

# Global Program Phase II



## Guidelines



Don Bosco Tech Africa  
Nairobi  
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# 1 General Information Global Program

Project title	Increased opportunities for decent work and improved living standards for young people in sub-Saharan Africa by improving the quality and relevance of vocational training programs - 2nd phase
Project countries	Angola, Burkina Faso, Burundi, Chad, DR Congo, Kenya, Madagascar, Malawi, Nigeria, Rwanda, South Sudan.
Project duration	15.10.2024 - 30.04.2028

The Global Program Phase II (GP-II) was designed to empower the Salesian TVET offer in the Africa-Madagascar region. It is funded by the German Federal Ministry, through Don Bosco Mondo, Germany. The implementation will be coordinated by Don Bosco Tech Africa together with the Salesian provinces in Africa-Madagascar (Office of the Economer, PDO and the local TVET centers). The program has 3 modules:

### Module 1: Institutional capacities

Providers, government institutions and other key stakeholders apply improved, universally applicable sectoral standards that support TVET and the development of sustainable and inclusive TVET programs; to be supported by three sub-goals. The overall objective aims to create a robust and sustainable TVET system in the 11 African countries by introducing and applying standardized, inclusive and market-relevant practices. By building institutional capacity (1.1), strengthening teacher training (1.2) and promoting integrative and inclusive approaches (1.3), the program ensures that TVET providers, government institutions and other stakeholders can adopt and apply improved sectoral standards.

### Module 2: Modernization

Through the development and application of innovative TVET programs (2.1) and the integration of adapted quality management systems (2.2), the program strengthens the capacity of TVET systems to innovate and respond to industry and policy needs. Aligning curricula with modern, green and digital skills ensures that training programs are relevant and future-oriented. The introduction of quality management systems ensures that TVET programs are delivered effectively and consistently. Taken together, these outcomes strengthen the feedback loop between the delivery and policy levels, creating a dynamic and responsive TVET system that contributes to sustainable economic development.

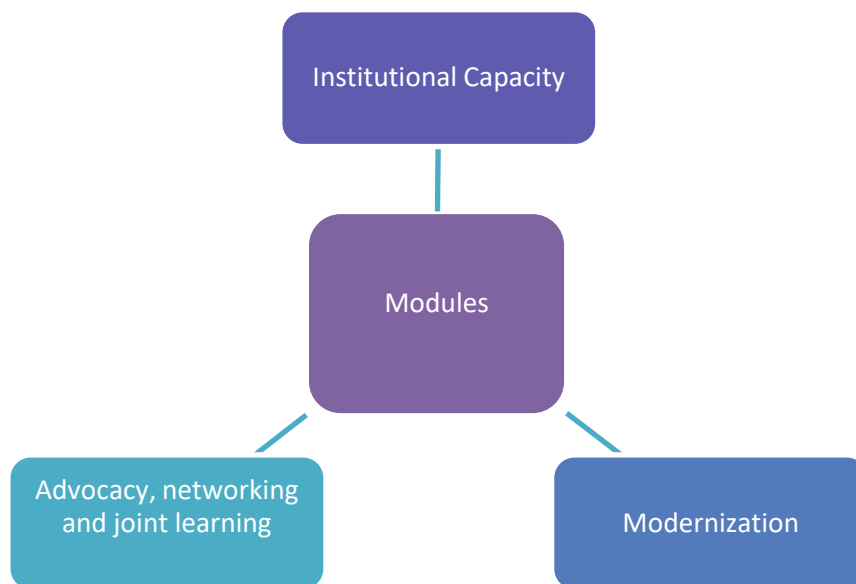
### Module 3: Advocacy, networking and joint learning

The third module represents common goals in terms of mutual learning and/or networking between partners and other stakeholders. The planned outcome of including the needs and perspectives of key non-state actors in TVET policy and reform strategies is to be achieved by building sectoral networks (3.1) and strengthening of business cooperation and cooperation with government agencies, including the voices and interests of non-state actors increases the relevance and effectiveness of TVET programs to meet the needs of the labor market and promote inclusive growth (3.2). The program ensures that the perspectives and needs of non-state actors are integrated into TVET policies and reform strategies. Active networks advocate for policy

improvements, while strengthened institutions effectively implement these policies. This dual approach improves the responsiveness and inclusiveness of TVET systems and ensures that they meet the changing needs of the labor market and contribute to sustainable economic development.

This manual provides a general guide to be used during the implementation of activities in the framework of the Global Program Phase II. These guidelines provide the general overview. As circumstances in participating countries vary, additional agreements can be established between DBTA and the respective countries/Province.

The Global Program Phase II consists of three (3) modules:



These various activity bundles are explained in the following pages.

## Module 1: Institutional Capacities

The Institutional Capacities module aims to support providers, government institutions and other key stakeholders with implementing improved, universally applicable sectoral standards that support TVET and the development of sustainable and inclusive TVET programs. The overall objective aims to create a robust and sustainable TVET system in the 11 African countries by introducing and applying standardized, inclusive and market-relevant practices. By building institutional capacity (Sub-goal 1), strengthening teacher training (Sub-goal 2) and promoting integrative and inclusive approaches (Sub-goal 3), the program ensures that TVET providers, government institutions and other stakeholders can adopt and apply improved sectoral standards.

<b>Beneficiaries of the Capacity Module</b>	<b>All 11 Countries</b>
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### Sub-goal 1.1 Building Institutional Capacity

A total of seven activities are planned that will contribute to achieving the sub-goal by developing and implementing improved standards, curricula and guidelines as well as strengthening the regulatory, management and quality assurance capacities of TVET institutions.

#### 1.1.1. Conducting a gap analysis

By analyzing existing occupational standards and occupational profiles in five countries (Burkina Faso, Burundi, Nigeria, Democratic Republic of Congo, Kenya), this activity will identify skills gaps and emerging occupational trends that will inform the development of relevant and updated occupational profiles.

<b>Activity: Analyzing existing Occupational Standards and Occupational Profiles</b>	<b>(1) Burkina Faso (2) Burundi (3) Nigeria (4) Democratic Republic of Congo (5) Kenya</b>
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#### 1.1.2 Review and update occupational standards

Mobilizing industry and partners in Burkina Faso, Burundi, Nigeria, the Democratic Republic of Congo and Kenya to review occupational standards will ensure that vocational training programs are aligned with current industry needs and technological advancements and improve the employability of graduates. Workshop organized in each country; targeted number of people will be 60, coming from TVET providers, Industries, Ministry, Department and Agencies, alumni associations, Civil society organizations.

<b>Activity: Workshop - Review of Occupational Standards with Industry players to ensure its alignment with the needs of the market and technological advancement for the employability of youth</b>	<b>60 participants in each country: TVET providers, Industries, Ministry, Department and Agencies, alumni associations, Civil society organizations</b>	<b>(1) Burkina Faso (2) Burundi (3) Nigeria (4) Democratic Republic of Congo (5) Kenya</b>
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### 1.1.3 National working groups on Recognition of Prior Learning (RPL)

The involvement of national stakeholders in working groups on RPL in Burkina Faso and Malawi promotes the acceptance and implementation of the approach. The events are held online at no cost. Through RPL, the skills that people already possess are officially recognized, making it more likely that they will find gainful employment. The main problems in the implementation of quality assurance mechanisms in TVET institutions are the lack of capacity and commitment of staff and the weak mechanisms for proper enforcement of the National Qualifications Framework.

Involvement of national stakeholders in working groups on RPL and its acceptance and implementation (online)	(1) Burkina Faso (2) Malawi
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### 1.1.4 Development of RPL frameworks through workshops

The creation of RPL frameworks with input from government, industry and educational institutions in Burkina Faso and Malawi will ensure that these frameworks are comprehensive and applicable. DBTA coordinates the process with a group of experts from the government, industry and educational institutions of the respective country. The process comprises 6 meetings for 5 days, whereby 20 people will be involved in the conceptualization of the needs' analysis, validation and acceptance.

<b>Activity:</b> Development of RPL framework with the participation of the government, industry and educational institutions	<b>Coordination process:</b> DBTA & Group of Experts from government, industry & educational institutions  <b>Process:</b> 6 meetings <b>Duration:</b> 5 days <b>Number of participants:</b> 20	(1) Burkina Faso (2) Malawi
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### 1.1.5 Introduction of RPL in two countries

The official launch of the RPL frameworks in two countries raises awareness and creates the conditions for implementation; 100 people should attend; media coverage is included.

<b>Activity:</b> Official launch of the RPL frameworks & awareness raising through media coverage	Participants: 100 persons	(1) Burkina Faso (2) Malawi
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### 1.1.6 Supporting the implementation of RPL in Kenya

Kenya is one of several African countries that has a strong RPL framework as part of its TVET policy, which is supported by the current national government. The feasibility study recommended advocating for the effective implementation of the existing TVET policy in Kenya. The implementation of RPL in five Don Bosco TVET centers in Kenya, including audits and workshops, demonstrates the practical application and facilitates nationwide adoption.

