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D-VETYA PROJECT

FINAL VERSION OF POST GRADUATE SERVICE TOOLBOX (PGST)

Deliverable Description Sheet

Deliverable: D6 Final Version of Post Graduate Service Toolbox (PGST)

Due Date: Month 27 (31st March 2025)

Actual Completion Date: 28th March 2025

Work Package Concerned: WP 3 – Development of the Young Africa Post Graduate Service Toolbox

Deliverable Type: DEC – Website + Report

Dissemination Level – PU Public. This resource, along with other project resources, are freely available at these links <https://serve.ie/digital-vet-youngafrica/> and <https://youngafrica.org/en/project/digital-vocational-education-and-training-for-young-africans/>)

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1. Background

The Digital VET for Young Africans (D-VETYA) project is being implemented by SERVE and Young Africa (YA). The project timeframe is January 2023 to June 2025. SERVE is an international development NGO based in Ireland. YA are a federation of independent NGOs and includes YA International Netherlands, YA International Africa Hub Trust (Zimbabwe), YA Zimbabwe and YA Mozambique. YA have a dissemination network with 23 organisations across 11 African countries whereby it shares successful models of its work. YA provide holistic and accredited VET to marginalised youth through 6-12 month training courses in 46 disciplines, life skills, entrepreneurship and ICT.

The objectives of the D-VETYA Project are (1) Coordinating implementation of the Project Workplan and achievement of Project Deliverables; (2) YA's eLearning Platform available for 8,150 disadvantaged youth across southern and Eastern Africa; (3) YA's Postgraduate Service Toolbox (PGST) contributes to a substantial increase in the percentage of YA graduates in employment; (4) 4 YA Affiliates and 23 dissemination partners using the PGST across Africa; (5) 2 new YA models (eLearning & PGST) integrated into YA MEL system and 73 YA and dissemination partner staff trained in MEL system leading to improved data driven performance; (6) Evaluate the impact, successes, challenges and lessons learned of the Project; and (7) Increase awareness about Digital VET in Africa amongst 50 policymakers and 3,500 members of the public in Ireland and the Netherlands.

There are five Work Packages – (1) Coordination and Management; (2) Development of the YA eLearning Platform; (3) Development of the YA Postgraduate Service Toolbox (4) Improvement of the YA Monitoring Evaluation and Learning System; (5) Impact and Dissemination. SERVE is the Coordinator, YA International (YA NL and YA Hub) are Beneficiaries, and the two YA Affiliates are Affiliated Entities. YA's dissemination network will also benefit.

This report focuses on the Post Graduate Service Toolbox component.

2 – Overview of Deliverable Report

This deliverable report has 4 main sections:

- Section 3 presents an overview of the Post Graduate Service Toolbox, via screenshots. The PGST has 3 components – an Admin Dashboard; a Company Dashboard and a Candidate Dashboard. The links for each component are shared below;
- Section 4 presents a Literature Research Paper on post graduate services at Young Africa and within Africa. This was the first step in developing the PGST;
- Section 5 presents the PGST User Manual;
- Section 6 presents information on the PGST Monitoring Tool;

3 – The Post Graduate Service Toolbox (PGST)

The PGST has been developed by [Salem Group](#) (Lebanon) who have been guided by Young Africa during the development process. One of the aims of the PGST is to link employers and vocational training graduates in Africa. For employers, they can develop a company profile, list job opportunities and list mentorship opportunities. It also provides opportunities for Young Africa trainers to mentor graduates in specific careers/business ventures. For graduates, the PGST can be a ‘one stop shop’ to access job opportunities & listings, promote themselves to employers, access professional development information (e.g. accessible and downloadable documents such as YA guidance on CVs, interview preparation, financial literacy) articles, videos, access to mentorship support and entrepreneurship resources including details about microcredit providers. Downloadable resources will help young people with limited internet access, as they only need to download once to access. The PGST has been developed through a ‘dynamic approach’ which means that YA can continually add materials and develop the Toolbox into the future¹. It will be rolled out across the YA federation and dissemination partner network from Q2 2025.

There are 3 components to the PGST – the Admin Dashboard, the Company Dashboard and the Candidate Dashboard.

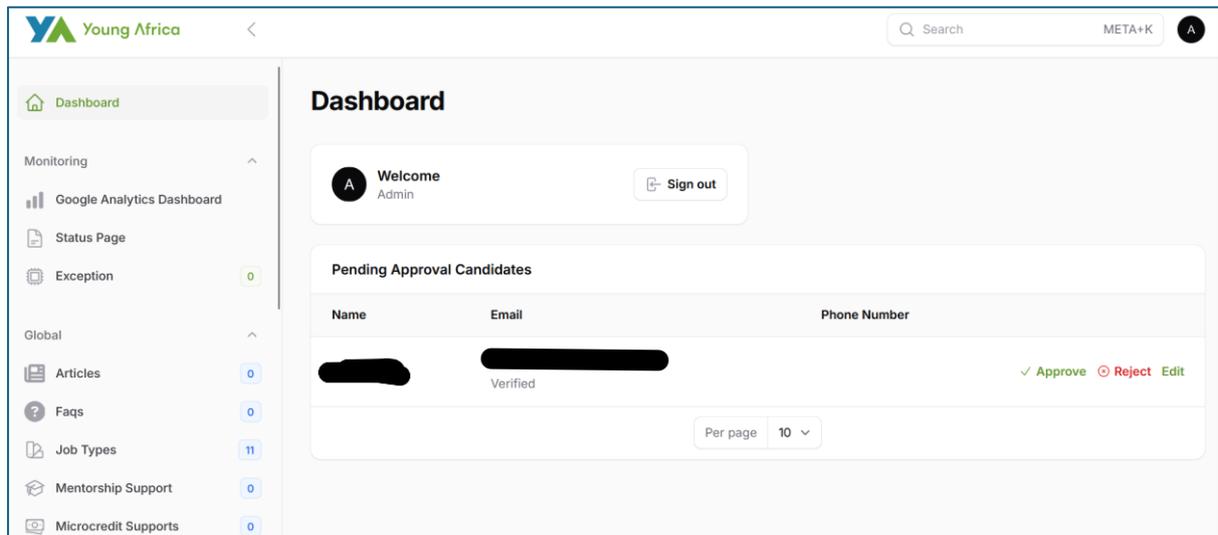
¹ The Dynamic Approach means that the layout and content of the different PGST Dashboards may change. The screenshots in this report present the system as of March 2025.

3.1 PGST Admin Dashboard

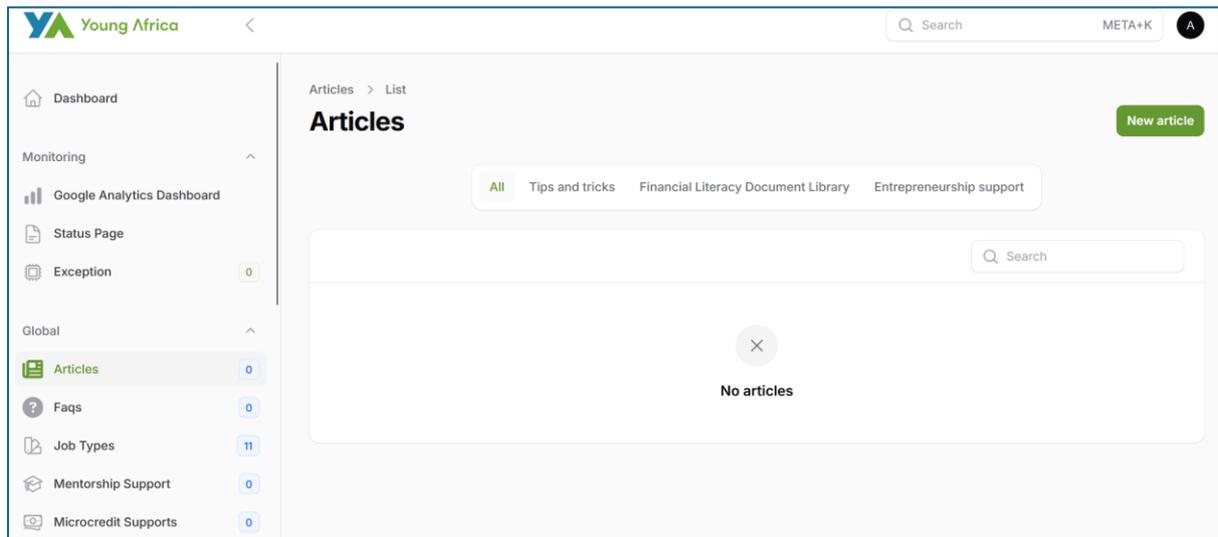
This section demonstrates the PGST from the perspective of Young Africa administrators managing the PGST. The Admin Dashboard is available at this link <https://pgst.yaelearning.org/admin/login>

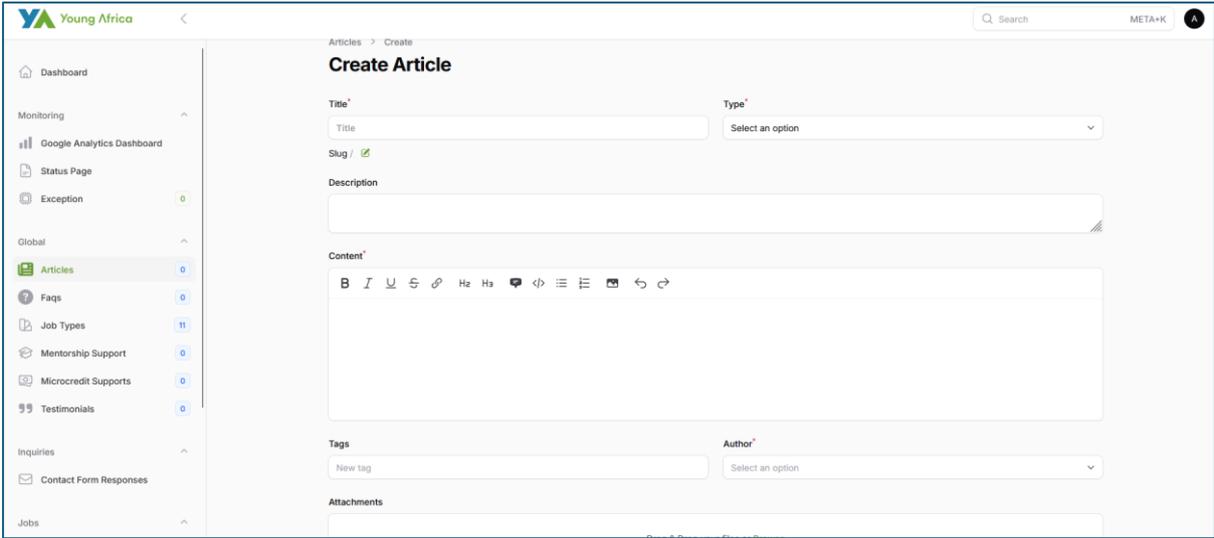
The Monitoring component is discussed separately in Section 6 below. This part of the report will focus on the other aspects of the Admin Dashboard.

[Admin Dashboard Landing Page \(can be tailored by Administrator\)](#)

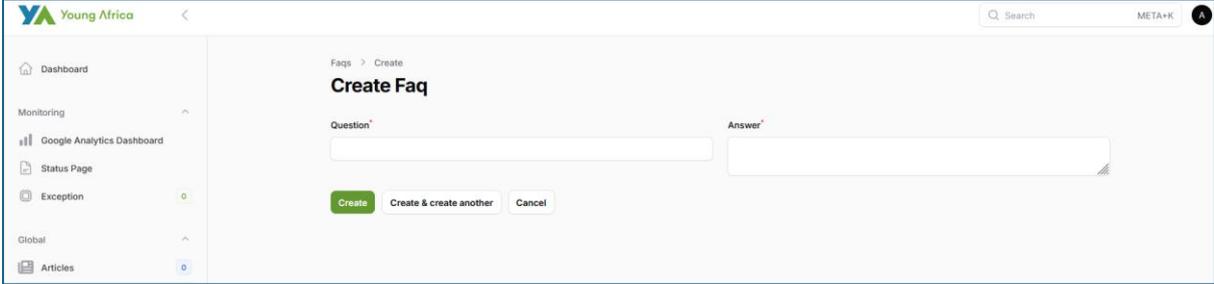
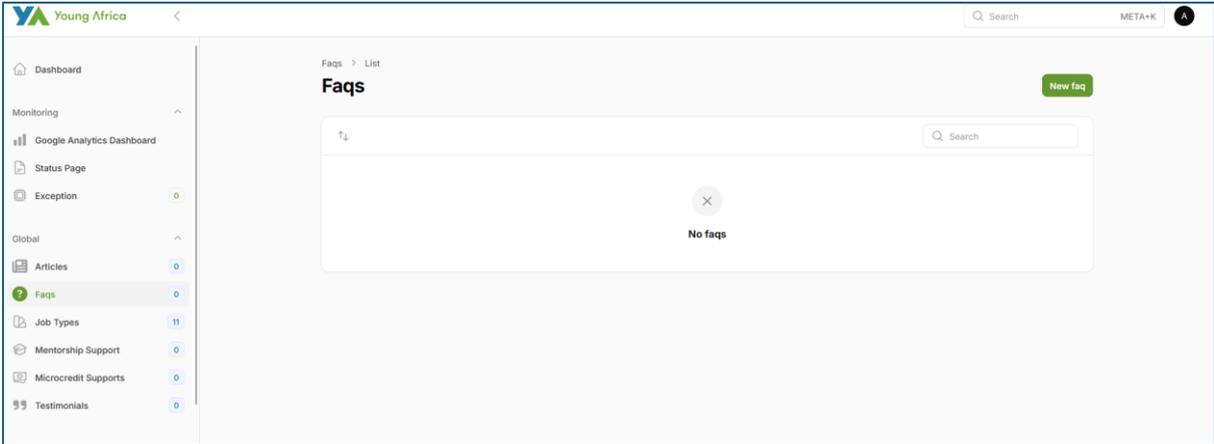


[Articles Management \(for centralised management of Articles uploaded to the PGST. These will provide business advice, guidance for graduates, blogs from users, success stories etc\)](#)





FAQ Section Management (centralised management of FAQs for Company and Candidate Users)



Job Types (Centralised management of Job Types used within the PGST)

Job Types > List

Job Types New job type

Search

<input type="checkbox"/> Type Name	Description	
<input type="checkbox"/> Full-time employment		Edit
<input type="checkbox"/> Part-time employment		Edit
<input type="checkbox"/> Seasonal employment		Edit
<input type="checkbox"/> Temporary employment		Edit
<input type="checkbox"/> Internship		Edit
<input type="checkbox"/> Freelance		Edit
<input type="checkbox"/> Remote		Edit
<input type="checkbox"/> Contract		Edit
<input type="checkbox"/> Volunteer		Edit
<input type="checkbox"/> Apprenticeship		Edit

Mentorship Supports (Centralised Management of Mentorship Section of PGST)

Mentorship Programs > List

Mentorship Programs Add a Mentor

Search META+K

<input type="checkbox"/>	Teacher name	Email	Topics	Availability	
<input type="checkbox"/>	[REDACTED]	[REDACTED]	Software Engineering	Every Monday	Edit
<input type="checkbox"/>	[REDACTED]	[REDACTED]	Business mentorship	Online and In Person	Edit
<input type="checkbox"/>	[REDACTED]	[REDACTED]	Business mentorship	Monday to Thursday (Online and In Person)	Edit
<input type="checkbox"/>	[REDACTED]	[REDACTED]	Career guidance	Monday to Thursday (Online and In Person)	Edit

Showing 1 to 4 of 4 results

Per page 10

Create mentorship program ✕

Mentor Name*

Areas of Expertise*

Availability & Preferred Mode*

Mentorship type

Select an option ▼

Email*

Create

Create & create another

Cancel

[Microcredit Supports \(Centralised Management of Microcredit Section of PGST\) \(As YA signs MOUs with microcredit institutions, their details will be visible to PGST users\)](#)

Microcredit Supports > List
Q Search
META+K

Microcredit Supports

New Microcredit Support

<input type="checkbox"/> Name	Description	<input type="checkbox"/> Edit	<input type="checkbox"/> V
<input type="checkbox"/> Empower Bank	Provides youth business starter packs, lease finance loan, order finance loan, smart movers loan, individual savings account and sub loans	<input type="checkbox"/>	<input type="checkbox"/>

Showing 1 result
Per page 10

Young Africa
Q Search
META+K

- Dashboard
- Monitoring
 - Google Analytics Dashboard
 - Status Page
 - Exception 0
- Global
 - Articles 0
 - Faqs 0
 - Job Types 11
 - Mentorship Support 0
 - Microcredit Supports 0
 - Testimonials 0
- Inquiries
- Contact Form Responses
- Jobs

Microcredit Supports > Create

Create Microcredit Support

Institution Name*

Website & Application Link*

Description*

B I U **H2 H3** **↶ ↷** **☰ ☷** **↶ ↷**

Provide an overview of your funding services, eligibility criteria, and target beneficiaries.

Contact Details

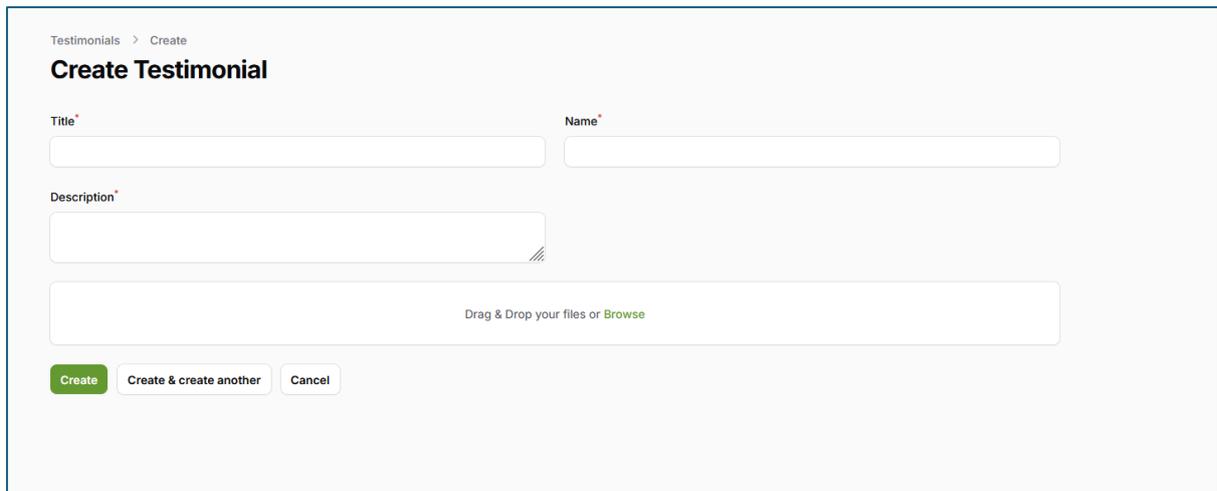
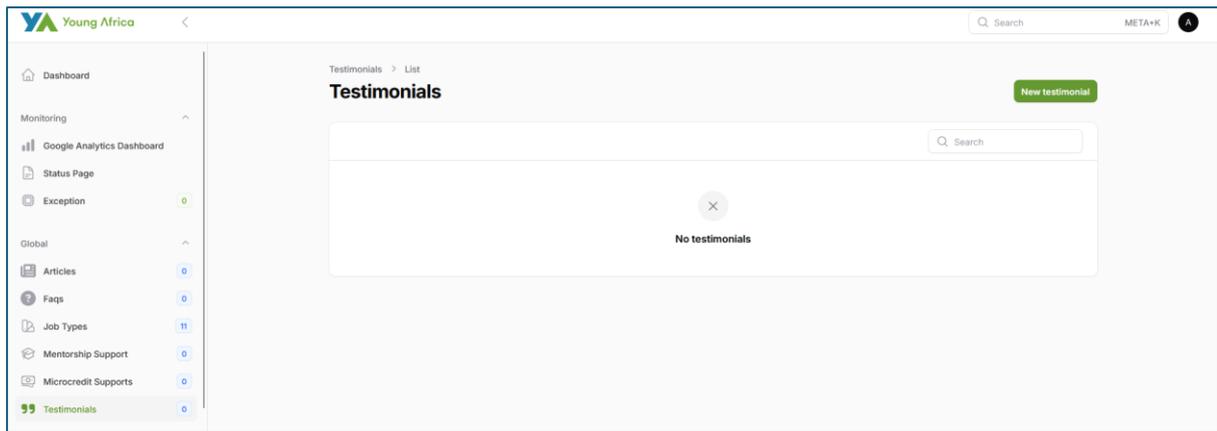
Country

