service Officers at the Provincial level, Country level and at TVET Center level in making our training more and more market driven and that our graduates will find meaningful and satisfying forms of employment. Some key words in this booklet such as: awareness, networking, evaluation, performance levels etc., show us the need for a new approach. And this new approach will keep us innovative and aiming for greater quality in our works. We are called to strive for excellence!

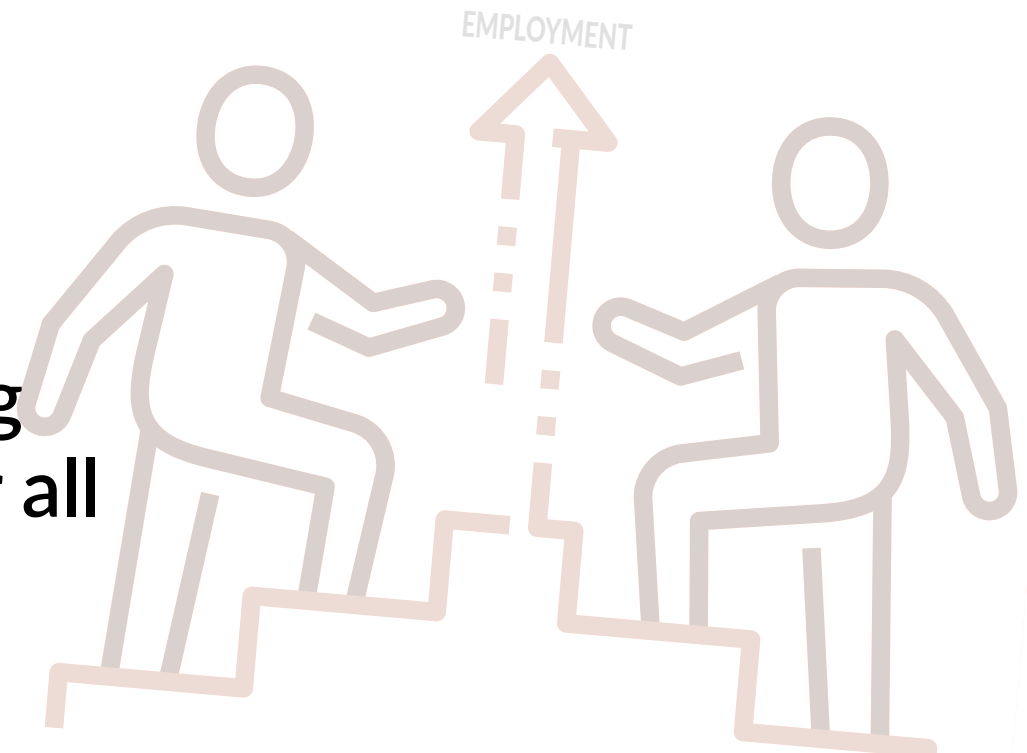
Congratulations to the Don Bosco Tech Africa Team and may God bless you and your mission.

Yours in Don Bosco

MISSION 1

Promote

- 1 TVET as a career choice towards employment**
- 2 Equitable training opportunities for all**



AWARENESS RAISING ABOUT TVET

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

Customers and their expectations:

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

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

ENTERPRISES: To be informed about TVET offerings and its relevance for their needs in order to enhance effective management of their human resources, as well as make an informed and better choice in regards to possible assistance to Training Centers