<b>Activity:</b> Advocate for the implementation of existing RPL framework in Kenya in TVET institutions through audits and workshops	Implemented in 5 Don Bosco TVET Centres	Kenya
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### 1.1.7 Supporting JSO scaling

The organization of roundtables to scale up the "JSO" model in TVET among key stakeholders contributes to the integration of successful practices in different TVET institutions. One-day events in 11 countries with 45 participants each.

<b>Activity:</b> Organization of roundtables to scale up JSO model in TVET among key stakeholders	Participants: 45 persons	All 11 countries
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## Sub-goal 1.2 Strengthening Teacher Training

Teacher training is strengthened, with a focus on green skills, digital skills (ICT trades) and dual training. Three activities are planned to improve the skills of TVET teachers, especially in terms of green and digital skills, and thus increase the overall quality of TVET.

### 1.2.1 Training of Trainers (TOT) on Entrepreneurship, Enterprise Development and E-Commerce

By training at least 165 trainers (55 of them Don Bosco) from 11 countries, the aim is to promote the digital skills of teachers in the areas of entrepreneurship, enterprise development and e-commerce. A digital e-learning programme will initially be developed by DBTA for this purpose. This includes learning units with extensive opportunities for interaction by the learners (e.g. through exercises, quizzes or case studies) and media (such as graphics, animations or videos). There are to be a total of three courses corresponding to the topics.

The rollout will take place as a pilot phase for the 165 people mentioned above.

<b>Activity:</b> ToT on Digital Skills: Entrepreneurship, Enterprise Development and E-Commerce  Development of an e-learning programme for training above	Coordination process: DBTA  Participants: 165 of which 55 will be from Don Bosco Centre	All 11 countries
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### 1.2.2 Implementation of a Training of Trainers (TOT)

TOT for 100 trainers (75 Don Bosco, 25 other institutions) on revised curricula integrating green and digital competences including the introduction of assessment/testing methods. The ToTs are organized in cooperation with the governments of Burkina Faso, Burundi, Nigeria, DR Congo and Kenya (5 countries x 3 days each).

<p><b>Activity:</b> ToT on revised curricula integrating green and digital competences with assessment/testing method</p>	<p><b>Organized by:</b> implementing country and its government with the support of DBTA</p> <p><b>Participants:</b> 100 of which 75 will be from Don Bosco Centres and 25 from other institutions</p> <p><b>Duration:</b> 3 days</p>	<p>(1) Burkina Faso (2) Burundi (3) Nigeria (4) DR Congo (5) Kenya</p>
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### 1.2.3 Training of 120 teachers

TOT for 120 trainers (88 by Don Bosco and 32 by other providers) on green skills and digital skills (ICT trades) in Rwanda and the Democratic Republic of Congo. These activities aim to strengthen the skills of teachers and ensure that they are able to teach relevant and future-oriented skills that meet the requirements of a modern and digital labor market. In each country, 60 people will be trained in two workshops (2x30 people).

<p><b>Activity:</b> ToT on green and digital skills (ICT trades) to strengthen the competencies of the teachers to deliver future-oriented market-driven skills</p>	<p><b>Organized by:</b> implementing country, consultant &amp; DBTA</p> <p><b>Participants:</b> 120 of which 88 will be from Don Bosco Centres and 32 from other institutions</p> <p><b>Duration:</b> 5 days</p>	<p>(1) DR Congo (2) Rwanda</p>
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### Sub-goal 1.3 Strategies and Frameworks

Strategies and frameworks to promote inclusive and integrative approaches in TVET are developed and adopted. A total of seven activities will be carried out to achieve this goal. The anchoring of approaches to inclusion, gender equality and life skills in the vocational training system should help to create a holistic and supportive learning environment.

#### 1.3.1 Develop guidelines for inclusivity and gender equity

Implementation of one workshop each in 11 countries by DBTA in collaboration with an external consultant. Participation of government officials, civil society organisations, businesses and religious and cultural leaders (15 people) to develop a framework for gender equity and inclusivity in TVET to promote equitable practices and policies. The workshops provide a recommended course of action without a binding character. They are general orientation frameworks that provide a broad overview of best practices, principles and objectives.

<p><b>Activity:</b> Development of framework for inclusivity and gender equity to promote equitable practices, policies and gender-friendly learning environment</p>	<p>Organized by DBTA and implementing countries, and facilitated by Consultant and DBTA expert</p> <p>Participants: 15 from each country plus 2 (Consultant &amp; DBTA Expert) - making total of 167 participants Category of participants: government officials, civil society organisations, businesses and religious and cultural leaders</p> <p>Duration: 5 days Flights for DBTA Expert and Consultant: 20 (10 countries)</p>	<p>All 11 Countries</p>
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### 1.3.2 Development of guidelines for inclusivity and gender equality at national level

In a second step, building on 1.3.1, context-specific guidelines will be developed in five countries (Chad, DRC, Kenya, Malawi, Nigeria) with broad stakeholder participation to ensure that these guidelines are comprehensive and contextually relevant. These guidelines are tailored instructions for implementing measures and clearly define how gender equality and inclusivity can be practically and contextually implemented, leading to greater effectiveness in the long term. The involvement of a wide range of stakeholders in each of the five countries is crucial to ensure that the guidelines developed are comprehensive, relevant and tailored to the specific contexts of each country.

<p><b>Activity:</b> Development of guidelines for inclusivity and gender equality at national level by group of experts. The policy document will be context-specific (building on the framework developed in 1.3.1)</p> <p>Gender and inclusion audit will be conducted in the 5 countries to identify inequalities and gaps that need to be addressed in the guidelines</p>	<p>Organized by the implementing country with the assistance of a team of experts</p> <p>Participants: 5 persons constituting team of experts in each country Total of 25 persons</p> <p>Duration: 15 working days</p>	<p>(1) Chad (2) DRC (3) Kenya (4) Malawi (5) Nigeria</p>
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### 1.3.3 Development of institutional strategies

Supporting 30 institutions (DB and non-DB) in the five selected countries at the micro level in the creation and integration of gender equality and inclusivity strategies to integrate these approaches into their school operations; 5 participants per institution for a 10-day workshop with one expert. The aim is to ensure that disadvantaged groups are able to participate in vocational training in the future. The gender and inclusivity strategy will detail how to ensure that both genders are well represented in the training programs and how disadvantaged groups and people living with disabilities can be accommodated in the training centre.

<p><b>Activity:</b> Development of gender equality and inclusive strategies to integrate identified approaches in the school operations in 30 Institutions at the Micro level</p>	<p>Organized the TVET Centres at the micro level supported by consultant expert</p> <p>Participants: 30 TVET instructions supported by a consultant</p> <p>Duration: 10 working days</p>	<p>(1) Chad (2) DRC (3) Kenya (4) Malawi (5) Nigeria</p> <p>30 TVET Institutions at the Micro level</p>
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### 1.3.4 Children and vulnerable persons safeguarding and protection policies (CSP)

Development of protection concepts for particularly vulnerable groups in all participating countries in order to ensure uniform and protective measures for the target groups. It should be noted that Rwanda, Nigeria and Kenya already have such policies. The DR Congo is divided into two Don Bosco provinces, which is why it is counted twice. A team of five will be tasked with developing the CSP guidelines with the support of DBTA. Once finalized, a one-day policy launch event will be organized to which various stakeholders will be invited, approx. 50 people per country. The model of Porticus will be used to guide the process. A team of five people will be organized and tasked with the responsibility of developing the CSP policy with the support of DBTA. Upon completion a one-day event will be organized to launch the policy where different stakeholders will be invited.

<p><b>Activity:</b> Development of Children and vulnerable persons safeguarding and protection policies (CSP) in 9 countries</p>	<p>Organized by a group of 5 persons with the support of DBTA</p> <p>Participants: 50 participants from each country</p> <p>Duration: 1 day policy lunch</p>	<p>Angola, Burkina Faso, Burundi, Chad, DR Congo, Madagascar, Malawi, South Sudan.</p>
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### 1.3.5 Training on the protection of children and vulnerable persons

Two DBTA employees organize workshops in Nairobi on protecting vulnerable people for 12 teachers to ensure that vocational schools can create safe and inclusive learning environments. The individuals also serve as multipliers and are deployed to share the knowledge they have acquired in their respective countries.

<p><b>Activity:</b> ToT workshop in Nairobi on the protection of children and vulnerable persons to ensure the creation of safe and inclusive learning environment in the TVET Centres</p>	<p>Organized by a group of 5 persons with the support of DBTA</p> <p>Participants: 12 teachers and 2 DBTA facilitates</p> <p>Duration: 5 days</p>	<p>All 11 Countries</p>
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### 1.3.6 Training of life skills facilitators

Identification and training of 12 life skills multipliers (all Don Bosco) from 11 countries to ensure the broad implementation of essential life skills programmes at the national level. A 5-day workshop will be conducted in Nairobi by DBTA. The participants will be teachers from Don Bosco and other TVET providers, who will be required to cascade the acquired Life Skills at the center level.