Select an option

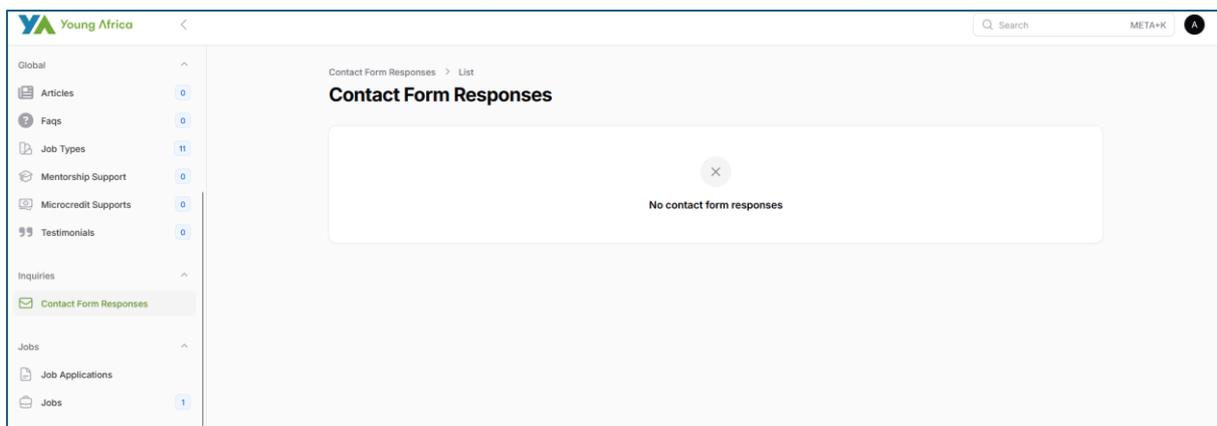
Email*

Phone Number*

Testimonials (Centralised Management of Testimonials section of PGST)



Inquiries – Contact Form Responses (will be managed from this page)



Job Applications & Listings (Centralised Management of Job Applications)

Young Africa

Job Applications > List

Job Applications

New job application

Pending Approved Rejected Cancelled

Search

No job applications

Job Listings > List

Job Listings

New job listing

Filters

Company Job type Is remote job

All All -

Reset

Search

Title	Company	Status	Listing start date	Listing end date	Created at
Infrastructure Engineers slug	Mustafa	active	5 days ago	2 days from now	3 days ago

Showing 1 result

Per page 10

Young Africa

Job Listings > View

Mustafa - Infrastructure Engineers

Infrastructure Engineers Posted on 20/03/2025

Beirut, Lebanon 5 - 8 years of experience Senior Level

Commission Remote Job

Job Description

About Shopify

Opportunity is not evenly distributed. Shopify puts independence within reach for anyone with a dream to start a business. We propel entrepreneurs and enterprises to scale the heights of their potential. Since 2006, we've grown to over 8,300 employees and generated over \$1 trillion in sales for millions of merchants in 175 countries.

This is life-defining work that directly impacts people's lives as much as it transforms your own. This is putting the power of the few in the hands of the many, is a future with more voices rather than fewer, and is creating more choices instead of an elite option.

About You

Moving at our pace brings a lot of change, complexity, and ambiguity—and a little bit of chaos. Shopifolk thrive on that and are comfortable being uncomfortable. That means Shopify is not the right place for everyone.

Before you apply, consider if you can:

- Care deeply about what you do and about making commerce better for everyone
- Excel by seeking professional and personal hypergrowth
- Keep up with an unrelenting pace (the week, not the quarter)
- Be resilient and resourceful in face of ambiguity and thrive on (rather than endure) change
- Bring critical thought and opinion
- Embrace differences and disagreement to get shit done and move forward
- Work digital-first for your daily work

About The Role
 Infrastructure engineers build and develop the blocks that move *all* of Shopify forward. It's basically building the infrastructure that powers the infrastructure for commerce [aka Shopify]. They handle absurdly high amounts of traffic [think: millions of requests per second] and deliver performant, resilient and seamless shopping experiences for everyone, everywhere.

Why you'll love working at Shopify
 Build for scale. Build and maintain infrastructure that supports millions of transactions and handles peak loads on the busiest shopping days of the year globally. Push technology to its limit. Use tools like Kubernetes, Kafka, and Terraform to create high-performance systems that find the edge of how we can handle critical workloads.

Ready to build the backbone of Shopify? Join the team that's making commerce better for everyone.

Salary Range
 15000 USD / Yearly

Restrict the job certain regions
 LB

Nationalities
[Lebanese](#)

Required Skills
[HTML](#) [CSS](#) [JS](#)

What's in it for you?

- Opportunity to build a leadership career in the fast-growing Cloud industry with an industry leader.
- Collaborative, high-energy culture.
- Learning opportunities.
- **Salary in USD every two weeks**

Company Details

 Mustafa

Pending Approved Rejected Cancelled

Applications

Search

Applicant	Authorized to work	Applied On	
Mustafa Candidate	Authorized	2025-03-27 21:25:38	View

Showing 1 result Per page 10

Settings – Users (System users can be added and edited here)

The screenshot displays the 'Users' management interface. At the top, there's a search bar and a 'New user' button. Below the header, there are tabs for 'All', 'Admin', 'Company', 'Candidate', and 'Superadmin'. The main content area contains a table with the following data:

Avatar	Role	Email	Verified at	Actions
<input type="checkbox"/>	Panel User Company	company@example.com	Nov 20, 2024 11:50:30	Edit Delete
<input type="checkbox"/>	Panel User Company	invited.user@example.com	Nov 20, 2024 12:01:39	Edit Delete
<input type="checkbox"/>	Panel User Candidate	candidate@example.com	Nov 20, 2024 12:11:10	Edit Delete
<input type="checkbox"/>	Panel User Company	test@test.com	Nov 20, 2024 17:11:59	Edit Delete

At the bottom of the table, it says 'Showing 1 to 4 of 4 results' and 'Per page 10'.

Settings - Roles Overview (different roles within the system can be created and edited here)

The screenshot displays the 'Roles' management interface. At the top, there's a search bar and a 'New Role' button. Below the header, there's a 'Roles > List' breadcrumb and a 'Roles' title. The main content area contains a table with the following data:

Name	Guard Name	Permissions	Updated At	Actions
Super Admin	web	152	Mar 21, 2025 17:32:09	Edit Delete
Admin	web	152	Mar 21, 2025 17:32:09	Edit Delete
Company	web	4	Mar 21, 2025 17:32:09	Edit Delete
Candidate	web	2	Mar 21, 2025 17:32:10	Edit Delete
Panel User	web	0	Mar 21, 2025 21:02:36	Edit Delete

At the bottom of the table, it says 'Showing 1 to 5 of 5 results' and 'Per page 10'.

Super Admin Options

The screenshot shows the 'Edit super_admin' page in the Young Africa admin dashboard. The page is titled 'Edit super_admin' and includes a 'Delete' button in the top right corner. The breadcrumb trail is 'Roles > super_admin > Edit'. The main content area is divided into several sections, each representing a different resource type with a grid of permissions. Each section starts with a 'Deselect all' link and a 'Select All' button. The permissions are as follows:

- Job Listing** (App\Models\JobListing): View, View Any, Create, Update, Restore, Restore Any, Replicate, Reorder, Delete, Delete Any, Force Delete, Force Delete Any.
- Job Type** (App\Models\JobType): View, View Any, Create, Update, Restore, Restore Any, Replicate, Reorder, Delete, Delete Any, Force Delete, Force Delete Any.
- Mentorship Program** (App\Models\MentorshipProgram): View, View Any, Create, Update, Restore, Restore Any, Replicate, Reorder, Delete, Delete Any, Force Delete, Force Delete Any.
- Role** (Spatie\Permission\Models\Role): View, View Any, Create, Update, Delete, Delete Any.
- User** (App\Models\User): View, View Any, Create, Update, Restore, Restore Any, Replicate, Reorder, Delete, Delete Any, Force Delete, Force Delete Any.

General Settings

The screenshot shows the 'General Settings' page in the Young Africa admin dashboard. The page is titled 'General Settings' and includes a subtitle 'Manage general site settings here.' The main content area is divided into several sections, each representing a different resource type with a grid of permissions. Each section starts with a 'Deselect all' link and a 'Select All' button. The permissions are as follows:

- Site** (Manage basic settings): Brand Name (Young Africa), Brand Logo Height (2rem).

Company User Admin Screen

Young Africa <

Search 🔍

Users > Company User > Edit

Company User Verified

Drag & Drop your files or [Browse](#)

Details Roles

Change password
Delete
+ Create new user

Name* Company User

Email* company@example.com

Company Example Company

Phone number* 07539 183349

Email verified at 2024-11-20 11:59:30

Phone verified at 2024-11-20 11:59:30

Created at 1 day ago

Last modified at 1 day ago

Save changes Cancel

Candidate User Admin Screen (for approval/rejection and Candidate Verification Flow)

Young Africa <

Search 🔍

Users > Candidate User 3 > Edit

Candidate User 3 Verified

Drag & Drop your files or [Browse](#)

Details Roles Candidate Profile

Approve Reject

Name* Candidate User 3

Email* candidate3@example.com

Company Select an option

Phone number* 07400 123456

Email verified at 2024-11-21 18:39:58

Phone verified at 2024-11-21 18:39:58

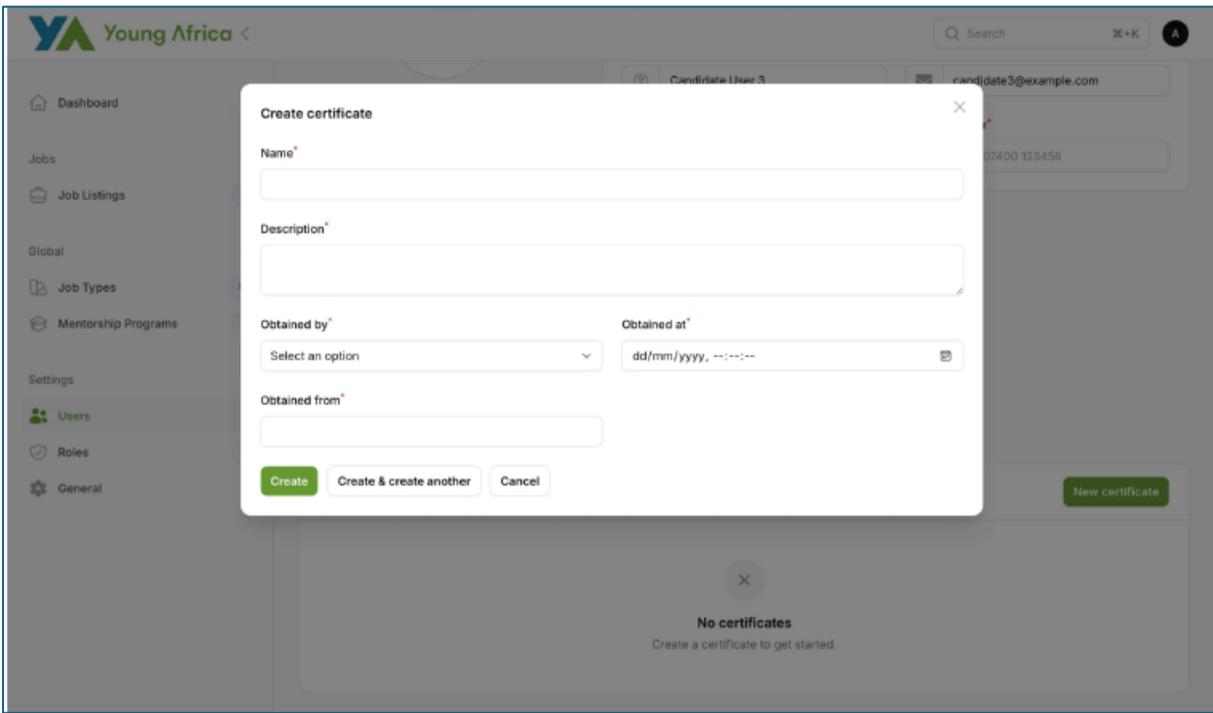
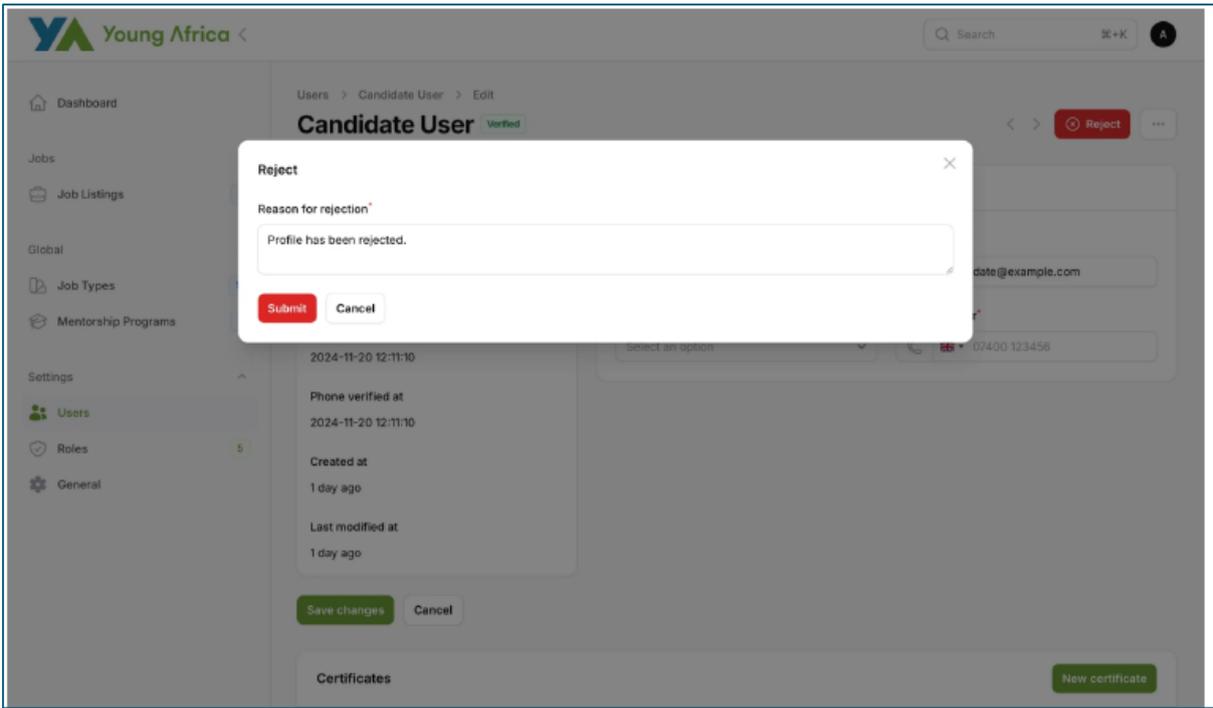
Created at 3 minutes ago

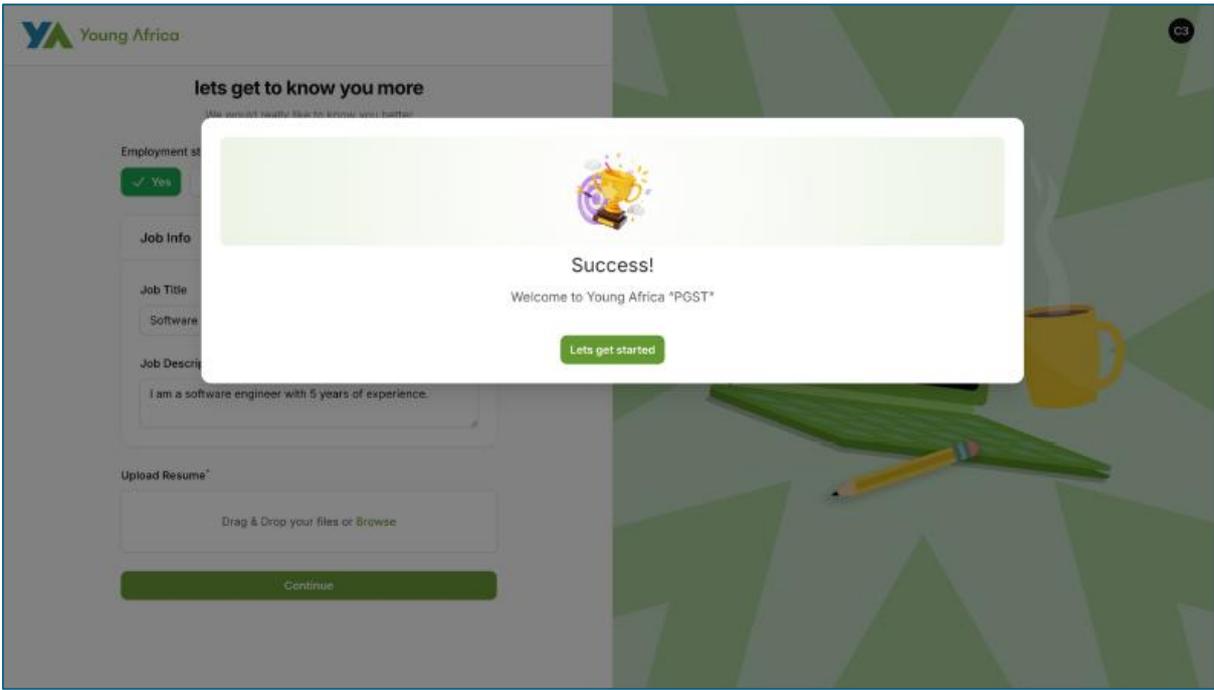
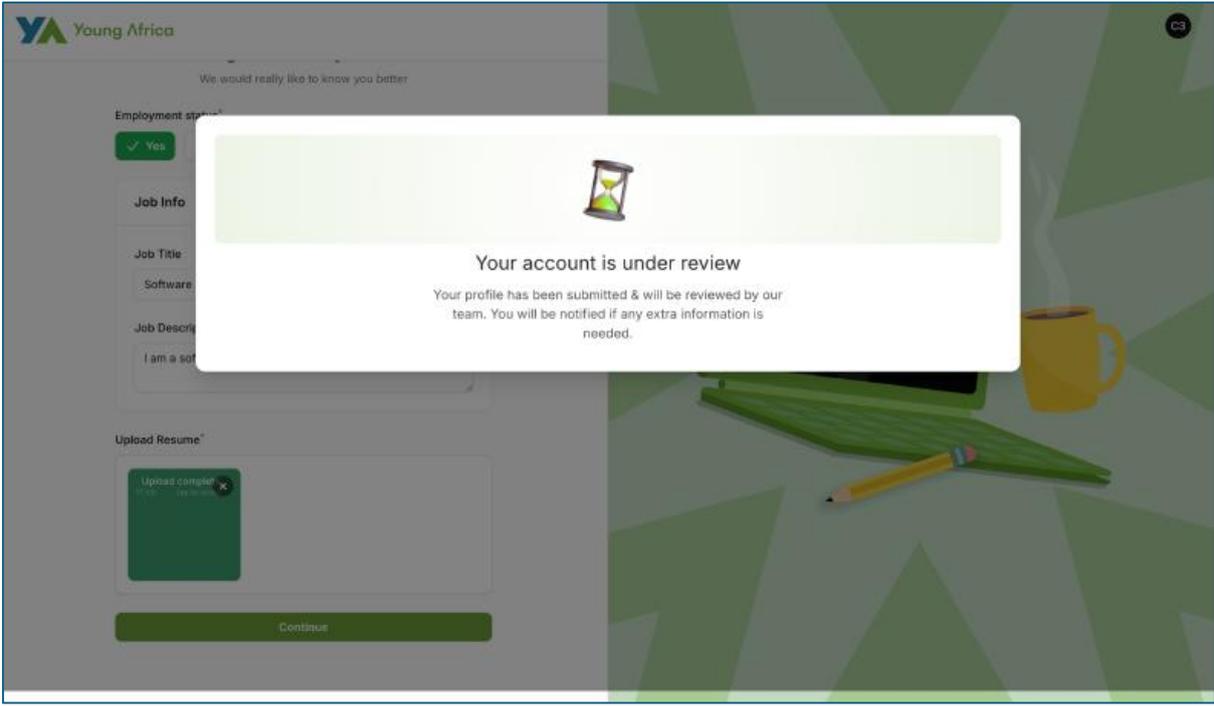
Last modified at 2 minutes ago

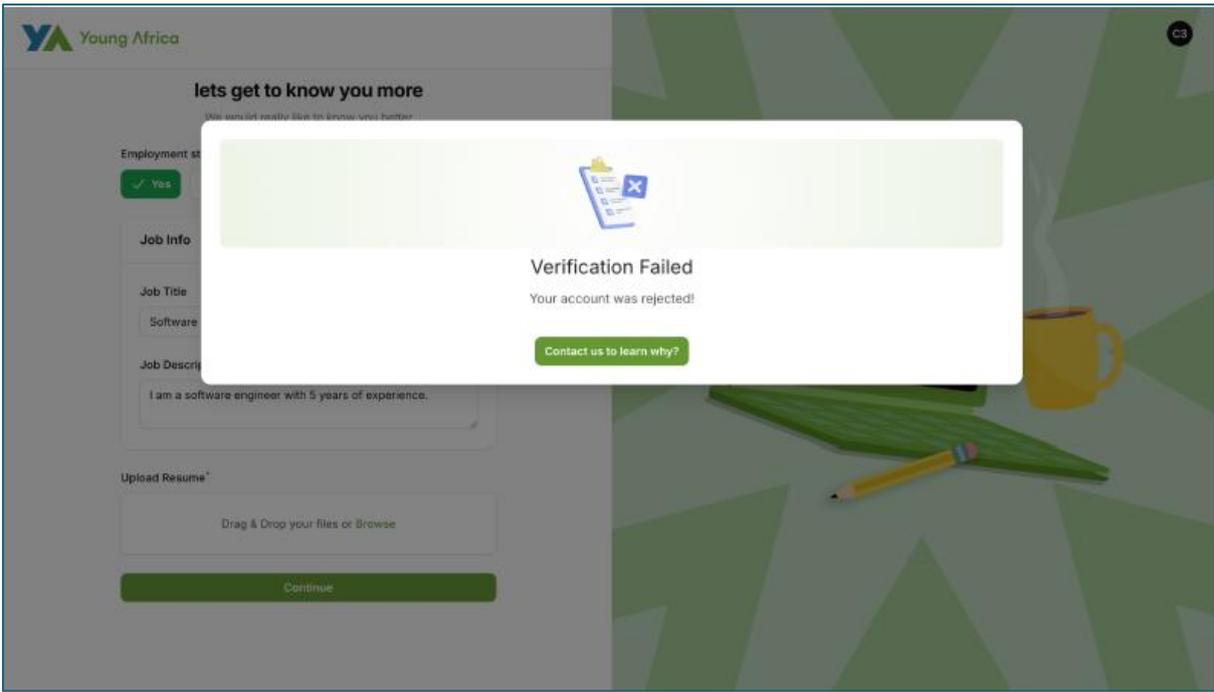
Save changes Cancel

Certificates [New certificate](#)

No certificates
Create a certificate to get started.