PERFORMANCE LEVEL			
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Collect information on TVET offerings in TVET Centers (also non-Don Bosco Centers) b) Have an information point in TVET Centers	a) Collect information on TVET offerings in TVET Centers (also non-Don Bosco Centers) b) Have an information point in TVET Centers c) Develop and implement an awareness raising Action Plan that is validated and communicated d) Organize open days and career exhibitions, and involve stakeholders in the events e) Participate in job fairs f) Organize youth forums and involve targeted parishes, secondary schools and the community	a) Collect information on TVET offerings in TVET Centers (also non-Don Bosco Centers) b) Have an information point in TVET Centers c) Develop and implement an awareness raising Action Plan that is validated and communicated d) Organize open days and career exhibitions, and involve stakeholders in the events e) Participate in job fairs f) Organize youth forums and involve targeted parishes, secondary schools and the community g) Evaluate the effectiveness of awareness raising activities h) Advertise on social media, develop radio interviews and programs, organize round-table discussions
Indicators	1) Database on TVET offerings 2) Information point is available at the TVET Centers with information materials	1) Database on TVET offerings 2) Information point is available at the TVET Centers with information materials 3) Awareness raising Action Plan is signed by the respective Don Bosco authority (TVET principal, PDO Director, Provincial) 4) Reports of internal, external and outreach activities by JSO staff	1) Database on TVET offerings 2) Information point is available at the TVET Centers with information materials 3) Awareness raising Action Plan is signed by the respective Don Bosco authority (TVET principal, PDO Director, Provincial) 4) Reports of internal, external and outreach activities by JSO staff, as well as collection of feedback from Youth in regards to activities executed 5) Updated website with course information 6) Radio slots to advertise TVET courses
Needed resources:	<ul style="list-style-type: none"> Office Qualified personnel Communication and awareness raising tools Financial resources for implementation of the activities Partnership with relevant stakeholders (government, private sector actors, etc.) 		

MISSION 2

- **Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways**



A) ORIENTATION

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

Customers and their expectations:

YOUTH: To be guided to make an informed career choice, opening up decent work opportunities for sustainable personal development

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Personal interviews b) Visit of Centers (classrooms, workshop, compound)	a) Personal interviews b) Visit of Centers (classrooms, workshop, compound) c) Setup and implement guidelines for Center Orientation Process for interested Youth d) Creation of an Orientation Team e) Skills assessments, individual sessions f) Induction sessions	a) Personal interviews b) Visit of Centers (classrooms, workshop, compound) c) Set up and implementation of guidelines for Center Orientation Process for interested Youth d) Creation of an Orientation-Team e) Skills assessments individual sessions f) Induction sessions g) Accompanying Youths during the trial period h) Organization of career promotion workshop with enterprises and their personnel i) Systematic evaluation and improvement of orientation procedures
Indicators	1) Interview records 2) Individual files 3) Register for workshop introduction	1) Interview records 2) Individual files 3) Register for workshop introduction 4) Center Orientation Guidelines 5) Skills assessment reports 6) Orientation Team reports	1) Interview records 2) Individual files 3) Register for workshop introduction 4) Center Orientation Guidelines 5) Skills assessment reports 6) Orientation Team reports 7) Trial and evaluation reports 8) Career Promotion workshop reports 9) Internal or external evaluation reports
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Testimonies from the private sector actors • Workshops and office • Orientation materials (books, flyers, brochures, training curricula, standards, etc.) 		

MISSION 2

- **Guide Youth and lead them to design, monitor and evaluate a personal and vocational life project including relevant training pathways**



B) DEVELOPMENT OF EACH TRAINEE'S VOCATIONAL AND PERSONAL LIFE PROJECT (VPLP)

Expected Outcome of the Activity/Service: **EACH TRAINEE DEVELOPS HIS/HER VPLP**

Customers and their expectations:

TRAINEE: To be supported in the formulation, realization and regular evaluation of his/her VPLP