<p><b>Activity 1:</b> ToT on life skills for multipliers from all the countries at the national in Nairobi</p> <p><b>Activity 2:</b> Each multiplier will later train 25 other persons</p>	<p>Organized by DBTA</p> <p>Participants: 12 multipliers</p> <p>Duration: 5 days</p> <p>Organized by the multiplier</p> <p>Participants: 25</p> <p>Duration: 5 days</p>	<p>All 11 countries</p>
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### 1.3.7 Organization of workshops on life skills

Implementation of workshops on life skills for 15 Don Bosco participants each from 11 countries to ensure that teachers can pass on these skills and 20,000 young people can benefit from them. The training course in 1.3.7 builds on the content of 1.3.6 and delves deeper into specific topics that are particularly relevant to the work in the Don Bosco centres.

<p><b>Activity:</b> Life Skills workshop for Don Bosco staff to support students develop communication skills, empathy and peaceful resolution of conflicts</p>	<p>Organized by the multiplier</p> <p>Participants: 15 Don Bosco participants</p> <p>Duration: 5 days</p>	<p>All 11 countries</p>
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## Module 2: Modernization

The Global Program strengthens the capacity of TVET systems to innovate and respond to industry and policy needs, aligning curricula with modern, green and digital skills ensures that training programs are relevant and future-oriented. The introduction of quality management systems ensures that TVET programs are delivered effectively and consistently. Taken together, these outcomes strengthen the feedback loop between the delivery and policy levels, creating a dynamic and responsive TVET system that contributes to sustainable economic development.

### Sub-goal 2.1 Innovative Technical Vocational Training Programs

Innovative technical vocational training programs are tested and applied for a future-oriented and sustainable economy. Nine activities are planned to achieve the sub-goal.

#### 2.1.1 Digital Hubs (Kenya and Nigeria)

Digital hubs in one vocational school each in Kenya and Nigeria will be developed, where trainees will be trained in important areas such as electronic information and engineering technology, artificial intelligence, mechatronics, e-mobility, digital media and art. This will provide them with the skills required in the modern economy. The planned equipment of the specialized laboratories meets the current needs of industry. Skills in areas such as artificial intelligence, mechatronics and 3D printing are among the key qualifications that are indispensable for the development of modern industries. These e-hubs can serve as flagship projects that support national and regional initiatives to promote high-tech industries and increase their reach.

<p><b>Activity:</b> Establishment of 2 Digital hubs for training electronic information and engineering technology, artificial intelligence, mechatronics, e-mobility, digital media and art.</p> <p><b>Major components:</b> Renovation, equipment &amp; software, solar backup</p>	<p><b>Organized by the Centres</b></p> <p><b>Beneficiaries:</b> students and staff from 2 Don Bosco Centres</p>	<p><b>Kenya &amp; Nigeria</b></p>
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#### 2.1.2 Review and incorporate green and digital approaches into the Don Bosco TVET training programs in Rwanda and the DRC

Eight selected individuals from different TVET providers, industry, relevant ministries and government agencies and professional associations will review and integrate green and digital approaches into Don Bosco TVET programs in Rwanda and the Democratic Republic of Congo. 30 teachers from Don Bosco and other education providers, including governmental ones, will be invited to one training per country on the integration of green and digital approaches in the education program. As part of the measure, one state curriculum from each priority area will be selected and revised to include green components and digitize it. The revision will also include a review of equipment and tools and training of trainers.

<p><b>Activity 1:</b> Integration of green and digital approaches in DB TVET programs in 2 state curricula (one in Rwanda and another in DRC)</p> <p><b>Activity 2:</b> Training per country on the integration of green and digital approaches in the education program</p>	<p>Organized in 2 countries</p> <p>Participants: 8 selected individuals from different TVET providers, industry, relevant ministries and government agencies and professional associations</p> <p>Duration: 10 days</p> <p>Organized by the 2 Centres</p> <p>Participants: 120 participants (60 from each country) and 4 facilitators for both countries</p> <p>Duration: 5 day</p>	<p>Rwanda and DRC</p>
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### 2.1.3 E-Commerce Handbook

Development of a handbook for entrepreneurship and start-ups that includes e-commerce modules. DBTA will lead this process with selected technical experts and key stake-holders. The basis for this is the corresponding e-learning course (see 1.2.1). A team of five experts in entrepreneurship and the digital economy will be identified and tasked with developing the manual over a period of 15 days.

<p><b>Activity:</b> Development of a handbook for entrepreneurship and start-ups that includes e-commerce modules</p>	<p>Organized by DBTA</p> <p>Participants: Team of 5 experts</p> <p>Duration: 15 days</p>	<p>All 11 countries</p>
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### 2.1.4 The E-Commerce Handbook is digitized and made available on DBTA LMS

Making the handbook available online via DBTA's LMS ensures broad access and effective pedagogical delivery.

<p><b>Activity:</b> Digitalization and uploading of the E-commerce handbook on DBTA Learning Management System (LMS) for wider accessibility</p>	<p>By DBTA</p>	<p>All 11 countries</p>
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### 2.1.5 Analysis of electrical and plumbing curricula in Rwanda and DR Congo

In both Rwanda and the DRC, the impact of green jobs and the digital skills needed in the industry will significantly improve youth employability. In two workshops each, together with government

representatives, industry, vocational training institutions and representatives of civil society, the two curricula mentioned above will be analyzed for five days opportunities to integrate green and digital approaches. Collaboration with different stakeholders promotes joint development and ensures that the curricula meet national and industry standards.

<p><b>Activity1:</b> Needs analysis of electrical and plumbing curricula in 2 Countries for the integration of green and digital approaches in TVET systems</p> <p><b>Activity2:</b> Joint collaboration with various stakeholders for development of curricula that meet national and industry standards in 2 countries</p>	<p><b>Organized by the 2 Countries</b></p> <p><b>Participants:</b> government representatives, industry, vocational training institutions and representatives of civil society</p> <p><b>Duration:</b> 5 days</p> <p><b>Digitization of the curricula:</b> 2 countries</p> <p><b>Participants:</b> government representatives, industry, vocational training institutions and representatives of civil society</p> <p><b>Duration:</b> four 5-days day workshops (2 in each country)</p>	<p>Rwanda and DRC</p>
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### 2.1.6 Develop manuals on green and digital skills (ICT trades) and dual training manuals

In collaboration with relevant stakeholders in these areas in Rwanda and DRC. Collaboration with stakeholders ensures the inclusion of contemporary sustainable practices in the training programs. The schools will use the manual as a guide for their teaching programmes in the two sectors.

<p><b>Activity:</b> Development of manuals on green and digital skills (ICT trades) and dual training manuals including sustainability practices in training programs in collaboration with relevant stakeholders in Rwanda and DRC</p>	<p><b>By a consultant</b></p> <p><b>Duration:</b> 4 months per handbook Total of 6 handbooks (3 per country)</p>	<p>Rwanda and DRC</p>
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### 2.1.7 Subject matter experts and e-learning experts to digitize curricula

The budgeted amount includes eight subject matter experts (four for electrical and four for plumbing) for five days; the experts take care of the modularization, the creation of multimedia content and interactive elements, the writing of texts and scripts, dictation, design and production, among other things. The updated curricula will be translated into French and Portuguese.

<p><b>Activity:</b> Digitization of the electrical and plumbing curricula by subject matter experts</p>	<p>Process led by DBTA Duration: 10 days Updated curricula will be translated into French and Portuguese</p>	<p>All 11 countries</p>
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### 2.1.8 Scaling up lessons learned from Rwanda and DR Congo

Systematic review/development of curricula focusing on electricians and plumbing that are aligned with national occupational standards and revised occupational profiles in Burkina Faso, Burundi, Nigeria and Kenya and incorporate green and digital aspects. Burkina Faso, Burundi, Nigeria and Kenya have particularly emphasized the need to integrate e-learning, e-commerce and green TVET into the TVET programmes, as described in the feasibility study. Green jobs and the digital skills needed in industry will significantly improve the employability of young people. The aim is to ensure that the training programs are relevant and aligned with the sectors.

<p><b>Activity:</b> Systematic review/development of curricula focusing on electrical and plumbing, aligning them with occupational standards and revised occupational profiles, integrating green and digital aspects in 4 countries (scaling up best practices from Rwanda and DRC), ensuring relevance of programs to the world of work</p>	<p>Organized by the countries and a consultant  Duration: 1 month per country and another month for elaboration (total of 5 months) Total</p>	<p>(1) Burkina Faso (2) Burundi (3) Nigeria (4) Kenya</p>
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### 2.1.9. Digitization of the JSO Handbook

The creation of a self-evaluation tool for the JSO Handbook and its online accessibility will improve the capacity of TVET centers to monitor and improve their programmes and tracer studies. Including modularization, the creation of multimedia content and interactive elements, the writing of texts and scripts, dictation, design and production.