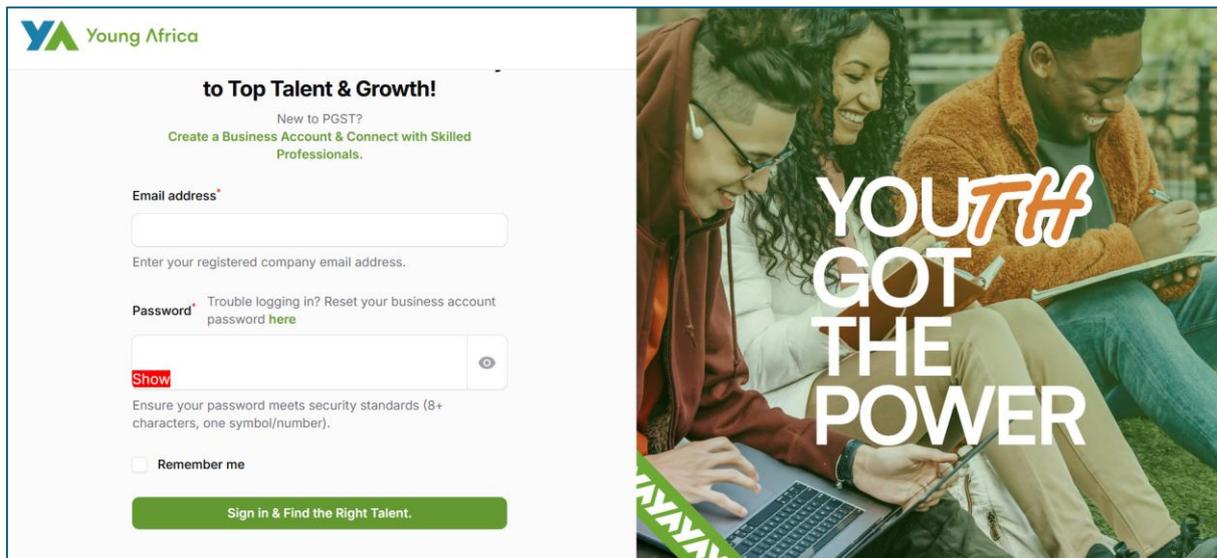




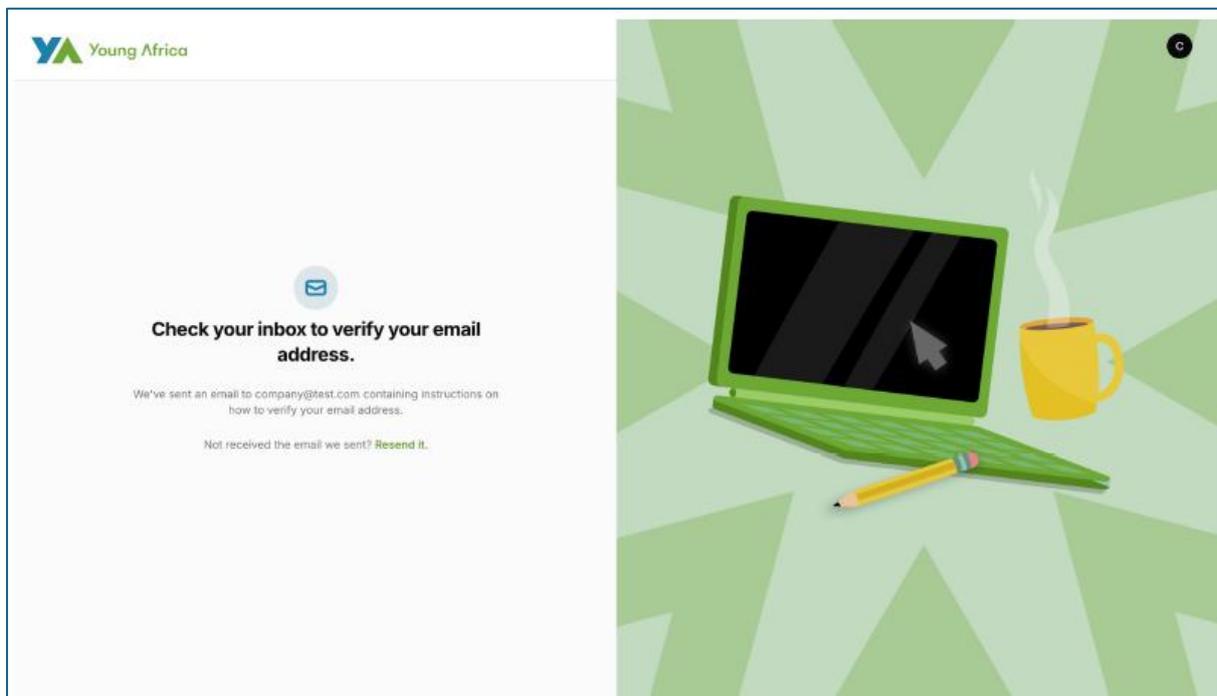
3.2 PGST Company Dashboard

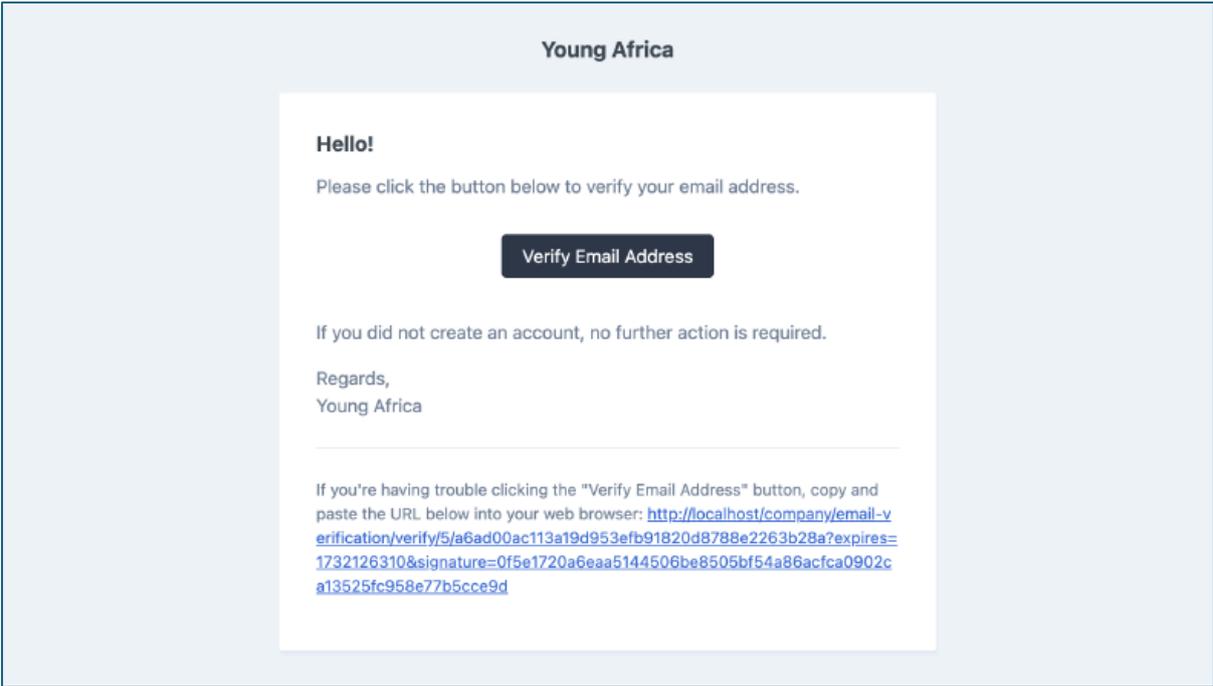
This section demonstrates the PGST from the perspective of a company or employer looking for employees (e.g. Young Africa graduates or other young people registered on the PGST). Companies can develop their profile, add job listings and add mentorship opportunities. The Company dashboard is available at this link <https://pgst.yaelearning.org/company/login>

Company Dashboard Landing Page

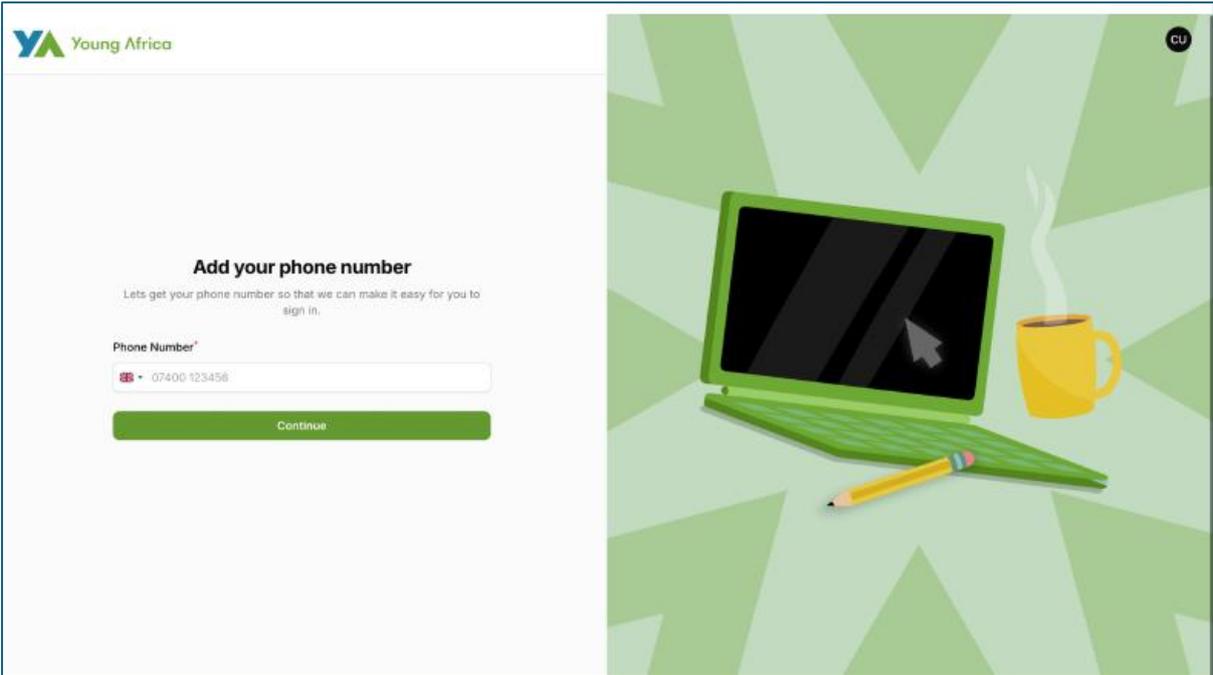


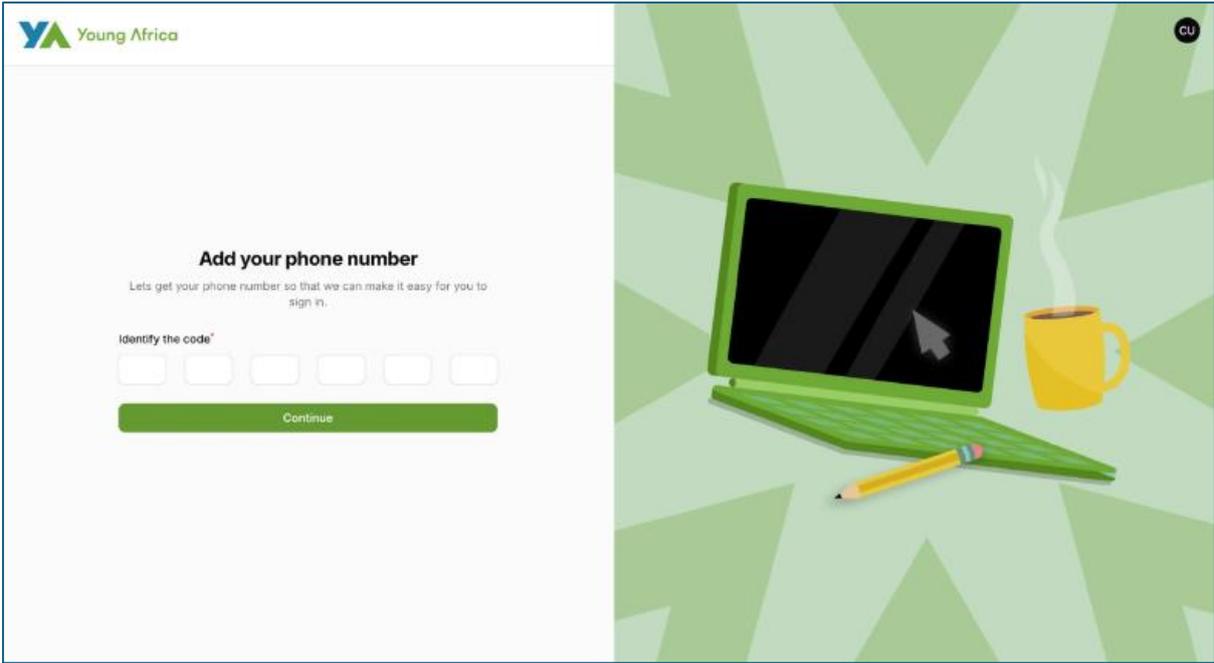
Email Verification Screens



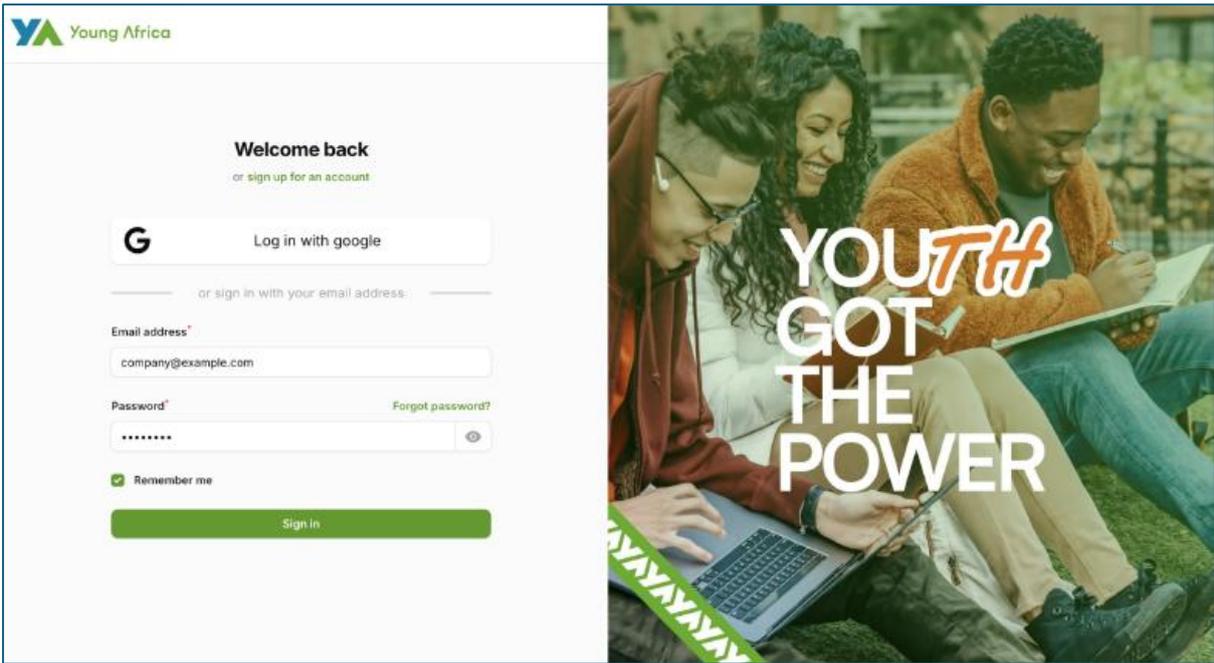


Add Phone Number Screens





[Sign In Screen after registration](#)



Completing Company Profile/Personal Information/Adding Additional Users within a Company

lets get to know you more
We would really like to know you better

Employment status*
 Yes No

Job Info

Job Title: Software Engineer Start Date: 21/11/2023

Job Description: I am a software engineer with 5 years of experience.

Upload Resume*
 Drag & Drop your files or [Browse](#)

[Continue](#)

invitation sent
An invitation has been sent to test1@test.com to join your company.

Example Company

Dashboard | Job Listings (2)

Drag & Drop your files or [Browse](#)

Owner
Company User
Created at: 1 day ago
Last modified at: 1 day ago

[Save changes](#)

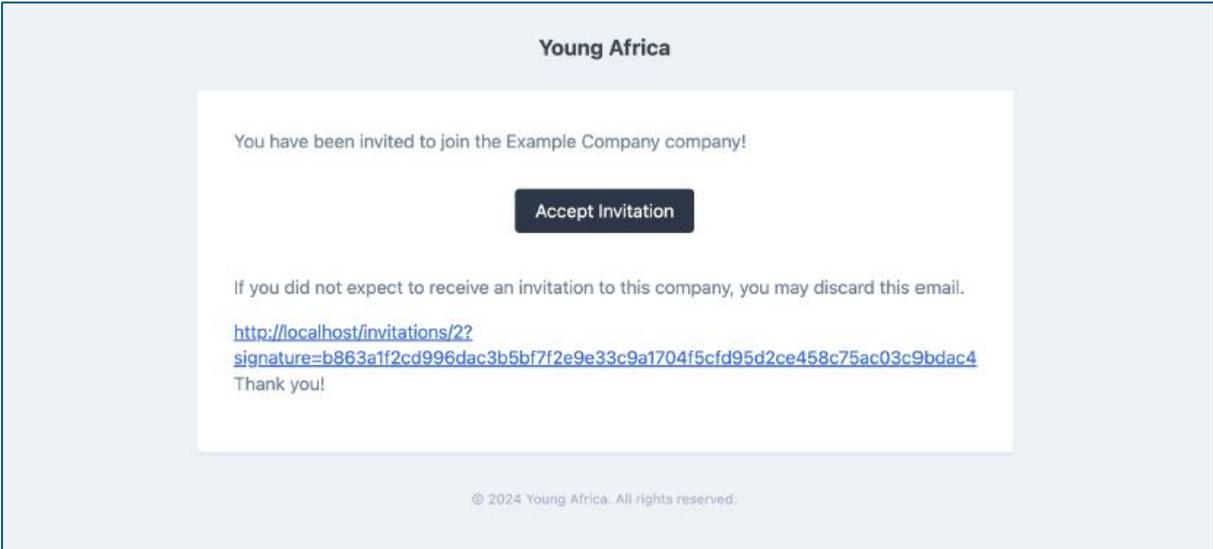
Add Company Employee
Add a new company employee to your company, allowing them to collaborate with you.