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Regular personal interviews with trainees	a) Regular personal interviews with trainees b) Clear guidelines, tools and methods of accompanying the trainees in the realization of their VPLPs are in place and used c) Offering additional counseling: motivational talks and sessions, life skills training d) Standardized morning and evening talks that are harmonized and structured around holistic human development	a) Regular personal interviews with trainees b) Clear guidelines, tools and methods of accompanying the trainees in the realization of their VPLPs are in place and used c) Offering additional counseling: motivational talks and sessions, life skills training d) Standardized morning and evening talks that are harmonized and structured around holistic human development e) Creation of Accompaniment Team and involvement of psycho-social experts (Psychologists, Coaches, JSO, Members of EPC, Trainers, Parents)
Indicators	1) Interview records 2) Individual files	1) Interview records 2) Individual files 3) Accompaniment guidelines 4) Records of participants 5) Presence of accompaniment activities in official timetable 6) Life skills training manual	1) Interview records 2) Individual files 3) Accompaniment guidelines 4) Records of participants 5) Presence of accompaniment activities in official timetable 6) Life skills training manual 7) Accompaniment Team reports 8) Work contract/volunteering Memoranda of Understanding (MoU) with qualified personnel
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Office • Logistical and financial means for the implementation of the activities 		

MISSION 3

- **Ensure that the**
- **skills taught**
- **in the TVET Centers**
- **are relevant**
- **to labor market**
- **demands**



MARKET ASSESSMENT TO ENSURE RELEVANT MARKET-DRIVEN TRAINING

Expected Outcome of the Activity/Service:

THE TRAINING OFFERED IS UP-TO-DATE AND UP TO THE STANDARDS IN REGARDS TO THE PRESENT LABOR MARKET NEEDS

Customers and their expectations:

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

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

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

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

MISSION 3

- **Ensure that the**
- **skills taught**
- **in the TVET Centers**
- **are relevant**
- **to labor market**
- **demands**



PARTNERSHIP WITH COMPANIES IN TVET MARKET NEEDS-ORIENTED TRAINING

Expected Outcome of the Activity/Service:

COMPANIES ARE INVOLVED IN THE TRAINING IN ORDER TO OFFER RELEVANT LEARNING OPPORTUNITIES TO TRAINEES

Customers and their expectations:

TRAINEES: To receive training that is designed and enriched based on the relevant needs of the labor market and delivered through shared implementation between TVET Centers and Companies. It also enables trainees to obtain quality jobs

ENTERPRISES: To have qualified and skilled personnel whose qualifications match the needs of the labor market

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Identification of enterprises which are willing to partner b) Initiate meetings with companies in order to evaluate possible partnerships c) Analysis and discussions of possible common topics between Center and Companies d) Organization of industrial learning tours	a) Identification of enterprises which are willing to partner and invite professionals b) Initiate meetings with companies in order to evaluate possible partnerships c) Analysis and discussions of possible common topics between Center and Companies d) Organization of industrial learning tours e) Establishing of advocacy activities with partnering companies f) Organization of training modules in partnering companies or in-house trainings with respective company staff g) Internship for trainees in respective companies h) Set up of CSR programs in TVET-Centers	a) Identification of enterprises which are willing to partner and invite professionals b) Initiate meetings with companies in order to evaluate possible partnerships c) Analysis and discussions of possible common topics between Center and Companies d) Organization of industrial learning tours e) Establishing of advocacy activities with partnering companies f) Organization of training modules in partnering companies or in-house trainings with respective company staff g) Internship for trainees in respective companies h) Set up of CSR programs in TVET Centers i) Create capacity building paths for TVET Centers by companies j) Organization of dual training offers (Center and Companies in cooperation with respective Governmental institutions) k) Awareness raising meetings organized by Companies in the TVET Centers (and vice-versa) l) MoU to collaborate with Universities in curriculum development, technology transfer, capacity building
Indicators	1) Existence of database 2) Availability of minutes of meetings with companies 3) Availability of communication tools 4) Availability of SWOT analysis 5) Existence of industrial learning tours reports	1) Existence of database 2) Availability of minutes of meetings with companies 3) Availability of communication tools 4) Availability of SWOT analysis 5) Existence of industrial learning tours reports 6) Validated advocacy action plan 7) Training modules reports 8) Internship reports 9) List of CSR Programs 10) CSR-related MoUs	1) Existence of database 2) Availability of minutes of meetings with companies 3) Availability of communication tools 4) Availability of SWOT analysis 5) Existence of industrial learning tours reports 6) Validated advocacy action plan 7) Training modules reports 8) Internship reports 9) List of CSR Programs 10) CSR-related MoUs 11) Activity reports 12) Dual offer documents: training modules, presence list, follow-up reports
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Infrastructure 	<ul style="list-style-type: none"> • Adequate tools • Financial resources 	<ul style="list-style-type: none"> • Partnership with companies • Office equipment • Trainers • Transportation