<p><b>Activity:</b> Digitization of the JSO Handbook and placing it online for more accessibility</p>	<p>Coordinated by DBTA</p>	<p>11 countries and the entire network</p>
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### Sub-goal 2.2 Adapted Quality Management Systems (QMS)

Adapted quality management systems (QMS) are integrated into the administrative and educational structures. Six activities are planned to achieve the sub-goal.

### 2.2.1 Comprehensive training on quality management

Training TVET staff on quality management processes and standards such as ISO 2001:2015 ensures that all staff in schools are able to ensure high quality educational standards. One workshop each in Burundi, Rwanda, South Sudan, Chad and Malawi is aimed at personnel, including authorities, employees of selected centres and other stakeholders, to provide them with the skills and knowledge needed to effectively implement quality management processes, with a focus on the prevailing national frameworks, ISO 2001:2015 and DBTA quality management systems.

<p><b>Activity:</b> Training TVET staff on quality management processes and standards such as ISO 2001:2015, ensuring that staff in TVET Centres are able to ensure high quality educational standards.</p>	<p>Coordinated by Implementing countries, hired Consultant and DBTA</p> <p>Participants: 75 teachers (15 from each Centre)</p> <p>Duration: 5 days</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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### 2.2.2 Conduct multi-stakeholder 5-day-working groups on QMS

In Burundi, Rwanda, South Sudan, Chad and Malawi, there is an urgent need to implement QMS at the centre level, involving national governments and industry to increase impact and create lasting partnerships and mutual support. This action processes and contextualises the results from 2.2.1. Involving the private sector, civil society organizations and governments in developing a framework for quality management systems in TVET in Burundi, Rwanda, South Sudan, Chad and Malawi promotes the quality of training standards and improves the overall efficiency of TVET programmes.

<p><b>Activity 1:</b> Constitute a multi-stakeholder working group on the implementation of QMS in 5 countries (contextualizing results from 2.2.1)</p> <p><b>Activity 2:</b> Kick-off event for the QMS</p>	<p>Coordinated by Implementing countries with the support of 10 experts and 3 moderators</p> <p>Participants: 75 teachers (15 from each Centre)</p> <p>Duration: 5 days</p> <p>Coordinated by implementing countries &amp; DBTA</p> <p>48 guests each (35 guests, 10 experts and 3 moderators)</p> <p>1 day event</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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### 2.2.3 Five-day workshops on QMS at country level with Don Bosco partners

The organization of workshops for 45 people from Chad, Burundi, Rwanda, Malawi and South Sudan to introduce quality management systems in vocational training institutions and improve the overall

quality of training. The main focus here is on the management level and the structural anchoring in the training systems.

<p><b>Activity:</b> Organization of 5-day QMS workshop at country level with Don Bosco partners to introduce quality management systems in vocational training institutions and improve the overall quality of training</p>	<p>Coordinated by Implementing countries and the moderator</p> <p>Participants: 45 per country</p> <p>Duration: 5 days</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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#### 2.2.4 Workshops at school level

Supporting 25 vocational training centers in Chad, Burundi, Rwanda, Malawi and South Sudan – DB and non-DB centers – in the development of structures to meet national quality requirements ensures uniform and high standards for all training programs. While the QMS primarily focuses on the management level, this exercise is about training standards and adapting training programmes to current requirements.

<p><b>Activity:</b> Supporting 25 vocational training centers in 5 countries in the development of structures to meet national quality requirements, ensuring uniform and high standards for all training programs</p>	<p>Coordinated by Implementing countries and the moderator</p> <p>Participants: 500 (20 per Centre for 25 TVET institutions)</p> <p>Duration: Not specified</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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#### 2.2.5 Training of QMS managers

A total of 15 people (75 in total) are identified from 2.2.3 and 2.2.4 who are to receive further training on the topic and thus become mentors and contacts for the educational institutions, so-called QMS champions. For this purpose, a five-day workshop will be conducted by a consultant and accompanied by a DBTA (1 person) in each of the five countries.

<p><b>Activity:</b> Workshop for the training of 75 QMS champions who would become mentors and contacts for educational institutions</p>	<p>Coordinated by implementing countries and implemented with a Consultant and DBTA personnel</p> <p>Participants: 75 (15 per Centre) Consultant and DBTA personnel</p> <p>Duration: 5 days</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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#### 2.2.6 A Digital e-learning programme for the management of vocational schools

In order to firmly establish the topic of governance and quality in the long term, a digital e-learning

programme for the management of vocational schools is to be developed by the end of the program. This will also include learning units with extensive opportunities for interaction by learners (e.g. through exercises, quizzes or case studies) and media (such as graphics, animations or videos). A total of seven courses will cover topics such as strategic management and institutional leadership, operational management, partnerships and networks, educational planning, as well as cross-cutting issues such as gender, ecological change and inclusion.

<p><b>Activity:</b> Seven courses covering topics such as strategic management and institutional leadership, operational management, partnerships and networks, educational planning, as well as cross-cutting issues such as gender, ecological change and inclusion to improve topics on governance and quality will be digitized and added on DBTA LMS.</p>	<p><b>By DBTA</b></p> <p><b>Participants:</b> roll-out for 165 persons from Don Bosco and non-Don Bosco Centres</p> <p><b>Duration</b> the last year of the program</p>	<p><b>All 11 countries</b></p>
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### Module 3: Advocacy, networking and joint learning

The third module should represent common goals in terms of mutual learning and/or networking between partners and other stakeholders. The planned outcome of including the needs and perspectives of key non-state actors in TVET policy and reform strategies is to be achieved through two Sub-goals. Overall, this module aims to ensure that the voices and interests of non-state actors such as the private sector, civil society organizations (CSOs) and other stakeholders are considered in the development and implementation of TVET strategies and reforms. Building on the capacities developed in phase 1, Don Bosco's dialogue is conducted by the national JSOs (employment mediators) and the people responsible for vocational training planning, who form a working unit with the JSOs.

By building sectoral networks

Strengthening local partner organizations

#### Sub-goal 3.1 Sectoral Networks

Sectoral networks in the field of technical vocational education and training are established and are actively committed to improving vocational education and training policy and reform strategies. The following activities are planned to achieve this goal:

##### 3.1.1 National Decent Work Dialogue

Organizing national dialogues in all 11 countries for 60 people, with stakeholders including government

officials, private sector representatives and trade unions, raises awareness of the Decent Work principles. One of the aims is to raise awareness of the concept, which rejects the exploitation of minority groups, forced labour and child labour. This promotes a commitment to creating a safe, fair and inclusive working environment and to aligning vocational training with labour market standards.

<p><b>Activity:</b> Organizing a National Decent Work Dialogue Forum in 11 countries including government officials, private sector representatives and trade unions to raise awareness on Decent Work Principles, rejecting exploitation of minority group, forced and child labour.</p>	<p>Organized by implementing countries at national level with the support of 5 experts who are expected to make professional inputs for each countries</p> <p>Participants: 660 persons (60 per country) Experts: 55 (5 per country)</p> <p>Duration: 1-day</p>	<p>All 11 countries</p>
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### 3.1.2 Organizing round tables in five countries

This activity will be implemented in Burundi, Rwanda, South Sudan, Chad and Malawi; see 2.2.2 for selection. To involve governments in quality management promotes their support and commitment to maintaining high standards in TVET. One event per country (5), each lasting one day.

<p><b>Activity:</b> Organize roundtables in 5 countries involving governments and relevant stakeholders to improve quality management and foster commitment towards high standards in TVET</p>	<p>Organized by implementing countries at national level</p> <p>Participants: Not less than 250 persons (minimum of 50 per country)</p> <p>Duration: 1-day</p>	<p>(1) Burundi (2) Rwanda (3) South Sudan (4) Chad (5) Malawi</p>
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### 3.1.3. National Stakeholder Forums

Organizing fora in 11 countries facilitates dialogue, cooperation and exchange of good practices in governance and quality management, creating a community of practice that supports continuous improvements. These fora are to be understood as networking and advocacy events, designed to strengthen cooperation and highlight the common interest, which in turn will have a positive impact on cooperation on concrete macropolitical initiatives. With three events per country (11) between 2025 and 2027, each lasting one day.

<p><b>Activity:</b> Organize National Stakeholders Fora in 11 countries to facilitates dialogue, cooperation and exchange of good practices in governance and quality management, creating a community of practice that</p>	<p>Organized by implementing countries at national level</p> <p>Participants: Not less than 550 persons (minimum of 50 per country)</p>	<p>All 11 countries</p>
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<p>supports continuous improvements.</p> <p>Networking and advocacy events, to strengthen cooperation and highlight the common interest.</p>	<p>Duration: 1-day event, 3 times per country between 2025 -2027</p>	
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### 3.1.4 Celebration of Women's Day and Day for Persons with Disabilities

Three events each in 33 centres (three per country) are raising awareness and support for women and people with disabilities and promoting an inclusive vocational training environment. To mainstream the agenda for inclusion and equality at the institutional level.