Please provide the email address of the person you would like to add to this company.
 Email*

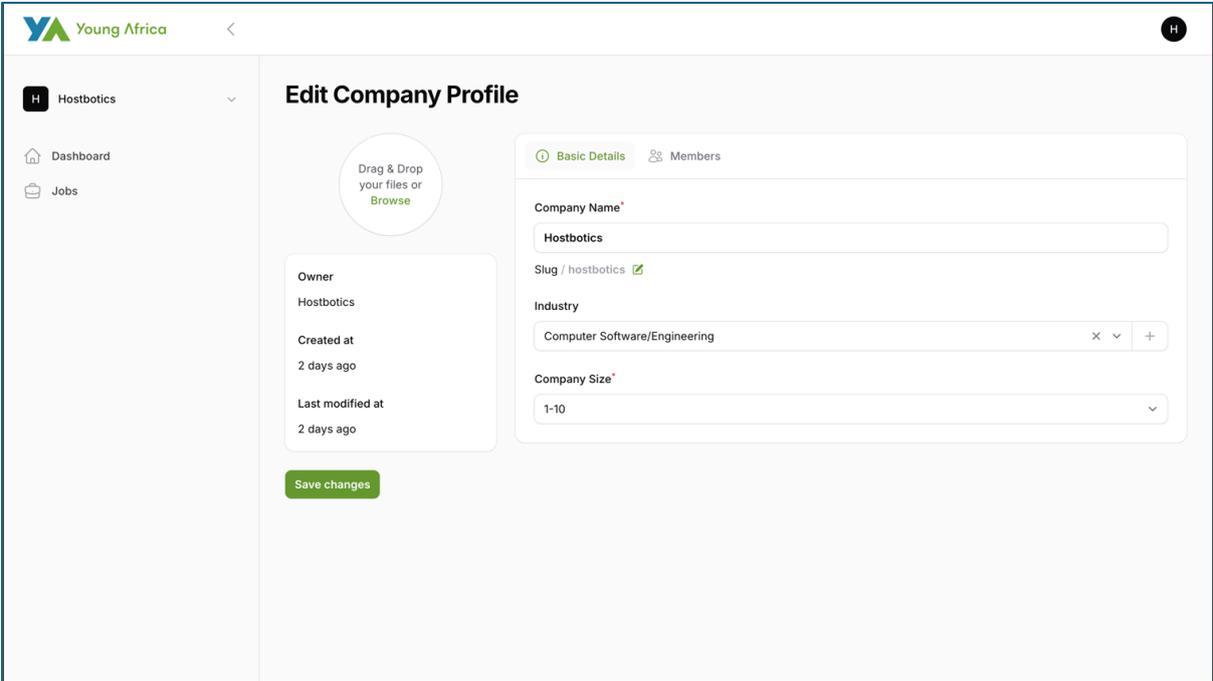
[Add](#)

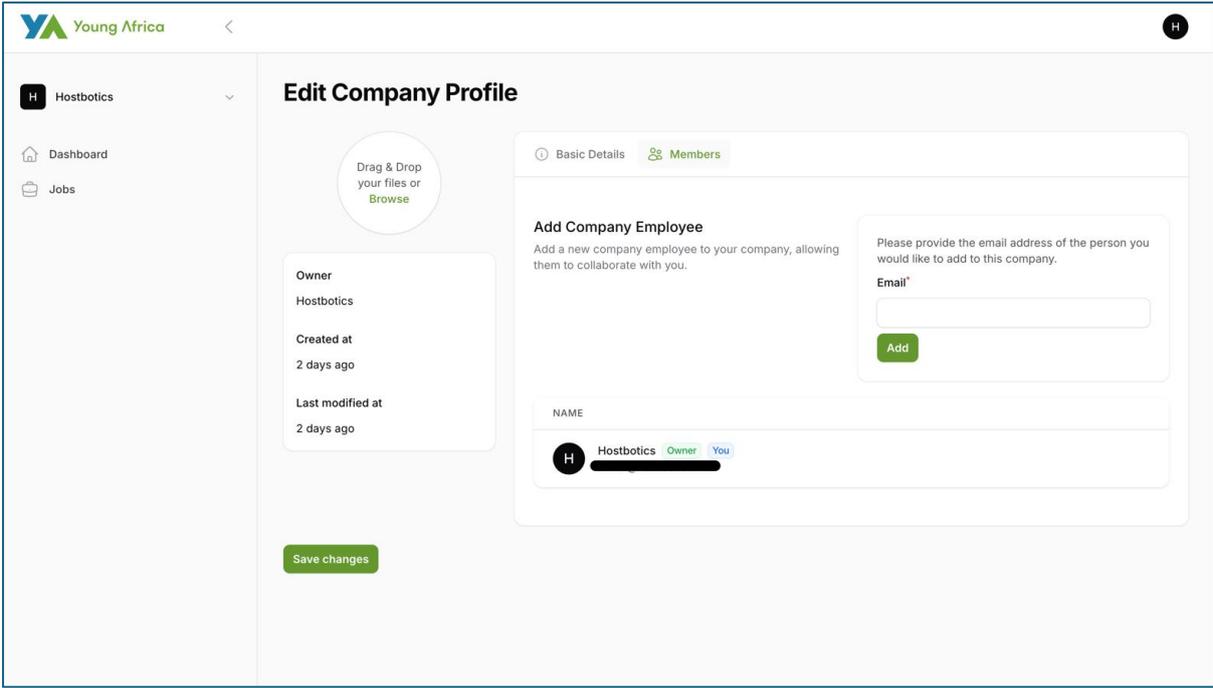
Pending Company Invitations
These people have been invited to your company and have been sent an invitation email. They may join the company by accepting the email invitation.

NAME	EMAIL	ACTION
CU Company User Owner You company@example.com		
C3 Company User 3 test@test.com	test1@test.com	Remove

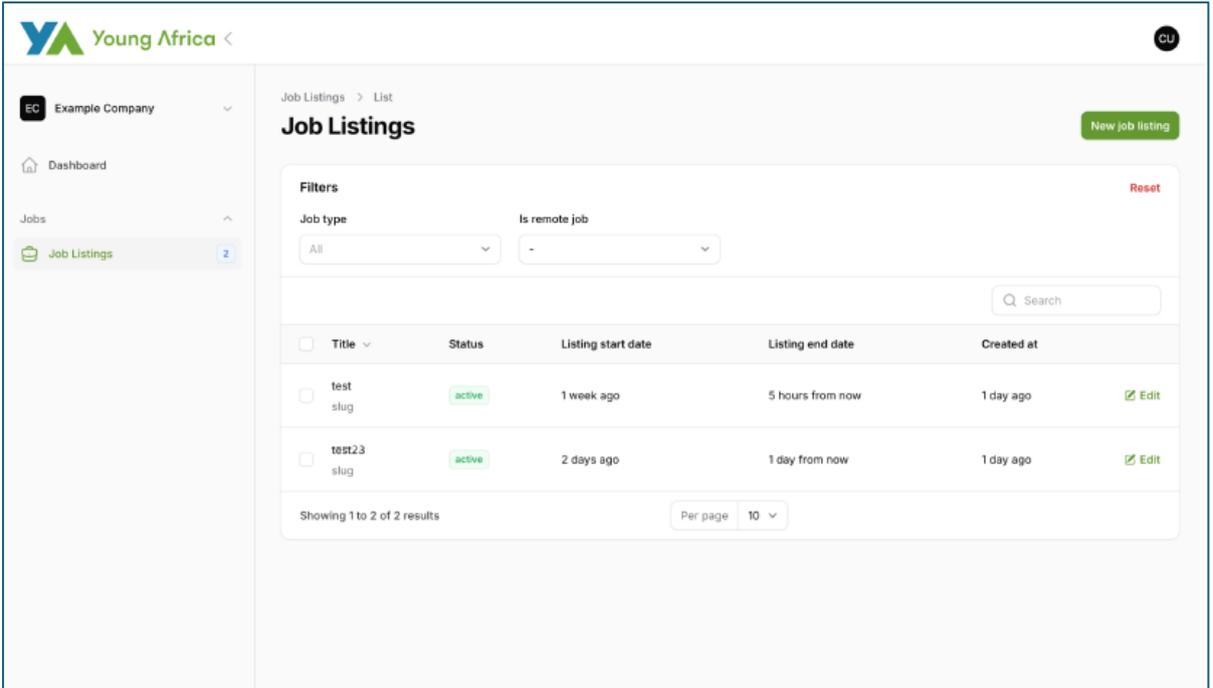


Editing Company Profile





[Adding Job Listings to Company Profile](#)



Young Africa

Example Company

Dashboard

Jobs

Job Listings 2

Create job listing

01 Main job information 02 Extra Details

Job Title*

Title

Slug /

Job Description*

B I U S **Heading Subheading** **Code** **Table** **Image** **Link** **Undo** **Redo**

Job Type*

Select an option

Listing Start Date* **Listing End Date***

dd/mm/yyyy dd/mm/yyyy

This is a remote job Cover Letter Required

Cancel Next

New job listing

Reset

Search

Created at

1 day ago

1 day ago

Young Africa

Example Company

Dashboard

Jobs

Job Listings 2

Edit job listing

01 Main job information 02 Extra Details

Salary Range **Salary Currency** **Salary Range Period**

100 USD USD Yearly

Experience Level **Minimum Experience** **Maximum Experience**

Lead 1 3

Nationalities

Swedish X

Select an option

Required Skills

Add your required skills

Office 365 X Adobe X

Restrict the job certain regions

United Kingdom X

Select regions

Additional Field

T1

Label*

Why work at Young Africa?

Description*

B I U S **Heading Subheading** **Code** **Table** **Image** **Link** **Undo** **Redo**

New job listing

Reset

Search

Created at

1 day ago

1 day ago

YA Young Africa < CU

Example Company

Dashboard

Jobs

Job Listings 2

Dashboard

CU Welcome Company User [Sign out](#)

Number of Running Jobs: 2

Total Number of Jobs: 2

Number of Applicants: 12

Latest Job Openings

Search

Title	Status	Listing start date	Listing end date	Created at
test slug	active	1 week ago	5 hours from now	1 day ago
test23 slug	active	2 days ago	1 day from now	1 day ago

Per page 10

YA Young Africa < Search 🔍 CU

Dashboard

Jobs

Job Listings 2

Global

Job Types 11

Mentorship Programs 0

Settings

Users

Roles 5

General

Job Types > List [New job type](#)

Search

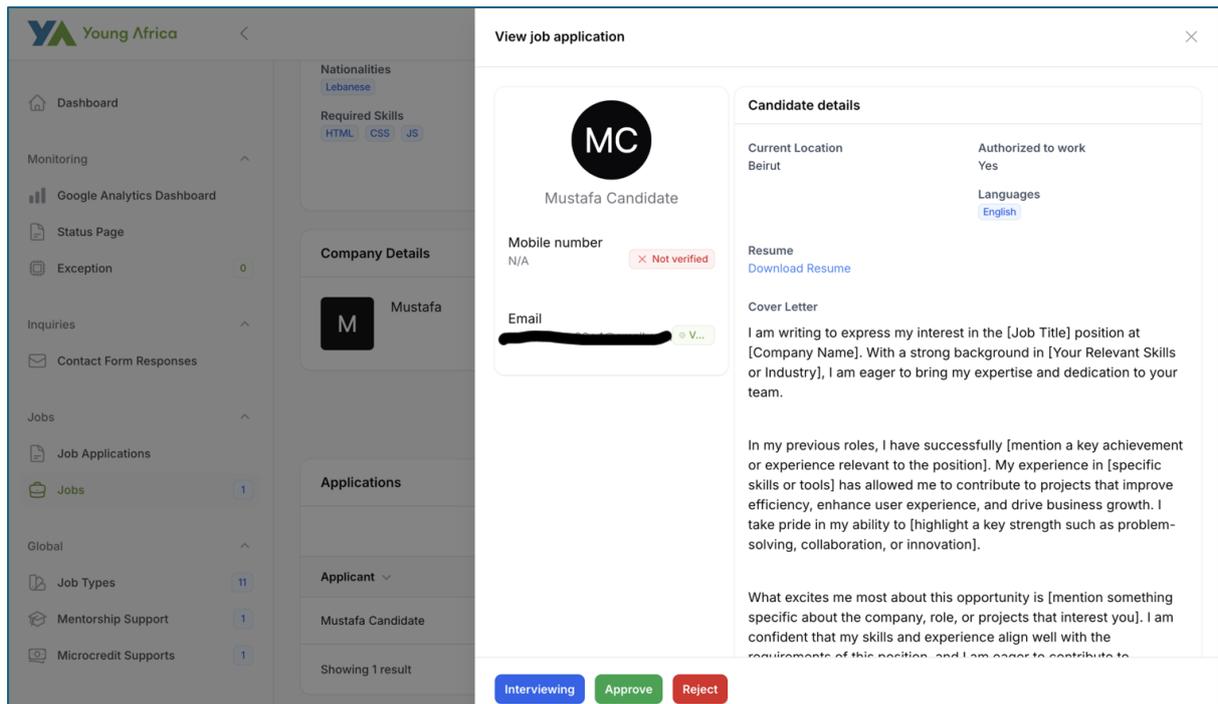
Type Name	Description	
<input type="checkbox"/> Full-time employment		Edit
<input type="checkbox"/> Part-time employment		Edit
<input type="checkbox"/> Seasonal employment		Edit
<input type="checkbox"/> Temporary employment		Edit
<input type="checkbox"/> Internship		Edit
<input type="checkbox"/> Freelance		Edit
<input type="checkbox"/> Remote		Edit
<input type="checkbox"/> Contract		Edit
<input type="checkbox"/> Volunteer		Edit
<input type="checkbox"/> Apprenticeship		Edit

Showing 1 to 10 of 11 results

Per page 10

1 2 >

Reviewing an Application – options for interviewing, approving or rejecting



View job application

Candidate details

Current Location: Beirut

Authorized to work: Yes

Languages: [English](#)

Resume: [Download Resume](#)

Cover Letter

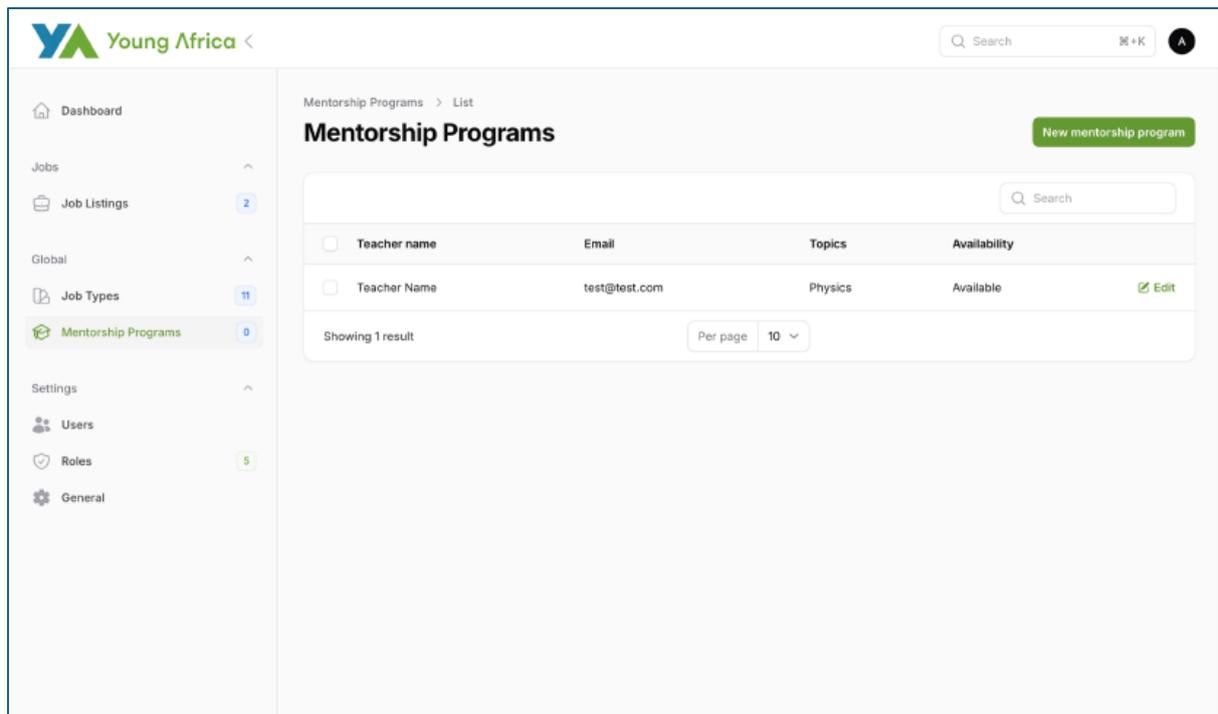
I am writing to express my interest in the [Job Title] position at [Company Name]. With a strong background in [Your Relevant Skills or Industry], I am eager to bring my expertise and dedication to your team.

In my previous roles, I have successfully [mention a key achievement or experience relevant to the position]. My experience in [specific skills or tools] has allowed me to contribute to projects that improve efficiency, enhance user experience, and drive business growth. I take pride in my ability to [highlight a key strength such as problem-solving, collaboration, or innovation].