MISSION 4

- **Prepare the**
- **trainees for the**
- **labor market**



TRAINEE PREPARATION FOR THE LABOR MARKET

Expected Outcome of the Activity/Service:

THE TRAINEE DEVELOPS THE APTITUDES/SKILLS AND DISCIPLINE NEEDED TO INTEGRATE INTO THE LABOR MARKET

Customers and their expectations:

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

ENTERPRISES: To find and integrate capable trainees into the work environment of the companies/the labor market

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Personal interviews with trainees to prepare them for the labor market b) Offer training sessions on the topic: Job seeking (how to write CV and cover letter, how to prepare for interviews etc.) c) Offer training sessions on the topic: Labor laws	a) Personal interviews with trainees to prepare them for the labor market b) Offer training sessions on the topic: Job seeking (how to write CV and cover letter, how to prepare for interviews etc.) c) Offer training sessions on the topic: Labor laws d) Collaboration with public and/or private entities focused on preparation of Youth for employment//for the labor market e) Establish and offer study tours in/through/with companies f) Offer apprenticeships in/with companies	a) Personal interviews with trainees to prepare them for the labor market b) Development and implementation of a trainings manual on labor laws c) Offer training sessions on the topic: Job seeking (how to write CV and cover letter, how to prepare for interviews etc.) d) Offer training sessions on the topic: Labor laws e) Collaboration with public and/or private entities focused on preparation of Youth for employment//for the labor market f) Establish and offer study tours in/through/with companies g) Offer apprenticeships in/with companies h) Development and implementation of a manual on needed aptitudes for integration i) Meetings with entrepreneurs about the needs in terms of aptitudes for integration j) Dual training with companies
Indicators	1) Participants register for the training sessions 2) CV, CL, etc. samples are established and made available 3) Individual files are established and in use	1) Participants register for the training sessions 2) CV, CL, etc. samples are established and made available 3) Individual files are established and in use 4) Signed collaboration MoUs between Schools and Enterprises are in place 5) Study reports from students in enterprises are available and updated on a regular basis 6) Trainee evaluation papers are available and updated on a regular basis	1) Participants register for the training sessions 2) CV, CL, etc. samples are established and made available 3) Individual files are established and in use 4) Signed collaboration MoUs between Schools and Enterprises are in place 5) Study reports from students in enterprises are available and updated on a regular basis 6) Trainee evaluation papers are available and updated on a regular basis 7) Manual on needed aptitudes for the labor market is established and in use 8) Manual on labor laws for TVET trainees is established and in use 9) Participants register for meetings with entrepreneurs 10) Agreements with companies are in place
Needed resources:	<ul style="list-style-type: none"> Office Training materials Stationery Qualified personnel Collaboration with enterprises and training institutions 		

MISSION 5

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



SUPPORT FOR THE TRAINEES' TRANSITION TO THE LABOR MARKET

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

Customers and their expectations:

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

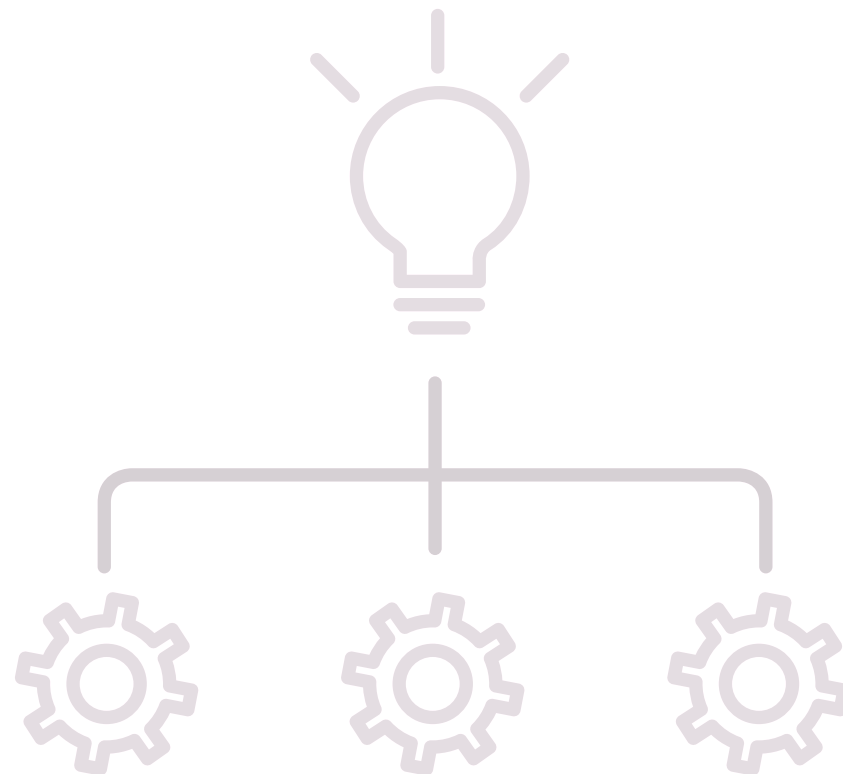
ENTERPRISES: To recruit new qualified personnel

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

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

MISSION 6

- **Improve internal**
- **and external**
- **networking**



INTERNAL AND EXTERNAL NETWORKING

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

Customers and their expectations:

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

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

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

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

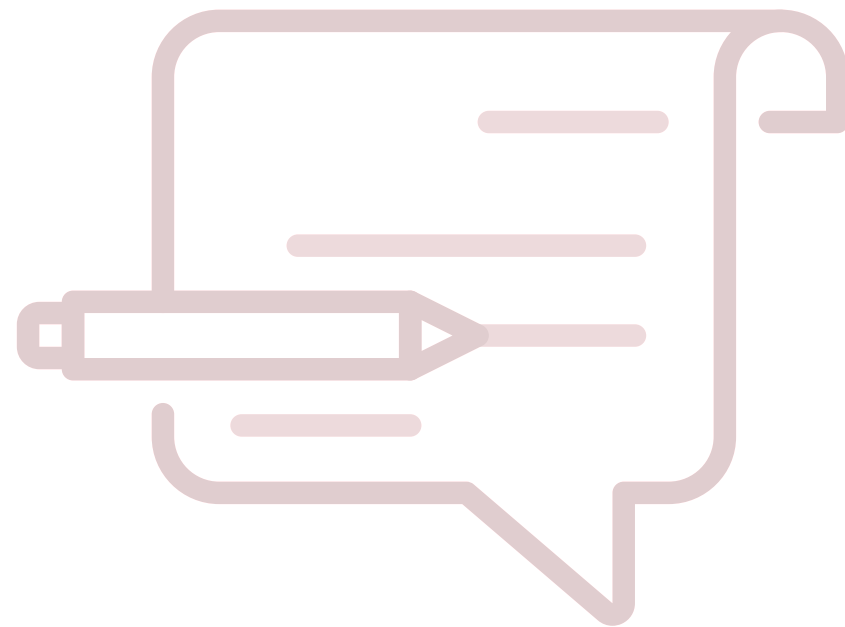
P-TVET Team: To have relevant information about the activities of the TVET Centers in order to set up effective collaborations with stakeholders