<p><b>Activity:</b> Celebration of women’s day and day of persons with disabilities in 33 Centres, raising awareness and support for women and people with disabilities and promoting an inclusive vocational training environment.</p>	<p>Organized by implementing countries in 33 Centres</p> <p>Participants: 33 TVET Centres</p> <p>Duration: 1-day event, 3 events per Centre</p>	<p>All 11 countries</p>
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### 3.1.5 Campaigns and dialogue forums on various topics such as gender equality in TVET, the image of TVET, dual training, TVET as an economic driver

Organizing forums and campaigns in all 11 countries: The campaign events are designed to help mainstream the principles of gender and inclusivity in TVET and promote equitable access to TVET. They also aim to promote the image of TVET and discuss strategies for improving the perception of TVET in order to attract more students and interested parties to TVET programmes. Campaigns on dual training approaches highlight the advantages and practical opportunities offered by combining classroom teaching with practical experience, and promote effective training models. Furthermore, the events are intended to emphasize the role of vocational training in economic development and advocate for investment and political support. A total of 33 events are planned.

<p><b>Activity:</b> Organize campaigns and forum on key topics such as, promoting gender and inclusivity, equitable access, improvement of the perception of TVET, dual training approaches, highlighting the role of vocational training in economic development and advocate for investment and political support.</p>	<p>Organized by implementing countries at national level</p> <p>Participants: unlimited</p> <p>Duration: 1-day event, 33 events (3 per Country)</p>	<p>All 11 countries</p>
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### Sub-goal 3.2 Networking and Joint-learning

The local partner organizations are strengthened institutionally through better networking and joint learning. To achieve the sub-goal, measures are planned in particular to strengthen dialogue, cooperation and capacity building.

#### 3.2.1 Annual Stakeholder Assembly (ASA)

Holding annual network meetings at continental level is essential to promote continuous dialogue between the key players in the field of vocational education and training and to systematically expand successful initiatives in the DBTA network. These meetings create the basis for the intensive exchange of knowledge and the expansion of best practice examples, resulting in at least five joint sectoral or thematic learning initiatives. These initiatives will not only work within the Global Programme, but will also include countries that are not yet involved. This will strengthen the potential for broad scaling and dissemination of successful TVET approaches.

The aim is to further expand the DBTA network approach through knowledge transfer and joint learning and to systematically document and share experiences from best practices and promote their scaling. In this context, the annual five-day meetings from 2025 onwards are instrumental in helping DBTA stakeholders from 11 countries to systematically expand their networking and advocacy activities on the basis of an advocacy plan. It is planned with 45 participants.

<p><b>Activity:</b> Organize Annual Stakeholder Assembly (ASA) to promote continuous dialogue, expand success stories, engage in intensive exchange of knowledge and best practices, create avenue for broad scaling and dissemination of success TVET approaches from the 11 countries to others, improving the TVET landscape through networking, advocacy and influence of national education policies within the entire DBTA Network</p>	<p>Organized by DBTA at the regional level</p> <p>Participants: 45 participants</p> <p>Duration: 5 days, organized 3 times (2025, 2026, 2027)</p>	<p>All 15 provinces composed of 34 countries &amp; DBTA staff</p>
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#### 3.2.2 Advocacy activities for inclusivity

Press releases, talk shows and events will raise public awareness and support for inclusivity in TVET and ensure that marginalized groups are represented and their needs are considered.

<p><b>Activity:</b> Organize advocacy activities for inclusivity through press releases initiatives, talk shows and events will raise public awareness and support for inclusivity in TVET and ensure that</p>	<p>Organized by implementing countries at national level</p> <p>Participants: unlimited</p> <p>Duration: as programmed by the</p>	<p>All 11 countries</p>
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marginalized groups are represented and their needs are taken into account.	implementing countries	
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### 3.2.3. Participation in World Skills competitions

Participation in World Skills Africa and World Skills International competitions will expose trainees and TVET institutions to global standards and best practices, promoting a culture of excellence and continuous improvement. For DBTA, these are important opportunities to network more closely at the meso and macro levels and to engage in advocacy. Two employees are to take part in two events.

<b>Activity:</b> Participation of DBTA in WorldSkills Competition for exposure to global standards and best practices, enabling possibilities for networking at the meso and macro levels and to engage in advocacy.	By DBTA coordination team  Participants: 2  Duration: 28 days (2 events of 14 days each)	DBTA
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### 3.2.4 Technical assistance in South Sudan

There are currently three parallel vocational education and training laws in South Sudan. These laws set out different procedures for key functions such as curriculum development and assessment. The lack of an agency to govern and manage the vocational education and training system makes it difficult to fulfil these and other key functions of the system and to make the transition to a demand-driven model. Several initiatives have already taken place in South Sudan. The Salesians of Don Bosco in South Sudan are already working closely with the national government to develop curricula, led by Don Bosco, that will support this important work. Providing technical assistance for the harmonization of TVET policies and structures in South Sudan will ensure that local systems are aligned with best practices and regional standards, improving their effectiveness and sustainability. Organize a conference with 35 stakeholders: government, civil society, PLWD, NGOs and vocational schools to discuss gaps in the TVET system for 2 days, facilitated by DBTA.

<b>Activity:</b> Providing technical assistance for the harmonization of TVET policies and structures in South Sudan, ensuring that local systems are aligned with best practices and regional standards, improving their effectiveness and sustainability through the organization of conference with the government, civil society, PLWD, NGOs and vocational schools to discuss gaps in the TVET system.  A guideline on TVET policy will be	Organized by implementing country while DBTA will accompany the process  Participants: 35 stakeholders Experts  Duration: 5-day workshop training - national level, 5-day workshop training by DBTA and 1-day roundtable for the validation of the guideline	South Sudan
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developed during the process		
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## 2 Master Data - Information from Participating Countries

Master data in regards to

- a) Personnel involved in the program implementation
- b) Financial information for fund transfer

These are essential for smooth transactions and communication during the implementation of the program as well as the various activity bundles within the three (3) modules of the Global Program. Therefore, DBTA is requesting the participating countries to fill in Master Data Sheets. This will be done on two levels:

- Provincial (PDO) Level and
- Activity Bundle Level

For this we are using the RSI-Matrix for project management. RSI indicates:

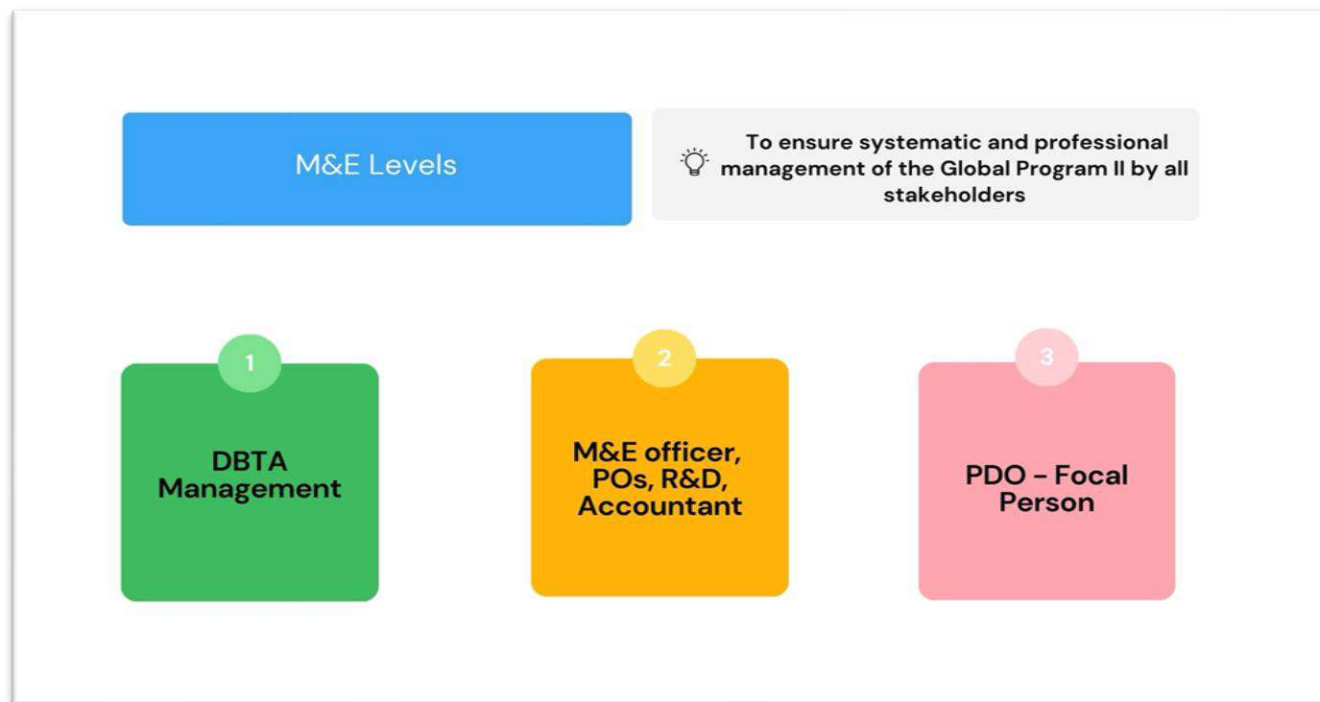
R – the person Responsible

S – the person(s) who Supports the implementation of the respective activity

I – the person(s) who shall be Informed

On the Provincial level one matrix shall be filled and on Activity Bundle Level respective to the number of main activities. This will help the information flow and ensure that all people involved are in the loop of things. The two templates are found in Appendix A.