What excites me most about this opportunity is [mention something specific about the company, role, or projects that interest you]. I am confident that my skills and experience align well with the requirements of this position, and I am eager to contribute to

[Interviewing](#) [Approve](#) [Reject](#)

Adding Mentorship Programmes (for business people to mentor graduates)

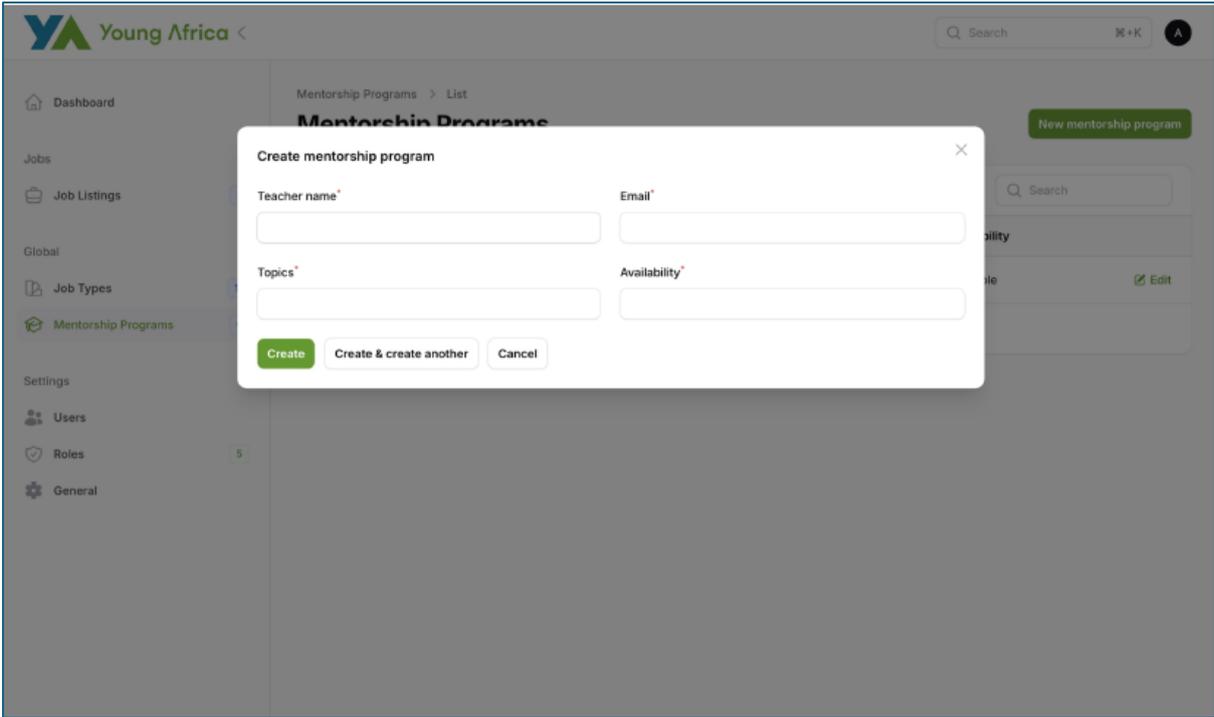


Mentorship Programs [New mentorship program](#)

Showing 1 result

<input type="checkbox"/>	Teacher name	Email	Topics	Availability	
<input type="checkbox"/>	Teacher Name	test@test.com	Physics	Available	Edit

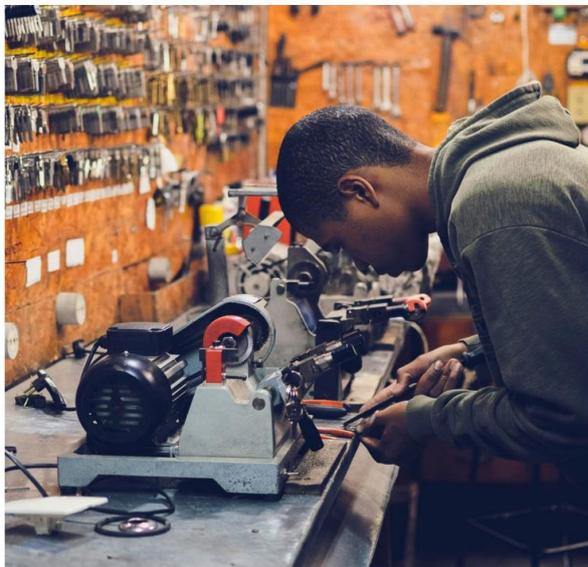
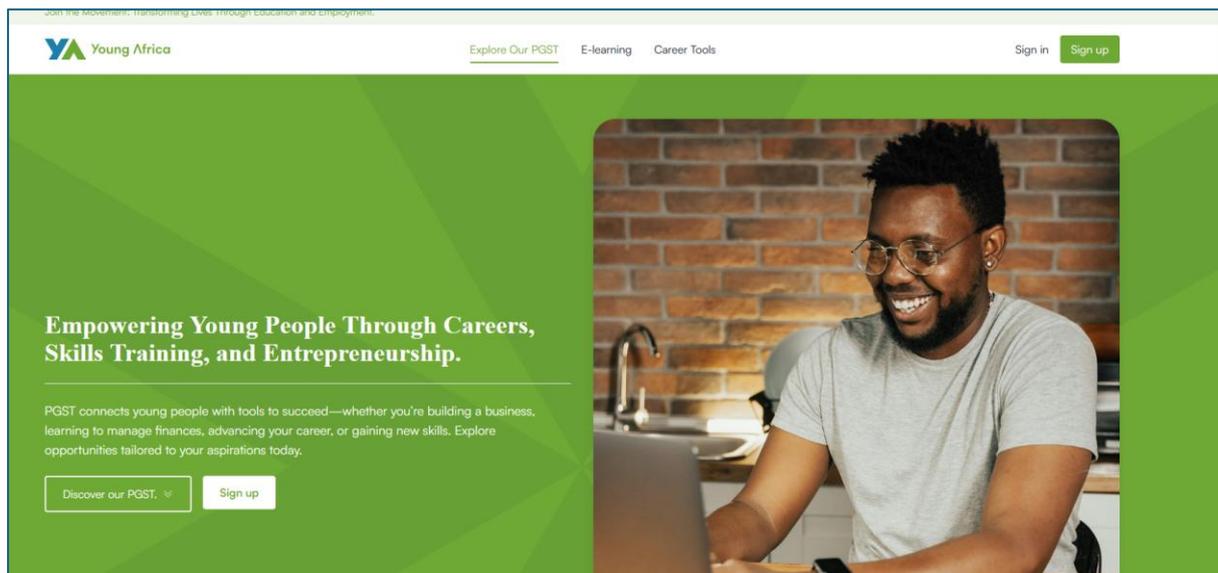
Per page: 10



3.3 PGST Candidate Dashboard

This section shows the PGST from the perspective of a young person (e.g Young Africa graduate) seeking employment opportunities, job seeking advice, career development advice, mentorship opportunities and opportunities to access microcredit supports. The Candidate Dashboard is available at this link <https://pgst.yaelearning.org/#>

Candidate Dashboard Landing Page *(subject to design changes)*



What is PGST?

The **Post-Graduation Service Toolkit (PGST)** is a comprehensive digital platform designed to help young graduates transition into employment or entrepreneurship. We connect you to practical tools, mentorship, learning resources, and support services so you can:

- ✦ Start and grow your business
- 🏠 Prepare for the world of work
- 🔧 Access training, funding, and mentorship
- 🚀 Build the skills and confidence to succeed

Who is PGST for? Young people in Africa, especially those completing technical or vocational training, who want to take charge of their futures.

Why PGST? Because graduation is just the beginning, PGST helps bridge the gap between learning and doing.

[Explore Pathways](#)

Your Career Companion in Your Pocket

Our mobile application connects you to tailored job opportunities, learning courses, mentorship programs, and business tools, making career growth and entrepreneurship accessible anytime, anywhere.



Explore Job Opportunities

Discover personalized job opportunities tailored to your skills and aspirations, connecting you with employers across diverse industries.

Financial Literacy Resources

Learn how to manage your finances, budget effectively, and make informed financial decisions to secure your future.

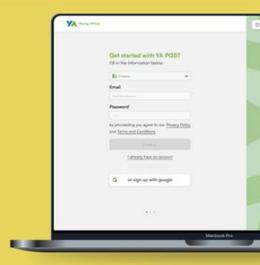
Microcredit Access

Secure financial support to start or grow your business and achieve your entrepreneurial goals with our microcredit partnerships.



Empowering Your Skills

Access e-learning courses designed to enhance your career or entrepreneurial journey, equipping you with skills for success in Africa's growing economy.



Our PGST Offers

Discover Tailored Opportunities

Build your profile to unlock job recommendations and personalized resources.

Enhance Your Skills

Access e-learning courses tailored to Africa's job market and entrepreneurial landscape.

Learn to Thrive Financially

Leverage financial literacy resources to manage your finances, budget effectively, and grow your wealth.

Empower Your Business

Gain access to mentorship programs, entrepreneurship support, and microcredit tools to start or scale your business.



Connect with us

Fill in the form

First Name Last Name

Email

Phone Number

Inquiry

Details

Tell us how we can assist you. Be specific about your career goals, financial needs, or learning interests.

By submitting this form I have read and acknowledged the [Privacy policy](#)

[Send inquiry](#)

We'll get back to you in 1-2 business days.

Candidate Registration/Sign In Screen

New to PGST? [Create one today to unlock your potential!](#)

Log in with google

or sign in with your email address

Email address*

Enter your registered email address.

Password* [Forgot your password? Reset it easily here](#)

Must be at least 8 characters long and include a number or symbol.

Remember me

[Sign in and start your journey.](#)

YOUTH
 GOT
 THE
 POWER

Candidate Dashboard – Developing and Editing Personal Profile

YA Young Africa [Dashboard](#) [Jobs](#) [Mentorship Support](#) [Microcredit Supports](#) MC

My Profile

Manage your user profile here.

Personal Information
Manage your personal information.

Avatar*

Drag & Drop your files or [Browse](#)

Name*

Mustafa Candidate

Email **Phone number**

steve.tekko.96+4@gmail.com 🇩🇪 01512 3456789

Public Profile and URL

Personal Website

[🌐](#)

LinkedIn

[🔗](#)

[Update](#)

Employment Information

Manage your employment information here.

Current location*

Beirut

Employment status* **Job availability***

Yes No Yes No

Languages

English

Select an option

Skills

Upload Resume*

[Update](#)

Education and Certificates

Manage your education and certificates here.

Education

Add to education history

Certificates

Add to certificates

[Update](#)

Password

Must be at least 8 characters long.

Current password*

New password*

Confirm password*

[Update](#)

Candidate Dashboard – Home Screen, showing Favourite Jobs, Applications

YA Young Africa Dashboard Jobs Mentorship Support Microcredit Supports MC

Find your DREAM Job

Get your best future profession with **YOUNG AFRICA PGST**

[Learn more](#)

Complete your profile

Graduates with a completed profile get jobs more often

40% done

MC

Mustafa Candidate

Mobile number: N/A Not verified

Email: Verified

[Manage Profile](#)

Recent Searches Recent Search 1 Recent Search 2

Recommended Searches Recommended Search 1 Recommended Search 2

Install the Young Africa PGST app

Scan the QR code to get the app and get contacted by recruiters directly and on the go

[Get it on Google Play](#) [Download on the App Store](#)

Favorited Jobs [View All](#)

Title	Company	Status	Job application status	Listing start date	Listing end date
Infrastructure Engineers slug	Mustafa	active	Pending	1 week ago	2 hours from now

Per page 10

My Job Applications [View All](#)

Job	Status	Authorized to work	Applied On
Infrastructure Engineers	pending	Authorized	2025-03-27 21:25:38

Per page 10

Candidate Dashboard – Jobs Screen, showing job details and Apply option

YA Young Africa

Dashboard Jobs Job Applications Mentorship Support Microcredit Supports

Job Listings > View

Mustafa - Infrastructure Engineers

Infrastructure Engineers Posted on 20/03/2025

Beirut, Lebanon | 5 - 8 years of experience | Senior Level

[Commission](#) [Remote Job](#)

Job Description

About Shopify

Opportunity is not evenly distributed. Shopify puts independence within reach for anyone with a dream to start a business. We propel entrepreneurs and enterprises to scale the heights of their potential. Since 2006, we've grown to over 8,300 employees and generated over \$1 trillion in sales for millions of merchants in 175 countries.

This is life-defining work that directly impacts people's lives as much as it transforms your own. This is putting the power of the few in the hands of the many, is a future with more voices rather than fewer, and is creating more choices instead of an elite option.

About You

Moving at our pace brings a lot of change, complexity, and ambiguity—and a little bit of chaos. Shopifolk thrive on that and are comfortable being uncomfortable. That means Shopify is not the right place for everyone.

Apply

01 Job Description 02 Application Information

Infrastructure Engineers Posted on 20/03/2025

Beirut, Lebanon | 5 - 8 years of experience | Senior Level

[Commission](#) [Remote Job](#)

Job Description

About Shopify

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This is life-defining work that directly impacts people's lives as much as it transforms your own. This is putting the power of the few in the hands of the many, is a future with more voices rather than fewer, and is creating more choices instead of an elite option.

[Cancel](#) [Next](#)

Young Africa | Dashboard | Jobs | Job Applications | Mentorship Support | Microcredit Supports

Job Listings > List

Job Listings New job listing

Filters Reset

Company: All | Job type: All | Is remote job: -

Search:

<input type="checkbox"/>	Title	Company	Status	Job application status	Listing start date	Listing end date	Created at
<input type="checkbox"/>	Infrastructure Engineers slug	Mustafa	Inactive	Not Applied	1 week ago	3 days ago	1 week ago Edit
<input type="checkbox"/>	IT Applications Manager slug	IDT	Inactive	Not Applied	3 weeks ago	1 day ago	2 days ago Edit

Showing 1 to 2 of 2 results | Per page: 10

Candidate Dashboard – Mentorship Support

Young Africa | Dashboard | Jobs | Job Applications | Mentorship Support | Microcredit Supports

Mentorship Programs > List

Mentorship Programs Add a Mentor

Search:

<input type="checkbox"/>	Teacher name	Email	Topics	Availability
<input type="checkbox"/>	[Redacted]	[Redacted]	Software Engineering	Every Monday Edit
<input type="checkbox"/>	[Redacted]	[Redacted]	Business mentorship	Online and In Person Edit
<input type="checkbox"/>	[Redacted]	[Redacted]	Business mentorship	Monday to Thursday (Online and In Person) Edit
<input type="checkbox"/>	[Redacted]	[Redacted]	Career guidance	Monday to Thursday (Online and In Person) Edit

Showing 1 to 4 of 4 results | Per page: 10

Candidate Dashboard – Microcredit Support

Young Africa | Dashboard | Jobs | Job Applications | Mentorship Support | Microcredit Supports

Microcredit Supports > List

Microcredit Supports New Microcredit Support

Search:

<input type="checkbox"/>	Name	Description
<input type="checkbox"/>	Empower Bank	Provides youth business starter packs, lease finance loan, order finance loan, smart movers loan, individual savings account and sub loans Edit V

Showing 1 result | Per page: 10

Examples of Resources for Graduates – (1) Career Goals *(showing part of the document)*

Career Goals & Professional Network

Set Your Career Goals: Plan with Purpose



Where do you see yourself in 1, 3, or 5 years? This guide will help you define your career vision and turn it into actionable steps. Learn how to set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound), track your progress, and stay motivated along your professional journey.

[Download Career Goals guide](#)

Build Your Professional Network



No one grows alone. Learn how to connect with mentors, peers, and professionals in your field. This resource walks you through networking strategies, collaboration tips, and how to build long-term relationships that support your personal and career growth.

[Download Networking Guide](#)



Career Goal Alignment

Steps	
1	<p><i>Brainstorming session on your understanding of personal goals</i></p> <p>Using a paper and pen:</p> <p>(i) Define your own understanding of personal goals.</p> <p>(ii) Name and describe what you want to achieve or become in the short-to-long term (e.g., 3 to 5 years from now)– Use the following questions to guide you:</p> <ul style="list-style-type: none"> ▪ What is your biggest desire in life as far as your prospective career is concerned? ▪ To what extent have you tried working towards this desire? How has been/ is the experience (<i>successes and challenges</i>)?
2	<p><i>Activity 1.1.1: Identifying goals and aligning them with personal attributes</i></p> <p>(i) On one side of a piece of paper, write down your dream job/business.</p> <p>(ii) On the other side of the paper, write down a list of attributes associated with them under the following headings:</p> <ul style="list-style-type: none"> ▪ <i>Personal preferences</i> (what one usually likes doing/spends most time doing). ▪ <i>Natural gifts</i> (e.g., you may be very good at fixing broken items even if you are not trained in that area).

Planning

Steps	Activity 1.2.1: Planning for your goal
	<p>(i) Take out the papers with your written goals.</p> <p><i>Example: to secure a job whose salary is enough to cater for my basic needs, allowing me to make a saving of \$200 every month from 2025 – or start a business whose income is enough to meet my basic needs allowing me to make a saving of \$200 every month from 2025.</i></p> <p>(ii) Break your goals into short-term objectives.</p> <p><i>Examples:</i> (a) <u>Enroll</u> for a diploma in motor mechanics by the beginning of next year. (b) Apply for a job in the motor mechanics industry/ start a business in 2024, following completion of the diploma in motor mechanics.</p> <p>(iii) Can you explain how each objective you have listed supports the goal? This is to ensure that objectives are not detached from the overall personal goal.</p>

Examples of Resources for Graduates – (2) CV Preparation (showing part of the document)

pgst.yaelearning.org/employment/cv-and-cover-letter

CV & Cover Letter Writing

Write a CV That Gets You Noticed



Your CV is your professional story. Learn how to structure it clearly, highlight your skills and experience, and tailor it to different job roles. This guide includes tips for formatting, writing strong summaries, and avoiding common mistakes that cost you opportunities

Download CV Writing Guide

Crafting a Great Cover Letter



A strong cover letter can set you apart from other applicants. This guide shows you how to write one that connects with the employer, tells your story, and matches the job requirements. Learn how to make your personality and motivation shine through — without repeating your CV.

Download Cover Letter Guide



“The future belongs to those who believe in the beauty of their dreams,”
Eleanor Roosevelt

CV Preparation

Steps

- When preparing their CVs, most job seekers do not ensure that their CVs are well presented and make them outstanding job candidates (those who can easily be identified as potential employees among others).
- Yet, this is very important to the extent that there are several guides and templates available, particularly on the internet, on how to prepare a good CV as there are individuals and firms that provide CV preparation services.
- The following are some of the key tips/strategies for making a good CV
 - ✓ Make it as short as possible. A maximum of 2 pages is recommended. Most recruiters spend only a few seconds to a minute looking through a CV.

Sample CV Template

James Chimuti

Address:
177 Musasa Way, Chitungwiza
Phone:
+263-777111401

Skill/ Knowledge Highlights

Experience

Panel Beater Internship – July 2022 to August 2023

Company: Young Africa Chitungwiza

Duties/ roles and responsibilities:

- Assessing extent of motor vehicle damage and listing repair requirements
- Preparation of repair or modification quotations
- Organizing the workflow (steps and stages required for the work to be done)
- Removing dents and scratches
- Spray painting

Education

- Panel Beating Certificate: Young Africa Zimbabwe (2022)
- 4 O Level subject: (2020)
- Life Skills Certificate (2021)

Languages

Examples of Resources for Graduates – (3) Job Application Letter (showing part of the document)



Job Cover Letter

Steps

- In addition to having the ability to write a good CV and having one in place, it is important to also learn how to write a good job application letter.
- A job application letter may in fact be more important than the CV in the sense that this is what the recruiter/ potential employer reads first before looking through the job candidate's CV.
- Accordingly, it is important to ensure that the job application letter makes one an outstanding job candidate who can be invited for a job interview.
- See sample of a template for a good application letter below.

Sample Job Application Letter

123 Simbiso Road
Budiriro, Harare

4 March, 2025

The Hiring Manager
Toyota Motors
Msasa
Harare

Dear Sir/Madam

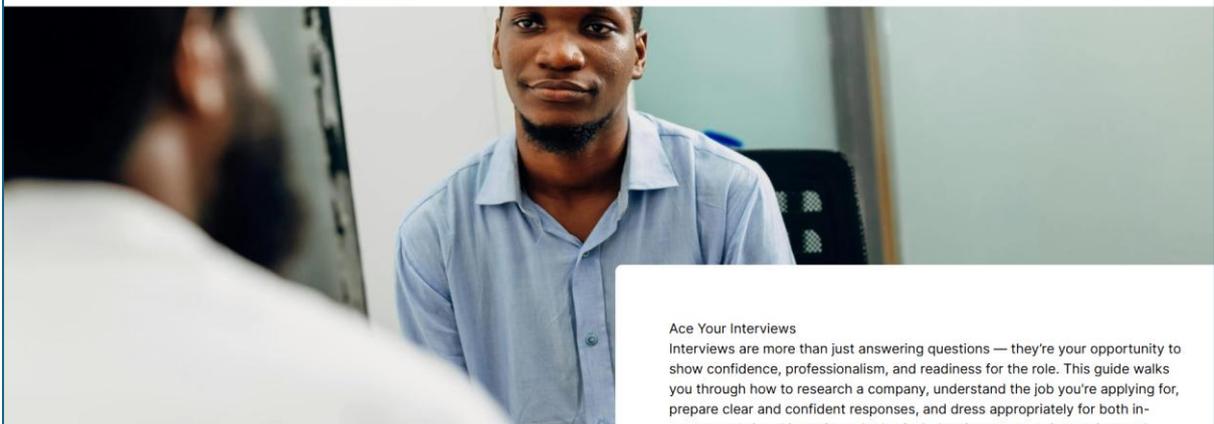
RE: APPLICATION FOR A JOB AS A MOTOR MECHANIC

As a qualified and experienced motor mechanic, I am seeking work at Toyota Motors where my technical and mechanical skills can be utilized to provide quality car repair services.

As noted on my enclosed CV, I have considerable experience in undertaking general auto repairs on a different kinds of vehicles. Specifically, I am competent at repairing engines, brakes, timing belts, exhausts, water pumps and suspension.

I am good in handling both petrol and diesel-powered engines. With regards to technological trends in the motor industry, I have taken special courses in using computer diagnostic systems to detect and resolve mechanic and electric issues.