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

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

MISSION 7

- **Evaluate external effectiveness of our TVET Centers**



GRADUATE PLACEMENT EVALUATION

Expected Outcome of the Activity/Service:

THE CENTER HAS GRADUATE PLACEMENT AND TRACKING INFORMATION NEEDED TO EVALUATE ITS OWN EFFECTIVENESS

Customers and their expectations:

TVET CENTER: To have quantitative and qualitative information on graduate placement to identify strengths and weaknesses and to readjust or redesign training offerings as needed

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

DONORS: To invest in effective and efficient TVET Centers

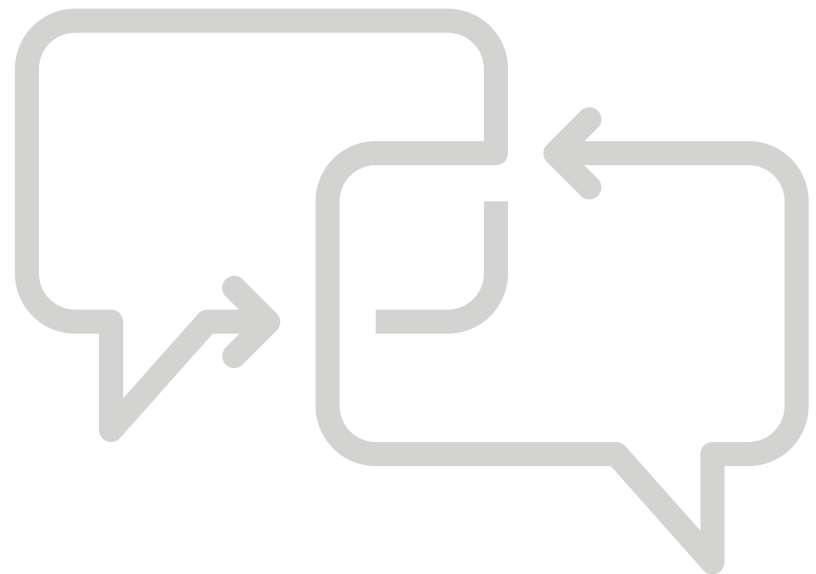
POTENTIAL TRAINEES: To get reliable information about job opportunities after the training in order to make informed choices

PARENTS: To get reliable information about job opportunities after the training in order to guide their children in decision making

PERFORMANCE LEVEL			
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Constant updating of the placement evaluation files of the graduates b) Creation and elaboration of a data collection and/or tracking tool c) Creation and update of contacts of employers in cooperation with the company Human Resource Management staff d) Data collection and interpretation on graduates' paths (employed or not employed, self-employed)	a) Constant updating of the placement evaluation files of the graduates b) Creation and elaboration of a data collection and/or tracking tool c) Creation and update of contacts of employers in cooperation with the company Human Resource Management staff d) Data collection and interpretation on graduates' paths (employed or not employed, self-employed) e) Data analysis documents f) Feedback sessions with recommendations to TVET staff and stakeholders of TVET Centers g) In-depth analysis of results of data evaluation with trainers and trainees	a) Constant updating of the placement evaluation files of the graduates b) Creation and elaboration of a data collection and/or tracking tool c) Creation and update of contacts of employers in cooperation with the company Human Resource Management staff d) Data collection and interpretation on graduates' paths (employed or not employed, self-employed) e) Data analysis documents f) Feedback sessions with recommendations to TVET staff and stakeholders of TVET Centers g) In-depth analysis of results of data evaluation with trainers and trainees h) Systematization of relationship with enterprises in order to standardize the process of receiving data on graduates i) Software to structure and analyze data collected on placements j) Placement evaluation plan of graduates k) Follow-up of the implementation of recommendations from the report l) Tracer studies to highlight job placement trends
Indicators	1) Availability of updated graduates database 2) Usage of communication tools 3) Usage of data collection tools 4) Availability of reports of contacts with employers 5) Availability of interpretation reports on graduates' paths	1) Availability of updated graduates database 2) Usage of communication tools 3) Usage of data collection tools 4) Availability of reports of contacts with employers 5) Availability of interpretation reports on graduates' paths 6) Existence of data analysis reports with recommendations 7) Availability of In-Depth Analysis meeting reports	1) Availability of updated graduates database 2) Usage of communication tools 3) Usage of data collection tools 4) Availability of reports of contacts with employers 5) Availability of interpretation reports on graduates' paths 6) Existence of data analysis reports with recommendations 7) Availability of In-Depth Analysis meeting reports 8) Usage of placement analysis software 9) Existence of graduates' Placement Evaluation Plan 10) Existence of recommendations and implementation guidelines 11) Existence of tracer studies 12) Existence of list of relevant job placement fields
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel and experts • Financial resources 	<ul style="list-style-type: none"> • Partnership with enterprises and past pupils • Office equipment 	<ul style="list-style-type: none"> • Transportation • Software