### 3 Monitoring, Evaluation and Learning



The Global Program envisages three levels of Monitoring, Evaluation and Learning to ensure effective implementation and reporting of activities

**The PDO – Focal Person** shall be supported by DBTA to ensure timely implementation and reporting of activities at National and Local levels. Shall respect the internal structures of the Province and the Guidelines of the GP II. Salary support and running cost shall be provided for this purpose.

**DBTA – M&E Officer, POs, R&D and Accountants** will constitute the second level of the M&E system. Shall work closely with the PDO-Focal Person, the entire provincial team involved in the program and centres to fruitful and impact-oriented-evidenced based approach. Shall ensure timely and quality report, maintaining good and interpersonal communication skills with the Countries.

**DBTA management** shall be responsible for the overall M&E initiative ensuring the development and implementation of a robust M&E framework in collaboration with the implementing countries. The management shall foster the culture of learning and informed decision-making for program improvement, based on the data collected and experiences gained and data collected from field visits. DBTA shall be responsible for the final reporting, including constant feedback loops with DB Mondo, which reflects the compliance, transparency and accountability aspects towards the various donors.

More details on the M&E can be found in the Financial Guidelines.

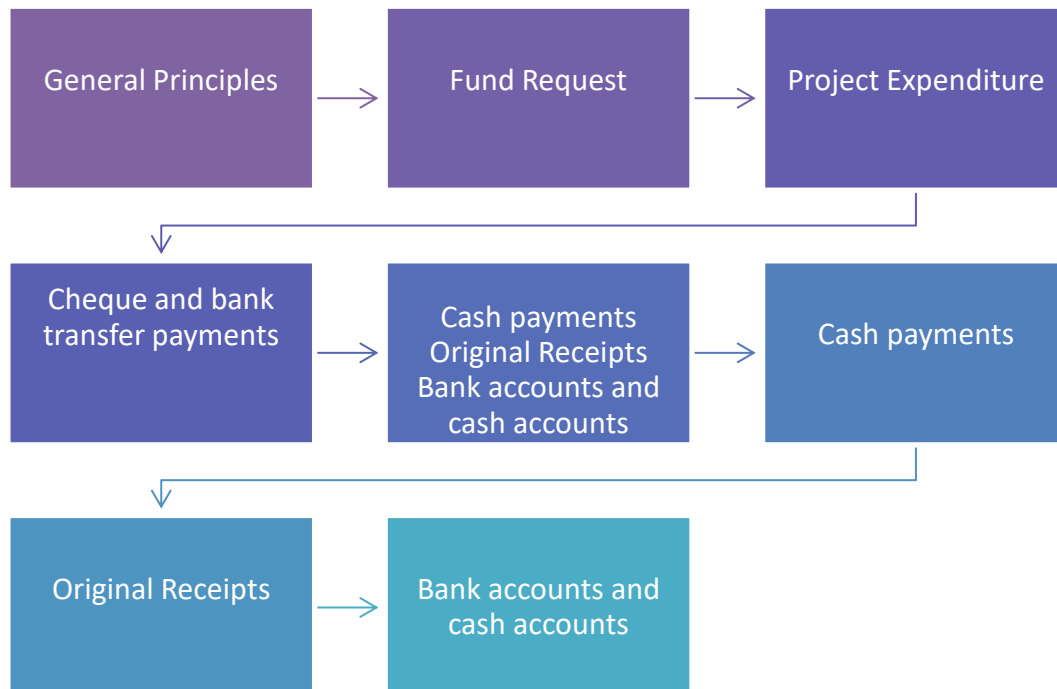
## 4 General Financial Guidelines

A financial guidelines Manual has been designed by Don Bosco Tech Africa in collaboration with Don Bosco Mondo for the swift implementation of the Global Program II. It will serve as a comprehensive guide for program partners and teams in managing resources and finance throughout the funding period and program lifecycle. It provides practical guidelines, procedures and informed decisions based on the requirements of the BMZ, Don Bosco Mondo, Don Bosco Tech Africa and the experiences gained during the implementation of the Global Program I. Firm adherence to these guidelines will guarantee to a large extent a fruitful and impactful implementation of the Global Program.

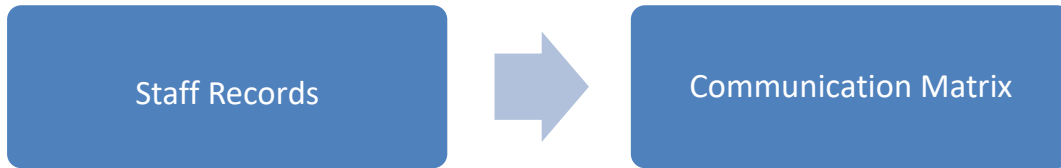
It is important to note that finances and resources provided for the purpose of the Global Program II are strictly meant to increase opportunities for decent work and improved living standards of young people in Angola, Burkina Faso, Burundi, DR Congo, Kenya, Madagascar, Malawi, Nigeria, Rwanda, South Sudan and Chad, by improving the quality and relevance of vocational training programs within the Don Bosco Tech Africa Network. We therefore have the moral obligation to ensure that the financial systems, guidelines and practices put in place for an impact-oriented implementation of this complex program serve as instruments to meet the stringent needs of the young people, especially the poor and marginalized, prioritizing their dignity, fostering social equity, justice and their future employability.

The General financial guidelines provide information and explanation on the following:

### 1. General Financial Guidelines (pages 4 – 8). It explains the following:

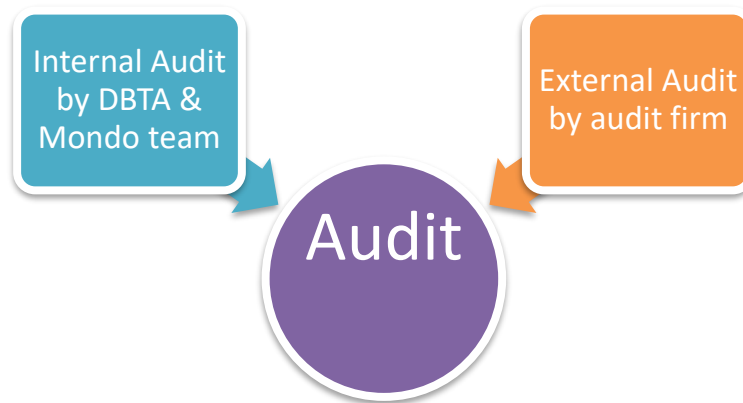


2. Human Resource Management (page 9). You can find information on:



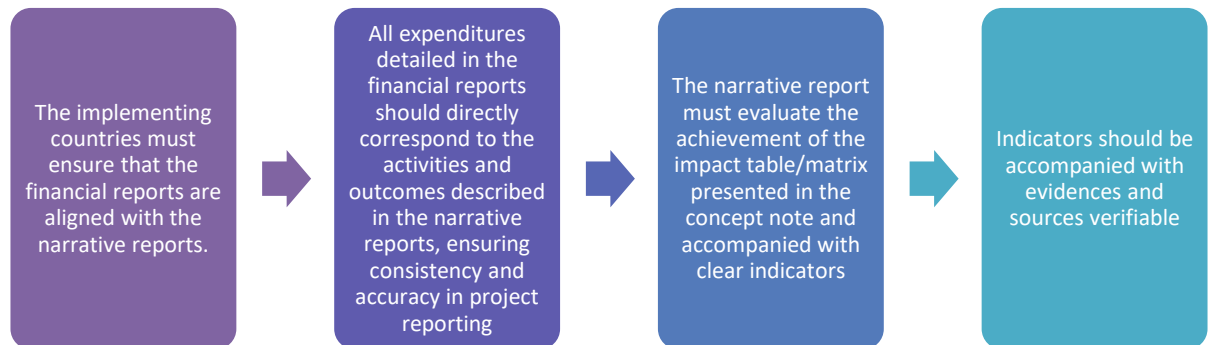
3. Audit and Reporting (pages 10 – 12). This part presents all necessary information concerning the audit and reporting.