Examples of Resources for Graduates – (4) Job Interview Tips (*showing part of the document*)



Ace Your Interviews
Interviews are more than just answering questions — they're your opportunity to show confidence, professionalism, and readiness for the role. This guide walks you through how to research a company, understand the job you're applying for, prepare clear and confident responses, and dress appropriately for both in-person and virtual interviews. It also includes tips on managing anxiety and following up after the interview to leave a lasting impression.
[Download the Interview Guide](#)



Preparing for the Job Interview

Steps	
	<ul style="list-style-type: none">▪ Being called for a job interview is an indicator of how your job application and CV impressed recruiters/ potential employers.▪ The job interview presents yet another opportunity for one to further impress and to be engaged.▪ Accordingly, good preparation for the interview is essential between the time of being called for an interview and going for it.▪ The following are some tips for job interview preparations:<ul style="list-style-type: none">✓ While one may have done this already at the time of job application, it is important to do <u>a thorough research</u> on the hiring company. This will ensure that interview responses are more relevant (contextualized). It is also not a surprise that one may be asked what they know about the company. Responses to this question will in part show employers how the job candidate is interested in the organization and the likelihood of the job candidate becoming committed to the organization after they have been engaged.✓ Do <u>a thorough research</u> about the position in terms of what is required for one to effectively function in the respective role.✓ Prepare appropriate clothing to be smartly dressed. First impressions matter and the manner in which one is dressed can

[Examples of Resources for Graduates – \(5\) Excelling in the Workplace \(showing part of the document\)](#)

Workplace Excellence Tips



Workplace Excellence: How to Thrive on the Job
 Being hired is just the first step — succeeding in the workplace is what builds a lasting career. This guide provides practical tips on how to become a valuable team member, manage your time effectively, and adapt to new work environments. Learn how to communicate professionally, solve problems, and keep growing through lifelong learning and feedback.
[Down the Guide Here](#)



Strategic/ Big Picture Thinking

Steps	<i>Understanding Strategic Thinking</i>
	<ul style="list-style-type: none"> ▪ To excel in the workplace, including attracting promotion, an employee <u>has to</u> show organizational commitment, believe in and practise the values of the organization, think strategically and contribute significantly to the organization’s mission, in the stead of solely focusing on micro, operational tasks. ▪ Strategic ('big picture') thinking involves taking a broader perspective when, among other things, <u>analyzing</u> a problem and seeking for solutions, anticipating changes or challenges and putting in place strategies for tapping into opportunities and mitigating negative impacts of the changes or challenges. ▪ Strategic thinking is essential to organizations <u>in order to</u> appropriately respond to the increasingly changing internal and external environment. ▪ Some of the ways through which one can develop/enhance their strategic thinking skills are: <ul style="list-style-type: none"> ✓ Understanding the objectives, mission and vision of the organization and contributing towards attainment of the same. ✓ Reading and researching widely on subject matters of concern.

Adaptability Skills

Steps	Facilitation
1	<ul style="list-style-type: none"> ▪ Adaptability entails having the ability and skill to adjust to challenges and changes within the workplace and seeking solutions relative to the challenges and changes. ▪ Failure to adapt can result in stress, depression, tension, frustration, etc. ▪ Adaptability allows one to learn and grow ▪ Adaptability requires one to be: <ul style="list-style-type: none"> ✓ Flexible ✓ Optimistic ✓ Resilient ✓ Open minded ✓ Accepting change and responding to it in the stead of reacting to it ✓ Willing to gain new knowledge/ learn new skills or ways of doing work/ a business. ✓ Willing to get out of one’s comfort zone. ✓ Able to embrace diversity.

Examples of Resources for Graduates – (6) Networking & Collaboration (showing part of the document)



Networking and collaboration

Steps	
	<p>Overview of networking and collaboration</p> <p>Take a moment to consider the following questions:</p> <ul style="list-style-type: none"> ▪ Is there a time in your life when you had to learn something very important from other people? What did you learn? ▪ Is there a time in your life when you feel you missed an opportunity by not taking advantage of someone who could help you with ideas? What exactly happened? How could you have benefited from this person? ▪ Has anyone come to you one day to thank you or testify that you made things easier for them and he/she appreciates it? What is it? What did you do to the person? <p>Write down any elements of networking and collaboration or lack of them as per your answers.</p>
2	<p>Common saying about networking</p> <ul style="list-style-type: none"> ▪ The statement “No man is an island” What do you understand by the saying above. <p>Understanding Networking</p> <ul style="list-style-type: none"> ▪ Networking is a process of connecting with like-minded individuals who can exchange good ideas with you, are willing to help you or <u>yourself</u> helping them. <p>Why networking is important</p> <ul style="list-style-type: none"> ▪ It makes others notice your skills and interests and either offer an opportunity or refer you to someone in need of your abilities

Steps	
3	<p>Types of networking</p> <p>Physical networking with workmates and supervisors</p> <ul style="list-style-type: none"> ▪ This is a face-to-face connection with your; <ul style="list-style-type: none"> ○ Workmates, supervisors, in your company or other branches of your company ○ Other people outside your company <p>Social and online platforms</p> <ul style="list-style-type: none"> ▪ New technology has made it possible to connect with like-minded people all over the world through such platforms as Facebook and LinkedIn (NB)- LinkedIn is a platform for professionals and can be used to connect with people <p>Important advice on networking through social and online platforms</p> <ul style="list-style-type: none"> ▪ Not everyone with a profile on social and online media is genuine. Avoid being asked to discuss or share information that has nothing to do with your career goals and reasons for networking. Some people were tricked through networking with strangers on social and online media.
4	<p>Collaboration</p> <ul style="list-style-type: none"> ✓ The art of working together with others (joining hands) to produce desired results such as completing a task <p>Behaviours for building useful collaboration</p> <ul style="list-style-type: none"> ▪ Be willing to change/improve ▪ Ask for input from others ▪ Contribute your own views. Do not feel shy. The more you contribute

[Examples of Resources for Graduates – \(7\) Financial Literacy: Money Matters 101 \(showing part of the document\)](#)

Financial Literacy Training	
<p>Mastering Your Money: Set & Achieve Financial Goals</p>  <p>Learn how to turn your financial dreams into achievable goals. This guide walks you through setting realistic financial targets, saving consistently, and investing wisely to build long-term financial health.</p> <p style="text-align: right;">Download Guide</p>	<p>Personal Finance Management & Budgeting</p>  <p>Understand the fundamentals of money management. Discover how budgeting and good financial habits form the backbone of a stable financial future, both personally and in business.</p> <p style="text-align: right;">Download Guide</p>

FINANCIAL LITERACY: MONEY MATTERS 101

OVERVIEW

Want to learn how best to manage your finances as a budding entrepreneur or young person but don't know where to start? You've come to the right place. The financial literacy course breaks down complex financial concepts in business, into bite sized principles that are relatable to the emerging entrepreneur. With a focus on the management of finance at personal and enterprise level, the content highlights how personal financial discipline builds a foundation for success in one's business. Each of our modules is packed with easy to use toolkits, which will enhance your financial acumen and equip you to navigate today's complex economic environment.

WHAT DOES THE COURSE COVER

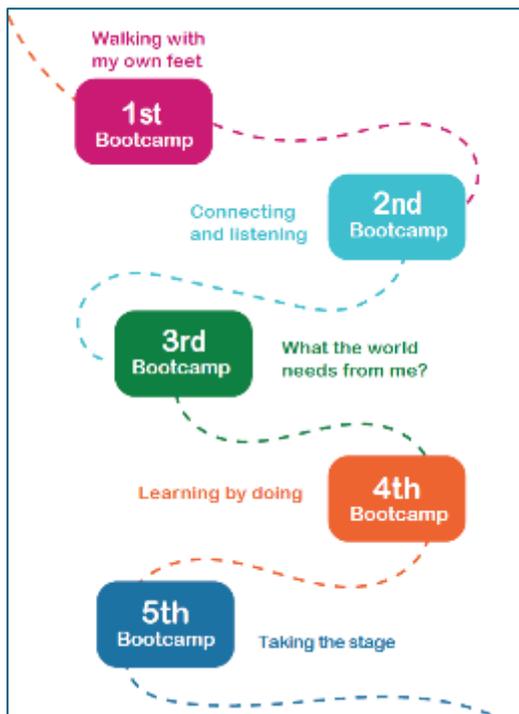
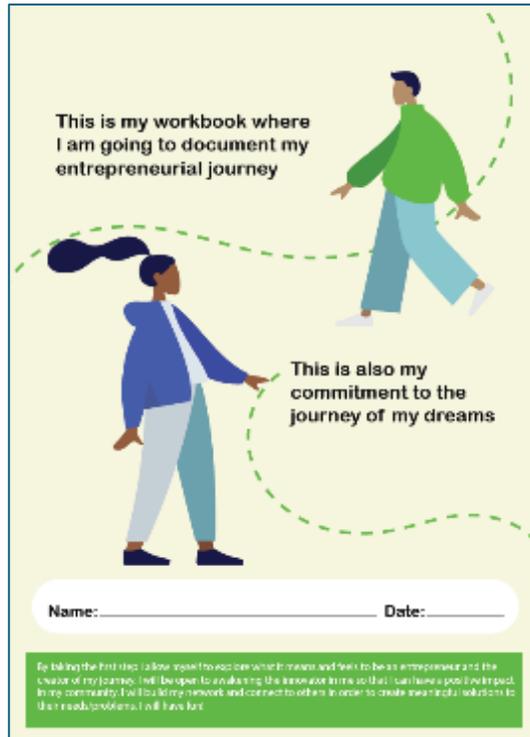
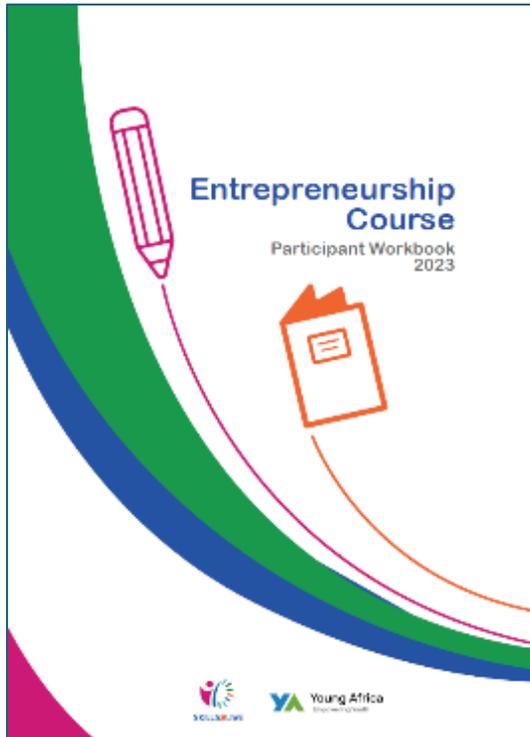
Our comprehensive financial literacy course has a wide spectrum of topics to help the entrepreneur make informed financial decisions . Here is an overview of the content covered in this course;

- Personal Finance Management
- Budgeting
- Financial Goal Setting
- Saving and Investing
- Cash flow Management
- Debt Management
- Funding Strategies

[Examples of Resources for Graduates – \(8\) Entrepreneurship Course Participant Workbook \(showing part of the document\)](#)



Want to Dive Deeper into Entrepreneurship?
Explore our full Entrepreneurship course on the YA eLearning platform. You'll be prompted to create an account if you're accessing the course for the first time.
Go to [YA eLearning Platform](#)



Examples of Resources for Graduates – (9) Overcoming Startup Challenges (*showing part of the document*)

The Essential Guide to Starting Your Own Business

From Idea to Launch



Learn how to take a simple idea and turn it into a real business. This guide walks you through idea validation, planning, and building your startup step-by-step. [Learn more](#)

Overcoming Common Challenges Faced by New Entrepreneurs



Learn practical strategies to deal with cash flow, time management, customer acquisition, and fear of failure — straight from Young Africa's experience. [Learn more](#)



Overcoming Common Challenges Faced by New Entrepreneurs

Starting a business is an exciting journey, but it also comes with challenges. This guide highlights the most common hurdles new entrepreneurs face and offers practical solutions based on Young Africa's experience and resources.

Top 5 Common Challenges and How to Tackle Them

1. Cash Flow Management

Many new businesses struggle with managing income and expenses. Track every cost, avoid unnecessary spending, and plan for both best- and worst-case scenarios.

2. Customer Acquisition

Finding and keeping customers is not easy. Focus on understanding your customer's needs, offer value, and ask for feedback regularly. Start small and grow your customer base steadily.

3. Time & Resource Management

Entrepreneurs often wear many hats. Create a basic schedule and prioritize tasks that directly impact sales or product development.

4. Fear of Failure

Fear is natural. Reframe it as part of the learning process. Start small, learn fast, and don't be afraid to ask for help.

5. Balancing Studies and Business

Set aside specific hours for business tasks that don't conflict with training. Leverage group support to share responsibilities when possible.

Support Systems Available at Young Africa

- Business Mentorship & Coaching
- Entrepreneurship Bootcamps
- Peer-to-Peer Support
- Financial Literacy Training
- Youth Economic Booths (YEBs)



From Idea to Launch: A Step-by-Step Guide for Starting Your Business

This guide will help you turn your business idea into reality. Whether you're still in training or have just graduated, this guide will walk you through the essential steps to identify, plan, test, and launch your own business.

Step 1: Discovering Your Strengths

Before choosing a business idea, it's important to reflect on who you are. What are your passions, skills, and interests? Use the worksheet in Appendix A to explore your entrepreneurial profile.

Step 2: Generating and Evaluating Business Ideas

Think about what's needed in your community. What problems can you solve? Use the checklist in Appendix B to brainstorm ideas and narrow down your top 3 business options.

Step 3: Understanding Your Customer

A good business starts with understanding who you're serving. Define your ideal customer using the template in Appendix C.

Step 4: Doing Market Research

Ask real people. Observe competitors. Understand prices. Appendix D provides a checklist to guide your market research.

Step 5: Building Your Business Plan

Now it's time to put your ideas on paper. Use the simple business plan structure in Appendix E to outline your goals, strategies, and financials.

Step 6: Financial Basics

Understand how much it will cost to start, how much to charge, and how to budget. Use the worksheet in Appendix F to calculate your startup costs and pricing.

Step 7: Testing and Launching

Start small. Sell a few products. Get feedback. Then grow. Appendix G includes a mini launch planner to help you stay on track.



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4. Fear of Failure

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Set aside specific hours for business tasks that don't conflict with training. Leverage group support to share responsibilities when possible.

Support Systems Available at Young Africa

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- Entrepreneurship Bootcamps
- Peer-to-Peer Support
- Financial Literacy Training
- Youth Economic Booths (YEBs)

4 - Literature Research Paper – Report on Post Graduate Services in Vocational Training in Southern Africa

(Authored by Caroline Mutepfa, External Consultant)

Executive Summary

Introduction: The transition from training to work is a dual process which involves (i) preparing young people for transition, (i.e. facilitating access to job skills) and (ii) supporting the actual transition, (i.e. facilitating access to productive and decent work opportunities that make effective use of their skills)². The desk study sought to analyse existing Young Africa (YA) reports, studies, and relevant material, whilst benchmarking with best practices to provide recommendations on the improvement of YA's Postgraduate Support practices.

Methodology: PGS activities of four YA affiliates were analysed; YA Namibia, Mozambique, Zambia and Zimbabwe. A virtual workshop on PGS was held, where the YA Hub staff and representatives from the four Affiliates presented on existing PGS practices and opportunities. These presentations formed part of the data used by the consultant. The desk search identified and presented international and regional good practices to further inform possible new ideas for YA to boost employability amongst its graduates. Selected international and regional best practices were reviewed to establish new and existing practices that could be adapted or adopted by YA.

Findings on existing practices: Analyses of country reports and YA-wide studies identified similar themes emerging on what the challenges or barriers to employability were, opportunities arising. YA Affiliates were implementing several PGS practices which include a) coaching and mentoring, b) hiring of Business Development Officers, c) linkages with employers for internships and job placements and d) on the job training through the Franchisee Business Model (FBM). The PGS practices listed above were being implemented to varying degrees. Some affiliates implement some practices and not all PGS identified above, and the extent of implementation of each practice also varied considerably among assessed Affiliates.

Findings on existing best practices outside YA: The desk study identified a number of practices that include a) financing for entrepreneurship through either Micro Finance Institutions or cash transfer programmes facilitated by the Affiliates, b) developing innovative tools such as mobile phone applications that allow for graduate job seekers to be linked to employers that are looking for skilled labour, as well as c) Job Booster models (designed by Woord en Daard), whereby partnerships with non-profit entities channel graduates through a specific training course which is linked to industry needs.

² Transitions from School to Work. New York: United Nations Children's Fund (UNICEF), 2019.

Findings on factors affecting employability: The desk research showed that employability factors can be grouped into three categories: a) individual factors (e.g. skills, capabilities and behaviour on the job), b) personal circumstances (e.g. household stability, social support) and c) economic factors (e.g. economic policies and economic performance). When designing the PGS strategy for YA these factors need to be considered.

Conclusions: Employability of YA graduates is hindered by multi-faceted factors, many of which are not within YA's span of influence, such as external employability factors. For instance, YA's influence on policy and labour markets is limited to none. Although YA can put in place measures to collaborate with the private sector to promote employability of YA graduates, YA can also deliberately support its graduates to transition to entrepreneurship.

Recommendations: Given that Affiliates are operating in different macroeconomic contexts, a blanket approach in recommendations may not work. The following overall recommendations must be considered:

- a) Standardisation of training curricula to address the lack of/limited recognition of YA certification which is required for formal employment.
- b) Consistency in application of the Franchisee Business Model as a model of training to ensure that the training experiences of all YA learners across different trades is consistent, this requires that the selection process of franchisee, appointment, and implementation are clearly defined and consistently monitored across training units and affiliates.
- c) Given that most recommended trades for the future (YA Future Job Market Study) are for entrepreneurship and not necessarily waged employment, there is need to address the challenge of access to start-up capital, given that the YA target group is not in a position to provide collateral security required to access micro-financing options available on the market. Linkages and special arrangements with Micro Finance Institutions, cash transfer programmes facilitated by the Affiliates or start-up kits may be options to consider.
- d) Given the windows of employment opportunities that on-the-job training offers, it is important that Affiliates invest all effort to guarantee internships to all trainees. This must particularly be anchored on intensified efforts to engage with the private sector to avail these opportunities. Youths from disadvantaged backgrounds may not have the financial means to commute to and from the workplace and even though opportunities may be available, some may drop out. This means YA is required to put in place measures to ensure that such disadvantaged youths are able to complete their internships. These measures may either be funded by the employers or by YA through its funding partners.
- e) There is a need to invest in linking graduates with employment opportunities. Developing innovative tools such as mobile phone applications that allow graduate job seekers to be linked to employers that are looking for skilled labour, as well as Job

Booster models are worth considering. Such platforms function like a marketplace, matching employers and clients with workers and graduates for specific jobs. This could be linked to a database with indicators such as reviews and ratings of listed graduates.

- f) Given the varying levels of implementing existing PGS activities across affiliates, there is a need for YA to develop a standard employability framework for training in work transition and employability to guide affiliate level implementation of PGS interventions. The framework must include the necessary tools to be used, monitoring, evaluation and reporting mechanisms.
- g) YA can build on its franchise model and its strong involvement of the private sector in its training programme to develop and implement a coaching and mentorship programme to ensure trainees and graduates are handheld through the transition process.

Introduction

Founded in the Netherlands in 1998, Young Africa (YA) currently operates 8 TVET centres in four countries as a confederation of independently and locally registered affiliated organisations. YA operates in 2 more countries in partnership with 4 other organizations that are replicating the YA model(s). Each Affiliate operates TVET centres, implements youth (self-) employment programs and community outreach activities such as library, creche, art and sporting facilities. The vision of YA is a world of equality and shared wealth by channeling the power of young people to transform the world around them. The mission of YA is the integral development of disadvantaged youths aged 15 to 35 years with a special focus on young women and youths with disabilities. To achieve this, YA imparts skills of the hands to youth to make them self-reliant, skills of the heart and mind to help them live with dignity and skills of the soul to help them live with a purpose. YA's Integral Youth Empowerment Programme is made up of vocational skills training in market-related technical and commercial trades, small enterprise development services, life skills education, inspirational morning assembly talks, academic coaching and promoting talents in art and sport.