TRANSVERSAL MISSION

- **Effective communication with the stakeholders**



DEFINITION AND IMPROVEMENT OF MEANS AND CHANNELS OF COMMUNICATION

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

Customers and their expectations:

ENTERPRISES AND TVET AGENCIES: To have well defined means and channels of communication for an effective sharing of TVET training programs

OTHER JSOS: To have a platform through which experiences can be shared

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

DONORS: To have a platform through which donors can access information (reports) about the successes and challenges of TVET Centers

PERFORMANCE LEVEL			
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Defined clear communication procedure b) Designed internal and external communication platform: Meetings and correspondence with stakeholders through social media, letter writing, magazines, brochures, websites, WhatsApp groups, Facebook pages, graduation ceremony programs, etc. c) Communication platforms in place for stakeholders	a) Defined clear communication procedure b) Designed internal and external communication platform: Meetings and correspondence with stakeholders through social media, letter writing, magazines, brochures, websites, WhatsApp groups, Facebook pages, graduation ceremony programs, etc. c) Communication platforms in place for stakeholders d) Constant sharing of relevant information through official platforms e) Follow-up about the platforms for effective communication	a) Defined clear communication procedure b) Designed internal and external communication platform: Meetings and correspondence with stakeholders through: social media, letter writing, magazines, fliers, websites, WhatsApp groups, Facebook pages, graduation ceremony programs, etc. c) Communication platforms in place for stakeholders d) Constant sharing of relevant information through official platforms e) Follow-up about the platforms for effective communication f) Evaluation and improvement of the effectiveness of the communication platforms g) Organization of round table discussions with various stakeholders with different fields of expertise h) Production of documentaries
Indicators	1) Availability of communication chart(s) 2) Existing reports and written letters 3) Active WhatsApp groups and Facebook pages 4) Regular magazines, fliers, graduation program, minutes of meetings 5) Existing list of stakeholders who are in communication with centers	1) Availability of communication chart(s) 2) Existing reports and written letters 3) Active WhatsApp groups and Facebook pages 4) Regular magazines, fliers, graduation program, minutes of meetings 5) Existing list of stakeholders who are in communication with centers 6) Existing reports, information on the websites, records of visitors 7) Availability of follow-up reports, records of visitors	1) Availability of communication chart(s) 2) Existing reports and written letters 3) Active WhatsApp groups and Facebook pages 4) Regular magazines, fliers, graduation program, minutes of meetings 5) Existing list of stakeholders who are in communication with centers 6) Existing reports, information on websites, records of visitors 7) Availability of follow-up reports, records of visitors 8) Attendance registers, reports, videos, photos 9) Finalized and available documentaries
Needed resources:	<ul style="list-style-type: none"> • Internet connection • Financial resources • Qualified staff • Stationery • Transportation • Office equipment 		

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