- **Audit** - There will be two levels of auditing: Internal and External



- **Reporting** – Implementing Countries and DBTA shall be expected to provide quarterly financial and narrative reports with all necessary supporting documents. Funds requested for the quarter must be spent and reported before making another fund request. Timelines for reporting must be observed to avoid penalties.

Important aspects to consider:



Date and information submitted must be verifiable, precise, relevant and reliable. All expenditures must be justified / supported with respective receipts/invoices.

- **Reporting Timeline**

Due Date	Report	Reporting Period
05.04.2025	Quarterly Project Progress Report I/2025	01.01.2025 - 31.03.2025
05.07.2025	Quarterly Project Progress Report II/2025	01.04.2025 - 30.06.2025
05.10.2025	Quarterly Project Progress Report III/2025	01.07.2025 - 30.09.2025
<b>15.01.2026</b>	<b>Annual Project Report 2025</b>	<b>15.10.2024 - 31.12.2025</b>
05.04.2026	Quarterly Project Progress Report I/2026	01.01.2026 - 31.03.2026
05.07.2026	Quarterly Project Progress Report II/2026	01.04.2026 - 30.06.2026
05.10.2026	Quarterly Project Progress Report III/2026	01.07.2026 - 30.09.2026
<b>15.01.2027</b>	<b>Annual Project Report 2026</b>	<b>01.01.2026 - 31.12.2026</b>
05.04.2027	Quarterly Project Progress Report I/2027	01.01.2027 - 31.03.2027
05.07.2027	Quarterly Project Progress Report II/2027	01.04.2027 - 30.06.2027
05.10.2027	Quarterly Project Progress Report III/2027	01.07.2027 - 30.09.2027
<b>15.01.2028</b>	<b>Annual Project Report 2027</b>	<b>01.01.2027 - 31.12.2027</b>

You will find more information and explanation on the **General Financial Guidelines**.

#### 4. Procurement of Goods and Services

- Pages 13 -16 of the **General Financial Guidelines** provide information and explanation on aspects related to:



#### 5. Forms and Explanation

- The General Financial Guidelines on pages 20 and in the Appendices from page 23 – 34 provides explanations on the various forms to be used for financial reporting. Templates for the presentation of Concepts and narrative reports shall be attached to the Project Manual in the Appendices.

<b>Form / Report Sheet</b>	<b>Description</b>
<b>Form 01</b>	Comparative Supplier analysis form
<b>Form 02</b>	Global Program Fund Request
<b>Form 3b</b>	Summary page for the financial report
<b>Form 3b</b>	Financial report, a listing of expenses per budget position and activity (Example, Budget position 1.1.4)
<b>Form 3b</b>	Activities Under specific Budget line positions for the Global Program Phase II
<b>Form 06</b>	Registration of wage form
<b>Form 07</b>	Inventory List/Asset Register
<b>Form 08</b>	Declaration of Use

You will find samples of this forms and the explanation on how to use them on the pages indicated above in the General Financial Guidelines for GP II.

## 5 Quality Control Guidelines

Quality Control Measure and Risk Management is one of the important tasks to be undertaken during program implementation of GP II.

These can be done through a regular (but at least every three month) monitoring and evaluation processes at the three levels as indicated in the chapter 3. In this project, the donor requires to get progress reports every quarter. The quarterly reports can be seen as strategic quality control processes. But even more important is the operational controlling which means the daily scanning/screening and monitoring of processes in order to minimize the risk to deviations.

In case of any deviation in regards to time, finances, quality or others (like act of god) a “Deviation/Problem Report” has to be filled, signed by the respective persons indicated and forward to DBTA through the respective Project Officer. This will ensure that measures can be discussed in time to avoid further problems. Kindly note that “any deviation” would mean in case the process is slower as anticipated but also in case processes can be executed faster. This would give DBTA the chance to share with others and help to improve systems in place.

Quality in communication is important. Adequate information regarding deviations have to be provided to internal and external project partners as soon as they can be foreseen.

Therefore, DBTA and our donor requests to fill “Deviations/Problem-Reports”.

## 6 Appendices

### 6.1 Concept Note template



CONCEPT NOTE	
Name of Organization:	
Project/Module:	GP2 /
Activity:	
Proposed Budget:	
Responsible Person:	Name: Mobile Phone: WhatsApp: Email:
Country:	
Date submitted to DBTA:	
Introduction	
<i>What</i> are we proposing to do? (summary of the activity; what, when, where, who, how)	
Problem statement	
<i>What change will be brought about</i> by to this activity? <i>Why</i> is this necessary? (in relation to GP2, its goals and the country-specific context)	
Required inputs	
<i>What inputs are required</i> to implement the activity successfully? For example:	
<ul style="list-style-type: none"> <li>• Finances</li> <li>• Human resources</li> <li>• Document s- Policies, manuals... etc.</li> <li>• Venue, food and drink</li> <li>• Participants</li> <li>• Consultancy</li> <li>• Materials (writing, presenting, etc.)</li> <li>• Reporting</li> </ul>	
Expected outputs	
<i>Specific deliverables that will be produced by the activity</i>	
And how these deliverables will be documented, verified.	
Expected Outcomes	
<i>Short-term changes</i> or benefits expected as a result of the project outputs.	
And how these outcomes will be measured.	

Impact
<p><i>Long-term changes</i> expected in the community or target population as a result of the project.</p> <p>And how this impact will be measured.</p> <p>Sustainability plan to ensure continued impact after project completion; way forward.</p>
Sustainability
<p>Plan to ensure continued impact after project completion; how will this activity continue to benefit the country, the centers and the young people beyond the funding cycle?</p>
Expected Participants
<p><i>Full list of proposed participants</i> and their organization / background – with signatures and photo material of the event and its participants.</p>

Budget																																
<p>Copy from excel – use formulas. See attachment. Check what is and is not eligible in the Project Guidelines.</p>																																
Timeline																																
<p><i>How is the implementation planned?</i> The preparation, implementation and reporting should be part of this planning. Sample:</p>																																
<table border="1"> <thead> <tr> <th>Planning (activities)</th> <th>Duration</th> <th>Start Date</th> <th>End Date</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>B</td> <td></td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>C</td> <td>2 weeks</td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>D</td> <td></td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>E</td> <td></td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>F</td> <td>Ongoing</td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> <tr> <td>G</td> <td>1 month</td> <td>MM/DD/YYYY</td> <td>MM/DD/YYYY</td> </tr> </tbody> </table>	Planning (activities)	Duration	Start Date	End Date	A		MM/DD/YYYY	MM/DD/YYYY	B		MM/DD/YYYY	MM/DD/YYYY	C	2 weeks	MM/DD/YYYY	MM/DD/YYYY	D		MM/DD/YYYY	MM/DD/YYYY	E		MM/DD/YYYY	MM/DD/YYYY	F	Ongoing	MM/DD/YYYY	MM/DD/YYYY	G	1 month	MM/DD/YYYY	MM/DD/YYYY
Planning (activities)	Duration	Start Date	End Date																													
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F	Ongoing	MM/DD/YYYY	MM/DD/YYYY																													
G	1 month	MM/DD/YYYY	MM/DD/YYYY																													

Attachments:

## 6.2. Job Description Focal Person

<b>Position</b>	<b>DBTA Focal Person within the PDO of the implementing Country</b>
<b>Role Overview</b>	Focal Person for the Global Program II plays a critical role in the implementation, coordination, and monitoring of the TVET programs at the country level aimed increasing opportunities for decent work and improved living standards for young people within the country of implementation, ensuring quality and relevance of vocational training programs. He shall work with the PDO, PTVET, Centre Managers, Job Service Officers, the Public and Private Sectors and identified knowledgeable persons who can contribute to the value chain of the GP II, ensuring set objectives are met. Shall be fundamental in establishing effective partnerships, facilitating program activities, and ensuring alignment with GP II programs and goals. Shall be liason person between the implementing country and DBTA for activities related to the Global Program. Shall be answerable to the Provincial Economer/PDO Director and the assigned Project Officer from Don Bosco Tech Africa.
<b>Area of intervention</b>	<b>National Level</b>
<b>Detailed Job Description</b>	
<b>Program Implementation and Coordination</b>	<ol style="list-style-type: none"> <li>1. Shall familiarize him/herself with the Project Documents: Project Manual, Financial Guidelines, M&amp;E framework, templates for reporting, Logframe, etc. for the effective and efficient coordination of the GP II Program at the country level</li> <li>2. Shall work closely with the assigned DBTA Project Officer</li> <li>3. Lead and coordinate the planning, implementation, and evaluation of Global Program II activities in line with the stipulated objectives.</li> <li>4. Oversee training sessions, workshops, networking activities and other program activities, ensuring they meet quality standards and timelines.</li> <li>5. Work closely with local and regional partners, educational institutions, and training providers to facilitate effective delivery of the GP II programs.</li> <li>6. Ensure all activities align with relevant local, national, and international standards for vocational education and training.</li> <li>7. In collaboration with the PTVET, Job Service Officers and Centre Managers, lead the process of enrolling all staff and students to the Don Bosco Tech Africa Learning Management System (LMS): E-Learning, Digital Library, Toolkit, etc.</li> </ol>
<b>Stakeholder Engagement and Partnership Building</b>	<ol style="list-style-type: none"> <li>8. Act as the main point of contact for TVET-related inquiries, representing the interest of the implementing country, DBTA and Don Bosco Mondo in relevant meetings and conferences.</li> <li>9. Establish and maintain strong/cordial relationships with key stakeholders, including government agencies, private sector partners, community leaders, salesian communities, students and like-mind organizations</li> </ol>