YA empowers youth through (i) **Centre Based Training:** where training is conducted within Affiliates' centres. YA leases fully equipped workshops to local entrepreneurs (called franchisees) who use the workshops to run their own enterprises, and in exchange they provide on-the-job training to YA trainees. (ii) **Mobile Training Approach** – where the main target group is youth in remote areas within the countries of operation, ensuring access to training for underserved youth in marginalised areas in collaboration with local entrepreneurs (craftsperson's) who provide on-the-job practical exposure to trainees. Consistent with YA's integral approach, all complementary courses such as life skills education, entrepreneurship training, work readiness, financial and digital literacy are also integrated into the training programme.

The Impact Study showed the employment rate of YA graduates is generally highest 5 years post-graduation. The general trend is a steady increase in employment rate where, 1 year post graduation only 20% recorded employment. The study also showed it takes considerable time (5+ years) to establish oneself firmly in a competitive labour environment and the accumulation of sufficient start-up capital is highlighted by the graduates as a major stumbling block to entrepreneurship. Self-employment is slightly more prevalent than wage employment (53 as to 47%) and generally employment appears to have been subject to a process of increased informal employment over time and the informal sector currently absorbs more graduates than its formal counterpart.

Study Objectives

An impact study conducted by YA in all 4 of its countries of operation in 2021 recommended the need to strengthen the YA postgraduate support programmes to enhance the employability of its graduates. Hence, this study was commissioned to fulfil this recommendation. The main goal of the desk study was to determine pathways to boost employability for YA graduates, by improving its postgraduate support services. The study was intended to analyse, and document proven and successful postgraduate support strategies in comparable socio-economic contexts globally and across the region in Africa whilst taking into consideration the existing post-graduate support interventions undertaken within YA affiliates.

2. Methodology

The study reviewed existing YA reports, Impact and curriculum review studies and relevant documents. It also reviewed international and regional best practices to identify other post-graduate systems and structures for adaptation and benchmarking by YA. A virtual meeting was held with YA International staff and affiliate representatives to discuss existing practices.

A. Desk Review

The study reviewed existing YA documents and studies already undertaken over the past few years. The review used Braune and Clarke's framework. Codes or themes were identified across each report and document, and these were the basis of analysis. The key word used in the search was employability and the following themes emerged from the search and analysis:

- Structured approach to postgraduate support
- Factors hindering self-employment
- Measures to ensure graduates have sufficient information on jobs and opportunities
- The role of mentorship to boost employability (formal and self-employed)
- Financing constraints experienced by trainees and graduates during internships

B. Focus Group Discussion

Affiliate presentations during the virtual meeting were guided by the following:

- a) Background of Institution
 - *Country & Name of Affiliate*
 - *Location of institution e.g. rural or urban*
 - *Number of technical courses offered*
 - *Title of complementary courses offered*
 - *Any other relevant information*
- b) What is the status of PGS in your institution?
 - *Details on employability boosting activities offered by your institution*
 - *Elaborate on the number and nature of dedicated staff, programmes implemented, integrated training methods, writing/ business plan development, career guidance etc.*
- c) Highlight one or more PGS best practices your Affiliate currently undertakes
- d) Make any remarks on post-graduate support and how to boost employability across YA.
- e) Provide recommendations/ suggestions/ new PGS practices for potential uptake.

Over 15 representatives from the four Affiliates attended where participants exchanged questions and answers regarding their existing practices. Many insights were shared on current and ongoing practices with insightful recommendations made.

3. Findings

A. Employability Factors

The ILO defines employability as relating to “*portable competencies and qualifications that enhance an individual’s capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions*” (ILO, 2004, Para. I.2(d))³. The ILO goes on to identify the four core skills for the world of work as being: **Learning to learn** knowledge, skills, attitudes and aptitudes which enable individuals to set, plan and reach their own learning goals and become independent. **Communication** - the ability to gain understanding from others – by listening, reading and observation, using both formal and informal, oral and written means – and to put across ideas clearly and effectively. **Teamwork** - the abilities necessary to operate smoothly and efficiently within a group, including those related to both cooperation and leadership. **Problem-solving** covers the analytical skills required

³ Skills for Employment Policy brief

https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/publication/wcms_234467.pdf

to evaluate information or situations and decide on the most appropriate ways of addressing problems.

Analysis of the YA work shows that its holistic approach addresses all four of the above-mentioned competencies and all these skills were being imparted to youths across all affiliates. However, lack of standardisation of training material and approaches across all affiliates, may render success in some and moderate to weak results in others.

Further analysis of reports and existing literature showed that although YA is imparting the relevant skills, external factors considerably limit successful transition of youths from training to employment or start-up of enterprises. The external factors include: limited demand for skills arising from the labour market; macroeconomic factors; recruitment systems and general employment policies within the micro to macro environment.

The most common framework on employability provided by McQuaid and Lindsay (2005), categorises these predictors of employment into three: *individual factors; personal circumstances and external factors.*

PREDICTORS OF EMPLOYMENT		
Individual factors	Personal circumstances	External factors
Skills and capabilities	Household circumstances	Demand factors of labour market
Psychosocial factors	Caring responsibilities	Macroeconomic factors, demand and recruitment factors
Demographic characteristics	Social support	Employment policy factors
Health and well-being	Work culture	
Job behaviour	Ease of access to resources e.g. finance, transport, social capital	
Mobility		

Figure 1: McQuaid and Lindsay Predictors of Employment Factors

Figure 1 above shows that YA Affiliates address most of these hindering factors especially factors to do with strengthening the individual and personal factors. YA addresses each of these factors to varying degrees and for others, e.g. internships support where none of the Affiliates is placing more than 20% of their trainees, despite the target being 100%.

- **Individual Factors:** YA imparts life skills, offers psychosocial and wellness services, imparts vocational skills, entrepreneurship skills.

- **Personal Factors:** YA offers work readiness training, internships and job placement support services (offered by business development officers), psychosocial support and wellness services.
- **External factors:** YA commissions studies on labour market trends and relevant skills to meet future job prospects to inform its interventions. Prior to programming in mobile training sites, YA conducts rapid market surveys to assess relevance of training to job market needs. However, much of what has been learnt through studies conducted recently has not yet been implemented.

The recommendations from this study focus more on the external factors and what more can be done to bridge the gap that exists. Whilst ***YA influence on policy and labour markets is limited, much can be done around macro-economic, vacancy and recruitment to promote the YA graduates accessing previously hard to reach employment or entrepreneurship opportunities. This can be achieved through the creation of partnerships with the private sector.*** Where possible, new partnerships with private sector apex organisations (commodity associations, industry trade associations etc.) are required to ensure more opportunities for new employment for the graduates are unlocked and mentors from companies emerge to guide the recently graduated youth.

B. Post graduate support practices in the Affiliates

The table below depicts the various PGS practices ongoing within the affiliates which were presented during the virtual discussion held by the consultant and the YA Hub team.

Table 1: PGS practices by the YA Affiliates

Post Graduate Practices	Zambia	Namibia	Mozambique	Zimbabwe
Coaching and Mentoring	X	X	X	
Dedicated Business Development Officer	X		X	X
Relationship building with companies (incl. company visits)	X	X	X	X
Business Plan development and Case management support	X			
Scouting for internship/ on the job training opportunities, research and registration		X	X	X
Linkages with relevant agencies eg. For Entrepreneurship support		X		
Attachment Induction				X
Financial Literacy and Money management			X	
Sharing information and opportunities via social media/ WhatsApp		X		
Career Guidance,				X

Promoting Volunteering for work experience	X	
Training on company creation, product dissemination & service provision		X
Start-up kits and Microcredit	X	X

Analysis of YA documents and studies what elements were already in practice, under development and have the potential for upscaling or improvement.

- **Already in Practice:** Business development support (minimal); coaching and mentoring for youths in entrepreneurship (minimal); business plan development support (minimal), business incubation support services (minimal), start-up kits(minimal).
- **Under development/ pilot phase:** comprehensive micro credit programme (although YA Mozambique has been giving small amounts to a few of its graduates since inception).
- **Potential for upscaling:** cash transfers; company creation & service provision; start-up kits; micro credit; coaching and mentoring.

The efforts of the Affiliates to source opportunities and prepare the trainees for post-graduate life are commendable, however, social, and economic constructs of the graduates' environment play a bigger role in the probability of them finding a job or starting up a viable business. Examples of social constructs include household circumstances (e.g. single, married, orphaned, child headed household etc.), unpaid care work & responsibilities, work culture and social support structures. Affiliates based in urban or peri-urban areas have a higher probability of graduates finding wage employment as well as self-employment due to the increased demand for goods and services by the higher concentrated populations. Whilst the centres based in rural areas do have the same opportunities, there is a need to fully exploit the value chains skills demands for both on farm and off-farm occupation especially in Dondo, Mozambique.

C. Standardisation of YA curriculum

The focus by YA on underprivileged youth as its key beneficiaries not only provides opportunities to these at-risk groups but also ensures further education where traditional pathways may have not proved accessible for various reasons. However, the challenge highlighted by most Affiliates is the lack of recognition of the YA certification by curriculum agencies due to the lower level of training offered which accommodates the needs of the vulnerable youth who are YA's main target group. Whilst the trainees leave YA competent in the skills required to carry out a particular occupation, ***the lack of recognition of YA certification remains a challenge where certification along qualification frameworks is required for formal employment.*** The paradox lies where YA either remains offering this easy to achieve skills competence level or begins a process of gradual alignment to national qualification frameworks for all their training

offers. ***In countries where a vocational qualification framework exists, it is recommended that YA curriculum be developed or adapted to meet the requirements of vocational qualifications frameworks within the countries of operation*** as a first step towards accreditation of courses for recognition nationally. Where no vocational qualification frameworks exists, YA must identify (to the extent possible) where each of its courses lie within the qualifications frameworks and to what extent the YA course acts as a precursor to a recognised qualification. Again this is a first step toward recognition and eventual accreditation of YA courses.

Whilst the YA Hub promotes a level of autonomy in the functioning of the Affiliates, there is a need to urgently investigate the relevance of the training curriculum used by all affiliates. The YA Future Job Market Study (2020) recommends the need to discontinue some courses due to their low uptake by the youth.

There is a need for YA Hub to ***employ a TVET curriculum development & delivery expert to ensure that the curriculum meets the goals, objectives and standards of the organisation.*** The mentioned expert would review the curricula and **identify opportunities for upgrading or updating it to ensure relevance to job market demands.**

There must be regular feedback mechanisms in the curriculum based on the industry and economic shifts faced by all the Affiliates. By implementing the above there is a level of alignment to national standards thereby creating a platform to promote the relevance of the YA courses.

Given the overall intention of YA is to create employment opportunities for the youth, the current rates of employment, self-employment or entrepreneurship of graduates post-training remains relatively low. According to the YA's 2018 annual report only 61,1% of graduates became self-employed within 3 months post-training. This figure dropped to only 34% in 2020, a decrease which can be attributed to the COVID-19 pandemic's effects on labour activity. There is a need for an urgent shift in approach required to ensure that the excellent results of the life skills modules are complemented by strengthened labour-market relevant technical skills.

D. Franchise Business Model

The franchisees are the primary window for trainees to experience what their future post-training could encompass and therefore, the franchisee's conduct and competency development approach must be emphasised. Findings from the study showed that the level of skills transfer from the franchisee to the youth is not happening as per model design and requires uniformity in approach and implementation. YA Hub may possibly relook into the process of franchisee selection, appointment, and daily implementation guidelines.

E. Availability and Accessibility of Work Based Learning (WBL)

The study established that *availability of internships for on the job training has been a challenge for most Affiliates, where local companies or crafts persons are not always willing to engage students*. The issue of whether students must be paid a stipend by the companies or not is one of the major contributing factors. *Many students from disadvantaged backgrounds (who constitute the main target group of YA) do not have the financial means to commute to and from the workplace during internships hence they drop out*. In situations where the trainee doesn't reside in the town or area where the company is based, challenges of lodging accommodation and general upkeep for the duration of the internship is another major factor. The difficult economic contexts in which YA Affiliates operate have constrained operations of many businesses hence limited their capacity to take on interns and give them stipends.

F. Lack of financial support for entrepreneurship

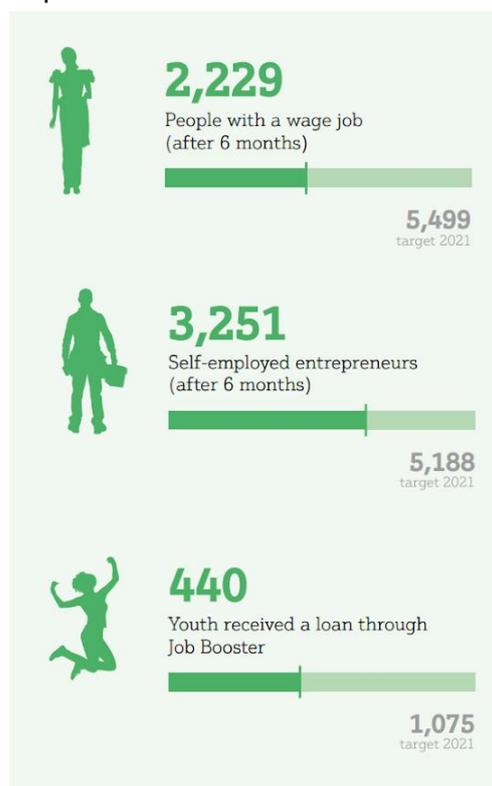
All countries that were assessed as part of the YA Future Job Market Study (2020) reported a downward GDP trend, which is usually associated with formal job losses and increased informal self-employment. Owing to reduced formal employment opportunities in countries of operation, the need for graduates to create their own business opportunities is crucial. Most of the jobs recommended by the YA Current and Future Job Market Study as future employment opportunities are for entrepreneurship and not necessarily waged employment. Jobs such as: ICT repairs technicians, solar repair and installation; agriculture; food and agro-processing and construction are all potential self-employment opportunities. However, for the target group of vulnerable youth, who come from a background of poverty, where many could not afford to pay for the training, expecting them to avail funds to startup businesses is almost unrealistic.

The study found that basic principles of entrepreneurship are taught within all Affiliates, the extent or quality of the training can be argued however, this is not the biggest hurdle. A lack of entrepreneurship training is usually manifested by start-ups which fail to grow and expand. In the case of the YA graduates, many do not even start the businesses due to lack of capital and equipment. Hence, financing and supporting access to finance remains the most important business development service that all Affiliates must offer its graduates. This can be done in the various forms such as: linkages with MFIs, cooperative business training (for access to group lending schemes), developing business plans and general information provision on borrowing opportunities and requirements.

Case Study 1: Woord en Daad

Programme - Job Booster programme and Job Booster Entities

Country of Implementation: India, Bangladesh, Burkina Faso, Colombia and Ethiopia



Innovation and Unique Approach: in four countries that already hosted the Job Booster project, entities were established to ensure that vulnerable young people will have access to a job in the long term as well. These entities are social enterprises, in other words, they operate on a not-for-profit basis. For example, the Indian Job Booster entity bridges the gap between large companies (such as McDonalds) and organizations that train young people (Woord en Daad partners that provide vocational training courses). Due to the contracts that the entity concludes, young people from the vocational training courses can more easily obtain a job and the companies connected with the entity are guaranteed qualified personnel.

Overview: A study to determine the efficacy of the Job Booster programme was carried out over 4 years on 40 graduates and results showed that vocational training is not in all cases sufficient to find a job or start a business immediately after finalizing the training. Therefore, Job and Business Services are an important supplement to vocational training, to support alumni to find a job or to give them access to opportunities and markets.

Key Results: The approach saw a steady increase in employment rates of the 40 graduates traced with a year-on-year increase from 72% employed in 2017, 84% employed in 2018, 91% and (4% employed in 2019 and 2020 respectively. Some of the alumni were working in more than 1 job and many reported working in sectors other than that which they trained for. Notably, there was a shift in employment status, from wage employment to self-employment (59% in 2020) and of the self-employed 77% were females who stated that self-employment allowed them flexibility to combine family responsibilities.

Success factors and challenges: Whilst many alumni received support through counselling, mediation and soft skills training they stated other success factors such as family members linking them to job opportunities. Interestingly, they stated that lack of finance was a hindrance to enterprise growth in the years after they switched from waged employment. Through its Job Booster programme *Woord en Daad* alumni did

allude to the fact that TVET training made a difference in their lives as previously vulnerable youth, where both technical and soft skills proved indispensable. However, it also proved that vocational training alone is not sufficient to open opportunities for employment, and its Job Booster Entity programme supplemented the training to open up spaces for employability.

Case Study 2: YouStart

Programme - Ghana Jobs and Skills Project

Country of Implementation: Ghana

Innovation and Unique Approach: The YouStart programme provides financial support in the form of competitive business start-up grants where funds are sourced from several development partners and financing houses but overall distributed under government authorities.

Overview: The project provides entrepreneurial training across three levels (basic, intermediate, and advanced) using standardized quality assured packages across the country. They also offer mentoring and coaching support for advanced training participants which includes guidance on how to prepare business plans, and meeting business registration and licensing requirements as well as connections with input and output markets.

Key Results: the programme focuses on a range of needs of a start-up therefore, the grants allocated cover several aspects such as, purchase of equipment, raw materials payment of advisory services training and subscribing to platforms, as well as payment for regulatory compliance, registration, and licensing. This removes several restrictions on how the funds can be used and thus opens opportunities for expansion and entry to new markets.

Success factors and challenges: the programme is open to all Ghanaian youth however, the participants must have a minimum basic education qualification, this renders entry for several disadvantaged youth (eg. school dropouts) difficult if not impossible. Mentoring and coaching is only available for advanced level trainees, thus the basic and intermediate training graduates cannot access the benefits of mentoring. The grants are not repayable; however, the Grant Manager reviews and checks expenditures to ensure funds are used in the agreed upon manner. Out of a targeted 50,000 to be trained the grant funding was only available to 5000.

Recommendation for YA: The Ghana Jobs and Skills project allows for advanced level business training for graduates and only those who complete the final level of this business training access loans. This is critical for YA to adopt as not all entrepreneurship ideas will be successful and in order to minimise repayment default

in cash transfer or micro-loans there is a need to ensure all graduates going down this route are adequately trained on business concepts.

4. Recommendations

For a sustainable development of employability skills all the critical stakeholders need to work together proactively to respond holistically to the challenge of enhancing graduate employability.

A. Developing a Young Africa Employability Framework

YA Affiliates already undertake several employability activities and programmes such as mentoring and coaching, start-up kits, work readiness training, job placements, linkages to companies for on-the-job training etc. which vary in degree and extent of implementation from one affiliate to the other. Whilst this has proven moderately successful there is significant room for improvement in the overall approach and institutionalisation of practices across Affiliates. For there to be comparable measurement of the outcomes (employability) and subsequent impact (improved economic livelihoods of youth) Affiliates must in their individuality ascribe to a given framework for training to work transition and employability as they are interrelated concepts.

Employability is defined by UNICEF as an individual's ability to secure and retain employment, progressing within the enterprise and between jobs, and to cope with changing technology and labour market conditions⁴. It has a capability and an opportunity dimension i.e. capability (i) whether the individual has the skills demanded by the labour market and (ii) opportunity, whether the individual can access employment opportunities that make optimal use of his/her skills. The transition should be viewed as a process of both **preparation** – Affiliates primary role and responsibility and **actual transition** – graduates' access to productive and decent work opportunities. As shown below, employability must be approached across the entire spectrum of TVET training, with conscious efforts made at every opportunity to integrate concepts, provoke trainees to think of their future and engage the relevant stakeholders to build sustainable relationships and partnerships to actualise the intended results. A skeletal outline of the intervention employability chain is depicted below.

Affiliates need to also measure results such as graduates' ability to maintain employment (including transition to another job) and obtain new employment (including promotion) within YA's M&E as also illustrated in *Fig 3*. The employability framework in *Fig 3* shows several processes which YA can adopt or adapt to enrich their employability focus.

⁴ UNICEF (2019) <https://www.unicef.org/media/60366/file/Transitions-from-school-to-work-2019.pdf>

In the process of curriculum selection, development and design, the primary step is to determine in each learning outcome the opportunities for employability (see immediate outcomes). The curriculum review process recommended earlier would ideally ensure that as the trainer delivers the training, clear pathways are shared with the trainee on how the module outcome/ competence or skill can be used toward self-employment, formal employment and what individual characteristics the occupation would demand from the trainee.

Through deductive pedagogy, trainers need to ensure that as they impart technical skills and that they are also drawing out conversations on how these skills can be used in a real work environment from the onset and not left to a singular module or course on soft skills or entrepreneurship.