	<p>10. In collaboration with the PTVET, Job Service Officers, Centre Managers and Industry players, coordinate partnerships to enhance resources, opportunities, and placements for trainees, strengthening the employability pipeline through the effective use of available tools such as InSerjeune</p>
<b>Monitoring, Evaluation, and Reporting</b>	<p>11. Track the progress and outcomes of GP II program and initiatives at the country level, collecting quantitative and qualitative data to assess impact and improve program effectiveness.</p> <p>12. Prepare and submit impact-oriented and evidence-based quarterly reports (Narrative &amp; Financial with supporting documents) on program activities, outputs, and outcomes to the assigned DBTA Project Officer for the implementing country on or before the 3rd week in the last month of the implementation quarter, ensuring data accuracy and transparency.</p> <p>13. Devise feedback mechanisms to gain insights from Centre Managers, public and private sectors and beneficiaries, using findings to inform program adjustments and enhancements.</p> <p>14. In collaboration with the PDO and DBTA Project Officer, ensure the rigorous implementation and update of the M&amp;E Plan at the Country level</p> <p>15. Assist DBTA Project Officer in conducting baseline studies when necessary</p>
<b>Capacity Building and Support</b>	<p>16. Provide guidance, training, and support to Centre Managers, local staff, partners and other non-Don Bosco TVET Centres to build capacity in GP II and TVET program delivery and document best practices.</p> <p>17. In collaboration with the PDO, PTVET, Centre Managers and JSOs with the involvement of the public and private sectors, assist in developing training curricula, instructional materials, and resources that are contextually relevant and meet market demands.</p>
<b>Financial and Resource Management</b>	<p>18. In collaboration with the PDO/Provincial accountant, oversee the GP II program budget, ensuring resources are used effectively and efficiently for stipulated activities</p> <p>19. In collaboration with the PDO team, track expenses, facilitate the approval of eligible expenses with the competent authority following the recommendations of the General Financial Guidelines for GP II, and coordinate with the finance team to maintain accurate financial records for the program</p> <p>20. Ensure timely and error free reports, using the right templates and providing the right information and data as agreed in the program design</p> <p>21. Ensure all supporting documents meet the required standards through the facilitation of a thorough internal control before sharing the financial and narrative reports with DBTA Project Officers</p>

	22. Verify the authenticity and sources of data and receipts to avoid fraudulent activities that could jeopardize the reputation of the implementing countries, DBTA and Don Bosco Mondo
<b>Advocacy and Knowledge Sharing</b>	<p>23. Advocate for TVET and skills development as critical pathways to improved livelihoods and community development in the implementing country</p> <p>24. Share insights, lessons learned, and best practices with internal teams and external stakeholders, DBTA Project Officers, M&amp;E Officer and Research and Development Officer to support wider TVET goals and organizational learning.</p> <p>25. Facilitate the use of digital platform in knowledge management and sharing among Salesian and non-Salian TVET providers</p> <p>26. Maintain cordial relationship with Public and Private sectors, supporting the various departments and offices to sign more MoUs targeting especially the Macro Level.</p>
<p><b>Qualifications and Skills Required</b></p> <ul style="list-style-type: none"> <li>▪ Bachelor’s degree in Education, Vocational Training, Social Sciences, or related field; a Master’s degree is an asset.</li> <li>▪ Proven experience in project management, preferably in TVET or education programs within NGOs or development settings.</li> <li>▪ Strong understanding of TVET frameworks, labor market needs, and vocational skills development.</li> <li>▪ Excellent communication, networking, negotiating and interpersonal skills for effective stakeholder engagement.</li> <li>▪ Ability to work independently, manage multiple priorities, and maintain attention to detail.</li> </ul> <p>In this role, the TVET Focal Person is pivotal in ensuring that the Global Program II initiatives create meaningful, sustainable opportunities for the young, contributing to local economies, and supporting the broader mission of the Don Bosco Tech Africa.</p>	

### 6.3 Deviation/Problem report



# Deviation/Problem Report

Province/Country/Location:				
Established by (indicate name and date):				
Project-Pillar concerned:	Reported for the duration (from ... to):			
Activity concerned:				
PDD seen by (indicate name and date):				
<table border="0"> <tr> <td style="vertical-align: middle;">  </td> <td style="vertical-align: middle;">                     red: critical                      yellow: partly critical but manageable                      green: according to plan                 </td> <td style="vertical-align: middle;">Brief summary about the status:</td> </tr> </table>			red: critical yellow: partly critical but manageable green: according to plan	Brief summary about the status:
	red: critical yellow: partly critical but manageable green: according to plan	Brief summary about the status:		
<b>Analysis and Measures to be planned</b>				
<b>Deviation "Quality/Content"</b>				
Explanations	Measures to be undertaken (list keywords)			
<b>Deviation "Finances"</b>				
Explanations	Measures to be undertaken (list keywords)			
<b>Deviation "Time-Schedule"</b>				
Explanations	Measures to be undertaken (list keywords)			
Special Circumstances				
Measures to be implemented until:	Date & Signature responsible Project-Officer:			
Measures to be implemented by:				
<b>DBTA</b>				
Responses respective Project Officer:				
Response Program Coordinator:				
Response Finance Department (in case of financial deviation):				
Actions agreed on by DBTA Management Team (if applicable/necessary):				

## 6.4 M&E Tools

MODULE	ACTIVITY	INDICATOR STATEMENT	TARGET COUNTRIES	BASELINE/ FEASIBILITY STUDY	INDICATOR VALUE	TARGET VALUE	ACHIEVED VALUE	VARIANCE (TARGET VALUE VS ACHIEVED VALUE)	PERFORMANCE IN PERCENTAGE (%)	GLOBAL PROGRAMME PHASE TWO: INDICATOR TRACKING		
										PERFORMANCE LEVEL: LOW (30-50%); MEDIUM (51-70%); HIGH (71-90%)		
										LOW	MEDIUM	HIGH
GENERAL OBJECTIVE: The program contributes to increasing opportunities for decent work and improving the living standards of young people in Sub-Saharan Africa												
Sub Goal 1.1: Strengthening the capacity of institutions responsible for regulation, management, financing, implementation and quality assurance												
	1.1.1: Gap analysis of existing job profiles and identification of relevant qualification trends and job titles.	Analysis of job profiles and identification of relevant qualification trends per country	Burkina Faso, Burundi, Nigeria, DR Congo, Kenya	0	5	5		-5	0			
	1.1.2: Systematic review/development of curricula focussing on electrical and plumbing	Number of curricular reviews/development focusing on electrical and plumbing.	Burkina Faso, Burundi, Nigeria, DR Congo and Kenya	0	2	2		-2	0			
	1.1.3: National working groups on Recognition of Prior Learning (RPL)	Examination and certification of the system in the Recognition of Prior Learning (RPL) will be tested and	Burkina Faso and Malawi	0	3	3		-3	0			
	1.1.4: Development of 2 RPL frameworks for the two countries	The developed RPL standards are accredited and are being developed and tested in two countries in collaboration with at least five stakeholders by the end of the programme.	Burkina Faso and Malawi	0	2	2		-2	0			
	1.1.5: Introduction of RPL in two countries	Number of stakeholders involved in the development of the RPL.	Burkina Faso and Malawi	0	10	10		-10	0	0		

### Indicator Tracking Tool (partial)

Guiding Notes	Template for Writing Impactful Stories of Change
	<b>Introduction</b>
The title or headline of the story	
Purpose of the Story	
Key Message/s coming out of the Story	
The type of story or the story; (Project/Programme/Activity/Individual Beneficiary/Community Beneficiary oriented).	
Guiding Notes	Description of the Situation
What was the situation? This is in terms of the affected organization, people, community, and individuals that were affected before the activity/intervention or change being described; What was the problem, issue, challenges faced or concern that needed addressing through the programme/project/activity?	
Guiding Notes	Response
What was done to trigger change? This should be in terms of inputs/resources that went into improving the situation and how they targetted to influence change. These are like Staff, funding, Volunteers, research, expertise, networks, partnerships etc. This could be through activities such as trainings, service provision, people reached, inter-programme collaboration, partnerships. Include conscise demographics data even of approximate cost of resources invested to address the situation. Include contribution of other partners	
Guiding Notes	Results
What are the outcomes as a result of the intervntion/support? Outcomes could be: change in knowledge, skills, motivation.	

### Stories of Change template (partial)