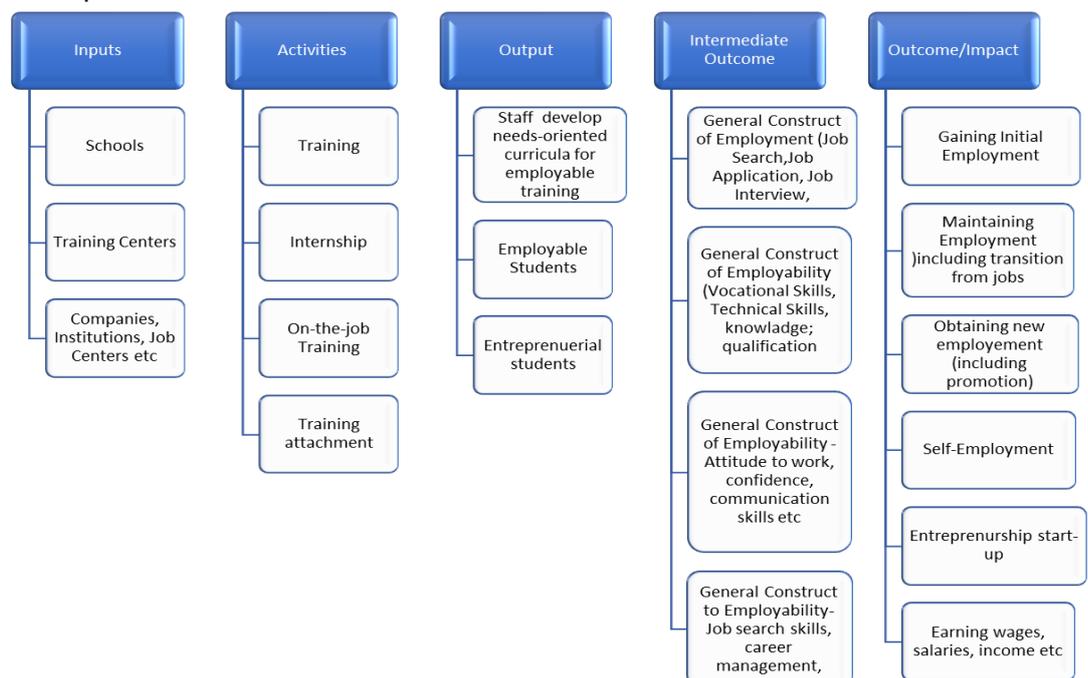


Figure 3: Logical Model and Result Chain for Employability Spectrum (Adapted from the Campbell Collaboration)

B. Formalise Mentorship Approach

The definition of mentoring in the context of TVET and employability varies, however, it can loosely be described as a long-term relationship between an experienced, skilled wise professional (mentor) and a student (mentee)⁵. It is important that the mentorship be regarded as a long-term intervention where the mentor imparts not only basic employment skills to graduates who may be self-employed but also to the workplace mentees who are formally employed.

⁵ Vandi, N.(2017) The role of mentorship as an approach to Enhancing Employability www.afritvet.org

Affiliates through their BDO's must proactively seek out the companies they identify as potential up takers of graduates (formal employment) or master craftspeople's willing to take in graduates as interns ideally post-placement to allow for the graduates to actively practice what they would have learnt from the mentor.

General research shows that formal or waged employers identify several shortcomings of TVET graduates which include unclear career pathways or goals, low self-confidence, inadequate basic skills, lack of drive and enthusiasm and unrealistic job-related expectations. Whilst the solutions to these challenges can be taught in a TVET institution, the need for a work environment to build these intrinsic qualities is important and workplace mentors are the prime source of transfer of these skills to the graduates.

Identifying mentors and building their capacity is a process which Affiliates must commit to increase in employability. The mentors need to be willing to take on the role and devote their time to regular follow ups and coaching sessions with the graduates. The following basic principles can be applied to establishing Mentorship and Coaching practices in Affiliates:

- *Win-win relationship mentality* – by imparting skills to the graduates they take on they are guaranteed of a future workforce which is better trained, efficient, and guaranteed of the quality output they require in their industry.
- *Establish mentorship agreements* – formal agreements, MoU's can be drawn up to indicate commitment and willingness by both parties towards the Mentorship programme. The agreements must detail what each party brings to the table (Affiliate and Employer) and the expected outcomes and long-term impacts of the partnership.
- *Mentor Willingness is key* – not every employee can be a mentor, therefore there is a need to assess the suitability of each proposed mentor to ensure they are willing, able and eager to carry out the task at hand.
- *Mentors basic training* – YA graduates have low literacy rates, therefore, there is a need for YA to institutionalise mentorship training to impart the basic principles of mentorship pedagogy to guarantee effective mentorship.
- *Journaling by mentees is essential* – mentees must keep track of their daily learnings. YA must develop a standard mentorship journal to ensure everything is fresh in their minds, detailing: day to day lessons learnt; employability skills and values the mentee exhibited and areas for improvement.

C. Access to finance

The study of Young Africa's Holistic Youth Empowerment Services in Mozambique, Namibia, Zambia & Zimbabwe (2021) identified several areas of improvement and most common to all Affiliates was the concern on access to finance post training. According to the Impact study, self-employment was slightly more prevalent than wage employment (53% to 47%) with two-thirds of the group running their own informal

businesses. This finding suggests the need to ***emphasise on start-ups as part of PGS across all affiliates***, to encourage self-employment.

i. Cash Transfers

The concept of cash transfers to provide accessible funding for start-ups post TVET has proven successful and shown its limitations in several contexts. For purposes of this study Conditional Cash Transfers (CCT) will be defined as transfers which are in the form of a revolving fund, where beneficiaries are required to pay back all or a portion of the transfer sum at a specified time interval. Unconditional Cash Transfers (UCT) will be defined as transfers that require no repayment at any point and time and are issued without expectations of repayment.

Conditional Cash Transfer programmes have been cited as one step toward breaking the intergenerational cycle of poverty faced by millions of young graduates around the globe. However, it must be mentioned that cash transfer programs coordinated with other postgraduate support programs should also be considered, in addition to context-specific strategies aimed at accelerating self-employment.

Cash transfers can be a revolving fund (CCT) or a once off grant (UCT) funded by donors, which in all likelihood is not a sustainable option. The decision on which type of cash transfer can be customised to the context of each affiliate, country, or specific group of graduates.

The rationale for unconditional cash transfers is that the poorest of the graduates merely lack the resources (money) to realize preferred investment levels and with the new knowledge gained from their training they will be able to make wise spending decisions that would improve their livelihoods, but they cannot do so currently because of financial constraints. Whilst this may be true for many, the reality is that the opposite may be the case, where the transfer money can be diverted to use in other household priorities and the enterprises remain an unattained vision. The overall assumption is that education and skills transfer should be able to change the spending habits of an individual.⁶ The recommendation would be to issue start-up kits as an alternative to cash or reinforce the need for accountability through group approaches.

Any Cash Transfer programme must meet several high-level criteria, such as:

- Identification and thorough assessment of the poorest of the beneficiaries.
- The beneficiaries are selected based on merit and their level of participation, engagement, and perceived success during the courses.
- Comprehensive business plans developed and assessed for viability, taking into account socio-cultural contexts, local economies and sector specific factors.

⁶ Joan Hamory Hicks, Michael Kremer, Isaac Mbiti, and Edward Miguel (2011) Vocational Education Voucher Delivery and Labor Market Returns: A Randomized Evaluation Among Kenyan Youth.

- Considering the possibility of market failures and phenomena (climate occurrences or disease outbreaks such as COVID-19) which could potentially impact enterprises rate of return.

Young Africa Namibia at the time of the study was engaging with partners on the development of a cash transfer programme to support graduates with start-up kits.

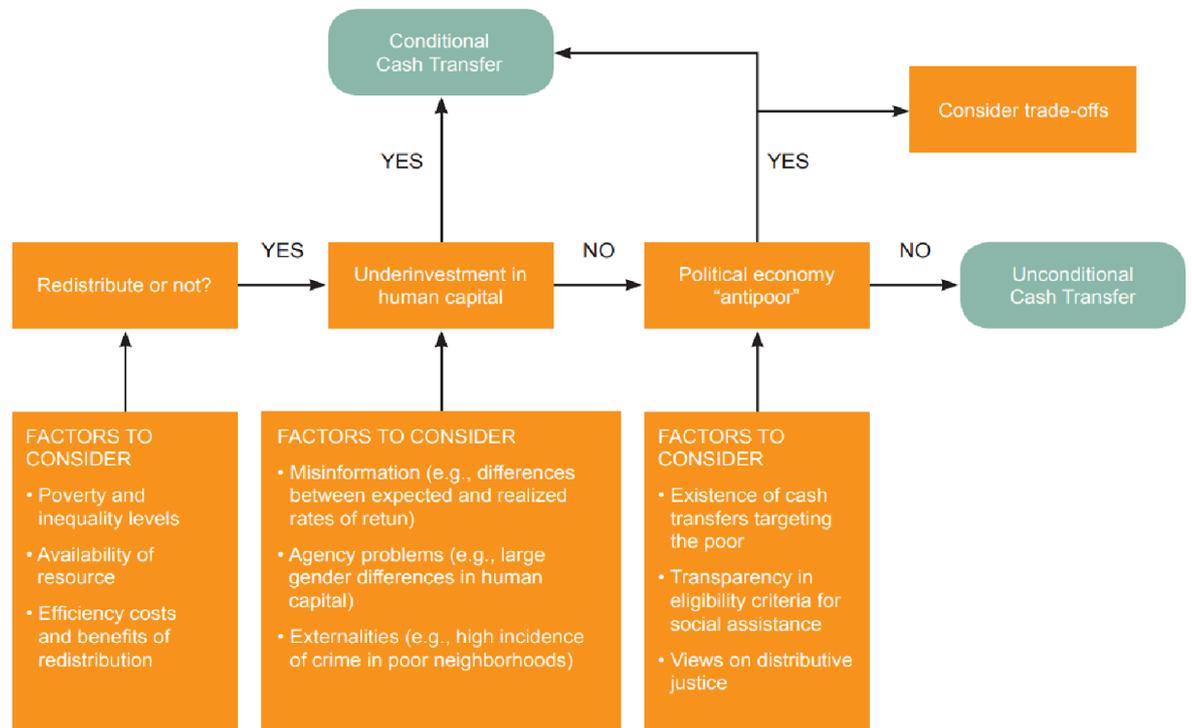


Figure 4: Decision Tree to determine Cash Transfer model for Implementation

Case Study 3

Programme - Cash Transfers in TVET: Uganda Youth Opportunities

Country of Implementation: Uganda

Increased Earnings and Employment from an Unconditional Cash Transfer to Finance Non-Formal Skills Training

Uganda's Youth Opportunity Program provided unconditional cash grants to youth groups for investment in training or self-employment. Groups of 20 to 30 youth were asked to submit a proposal for purchasing skills training, tools, and other materials required to start an enterprise. Nearly 80 percent of participants enrolled in training (mainly tailoring and carpentry), and 13 percent re-enrolled in secondary school. Two years after the cash transfer, two-thirds of the participants were engaged in skilled work, mainly self-employed, compared to just one third of the control group. The program doubled hours of employment and increased savings for youth by nearly 50 percent relative to the control group, with similar results for male and female youth.

Participants rated the value of their business assets at \$390—more than twice as high than that of the control group. The rate of return of project investment was 35 percent per year, which compares favourably with commercial lending rates to small firms.

ii. Start-up Kits as an alternative to Cash Transfers

The complexities of cash transfers and potential misuse by beneficiaries remains the highest risk associated with this form of PGS. However, within YA several Affiliates have come up with alternatives to ensure that the cash is converted to start-up kits of the same monetary value as an alternative to giving cash. The case study from Namibia below is a case and point of the successes of such an initiative and the potential for upscaling to other countries.

Case Study 4

Programme - Start up kits for Entrepreneurs: Young Africa Namibia

Country of Implementation: Namibia

Graduates from YA Namibia who showed interest in starting a business were identified and taken through a one-week business training carried out in partnership with SME Compete (a local organisation offering business training). Thereafter, a panel consisting of YA Namibia's Director, Business Development Officer and Franchisees assessed the proposals developed by the graduates. The start-up kits were not handed to individuals (unless they were already in business) but rather to pairs or maximum 3 entrepreneurs. Agreements between the beneficiaries and YA Namibia are signed to formalise the process and include details on commitment of the beneficiaries and what should happen in the event one or more of them decide not to continue with the business i.e., tools and materials remain under the ownership of those who remain under the agreement.

D. Digital Job Matching Platforms

The evolution of digital labour platforms has allowed their use to be more widespread due to the increase in cell phone penetration across Africa. Whilst categorised in mainly two broad categories, online web-based platforms, and location-based platforms, they can be further distinguished by the type of tasks they perform, duration and complexity. For this study recommendations will be made on the possible adoption and use of freelance platforms⁷. Digital labour platforms can be defined as “*digital technologies that intermediate between suppliers and clients or directly engage workers to provide labour services*”. This can be done for those seeking formal employment as well as

⁷ ILO (2021) World Report: The role of digital labour platforms in transforming the world of work www.ilo.org/wcmsp5/groups/public

entrepreneurs providing services. Freelance platforms function like a marketplace, matching clients with workers for specific tasks based on a proprietary database with indicators such as reviews and ratings. For the platform to be successful, there is a need to ensure it is also location-based to ensure graduates are linked to opportunities within their localities for ease of access and transportation. The benefits of such a platform or mobile application (App) for YA graduates are numerous, however, the development, use and success are dependent on several factors.

- Cost of Platform or Mobile Application development remains high. This may require extensive funding, however, a Mobile Application developed for all YA Affiliates can be ultimately used and customised to each country or area
- The platform must have a viable business model, with several functionalities such as not only catering to YA graduates but also other TVET graduates from other institutions placed in the database after their certification or skills have been verified. YA graduates however, can be “spotlighted” to ensure they have primary placement based on algorithms.
- Payment structures need to be defined – apps which allow for adverts can charge advertisers for ad placement which in turn covers the costs of the App maintenance.
- Requires a dedicated team of back-end maintenance, (BDO can oversee the day to day running) there is need to ensure that at least one staff personnel are on hand always.
- Attracting the employers requiring the labour means extensive outreach and marketing as well as sensitization to build their trust so that they can use the platform. Urban Affiliates may benefit from charging employers to access the database, but this may reduce the number of employers willing to use the platform overall.
- Metrics from the App usage and graduate use, and subsequent employment can also be used to monitor graduate employment and as a feedback mechanism from employers/ clients on graduate’s job readiness.

Case Study 5

Programme -Digital Labour Matching Platforms: BISCATE Mozambique

Country of Implementation: Mozambique

In Mozambique a tenth of its population work in the informal economy coupled with at least forty-five percent of the population owning a mobile phone, UX Information Technologies launched Biscate (“odd-job” in Portuguese) in June 2016. This service allows the numerous informal and often uncertified skilled workers located throughout the country to register and advertise their services with a basic phone using USSD technology. Biscate offers potential customers access to a register of workers sorted by trade, location and experience level. Once a job has been completed, customers

can rate workers, further enriching the database. As of July 2017, the 14 team members at Biscate have attracted more than 46000000 workers to the platform, connecting them to more than 28000000 customers across Mozambique's 10 provinces. Eighteen different trades are available on the platform with the 46,000 workers distributed as follows:

In order to enable workers and customers to enjoy the service either free of charge or at a limited cost, Biscate developed a B2B cross-subsidisation model through which it charges external organisations for the following services: Data analysis on Mozambique's labour market and informal sector; targeted below-the-line advertising through bulk SMS to the workers or customers database (for instance for hardware shops wanting to sell tools workers in specific locations); talent database subscription allowing companies to access a pool of workers filtered by trade and location, using a dedicated platform; online advertising on the website and mobile app. Biscate also partners with Vodacom, one of the top 3 leading cellular network providers in the country in areas such as branding, USSD and billing integration.

Case Study 6

Programme -Self Sustaining TVET Institutions - Bouge ONG, Benin

Country of Implementation: Benin

Established in 2007 as an NGO, Bouge set its sights on providing local youth with training opportunities in Agriculture. The centre started off with very low enrolment rates, however, was able to boost its results to an annual graduate total to 239 youth with 179 supported in self-employment and an overall employment rate (2018). The business model used by Bouge was one founded on flexibility and seizing the moment. Due to the Agriculture based training the centre ensured that every value chain/ crop that youth were trained on provided an opportunity to develop an occupation and revenue for the institution. As students were trained on crop production or livestock rearing, the training was coupled with entrepreneurship training and formal employment job readiness. The institution opened a Distribution centre (store front) which served as a marketing instructional unit for trainees to experience running a small marketing enterprise. A restaurant was also opened, and this resulted in the development of catering and hospitality courses, where students under instruction served as the staff (cooking, waitering and management roles). All products from the trainees' practical sessions are either sold to the public or used within the restaurant with a zero-waste policy. The institution also sought the opportunity to provide services to its surrounding community for a fee, such as agronomic advice and basic agro-related information. The centre expanded its classrooms and also built hostels (mainly for female students) where the trainees within the construction courses served as the

labour force whilst also gaining practical expertise.

The centre went from 100% donor funding to 20% funds from Education workshops (participants from surrounding community attended fee-based sessions), 20% self-generated revenue (product sales, restaurant etc.) 60% partnerships (providing internships for universities and other TVET institutions who pay for their learners to attend Bouge sessions).

The centre thrives on its model of turning every training stage into a business for its financial sustainability and continues to expand. It is hailed as one of Benin's TVET success stories, with additional streams of income and revenue flowing in from its multiple partnerships.

5. Conclusion

The process of PGS is not by any means linear and will undoubtedly take multiple resources: time; human and financial. However, the level of effort required will go a long way to ensuring that YA achieves its vision of empowering disadvantaged youth through skills development towards employment. The information synthesised in the study leans toward interventions at three levels (i) institutional realignment of affiliates to offer strengthened PGS mechanisms (ii) partnerships with private sector for not only mentorship but also financing through loans and credit and (iii) cash transfers or start-up kits offered via YA Affiliates to boost entrepreneurship prospects. The role of Affiliate staff is of paramount importance therefore to the success of any PGS interventions, and where needed BDO or PGS staff recruitment (part-time for implementation set up phase) would be a prerequisite).

5 – PGST User Manual

This User Manual is developed by Salem Group S.A.R.L. to guide Young Africa in using the Post Graduate Service Toolbox. Personal information is redacted where necessary.

Young Africa PGST User Manual

Version: 1.0

Author: Salem Group S.A.R.L.

Date: 13 December 2024

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Introduction

YA PGST Toolbox is a web-based platform designed to connect young professionals, job seekers, and companies across Africa. It provides a centralized hub for job postings, applications, candidate sourcing, and resource management. The primary goal is to empower users by offering an easy-to-use interface and robust tools for talent acquisition and career development.

This manual guides users through system requirements, setup, core features, and troubleshooting steps. It is intended for administrators, candidates, and companies who interact with Young-Africa.

System Requirements

Server Requirements:

- **PHP Version:** 8.1 or higher
- **Database:** MySQL 8.0 or higher (or equivalent)
- **Web Server:** Apache 2.4 or Nginx
- **Composer:** Latest stable version for dependency management

Local Development (Recommended Tools):

- **IDE:** PhpStorm for code navigation and debugging
- **Node.js:** \If applicable for frontend build tools)
- **Git:** For version control and collaboration

Browser Compatibility:

Optimized for Google Chrome and Mozilla Firefox, latest versions.

Setup and Installation

Local Setup:

1. Clone the Repository & Navigate to project folder:

```
git clone [repository-link] ./young-africa && cd young-afr
```

2. Install Dependencies:

```
composer install
```

3. Environment Set up

```
cp .env.example .env
```

- Configure database credentials, app URL, and other environment variables in .env

4. Generate Application Key:

```
php artisan key:generate
```

5. Migrate the Database:

```
php artisan migrate --seed
```

6. Start the Development Server:

```
php artisan serve
```

7. Access the application at [http://localhost.8000](http://localhost:8000).

User Roles and Panels

Young-Africa uses role-based access to provide tailored experiences:

Admin Panel:

- Manage users (candidates, companies, and other admins).
- Oversee job postings, applications, and system settings.
Generate reports and track platform performance.

Candidate Panel:

- Search and apply for job opportunities.
- Manage personal profiles, CVs, and application history.

Receive notifications on application status changes.

Company Panel:

- Post new job opportunities.
 - Manage and review candidate applications.
- Access analytics on job posting performance.

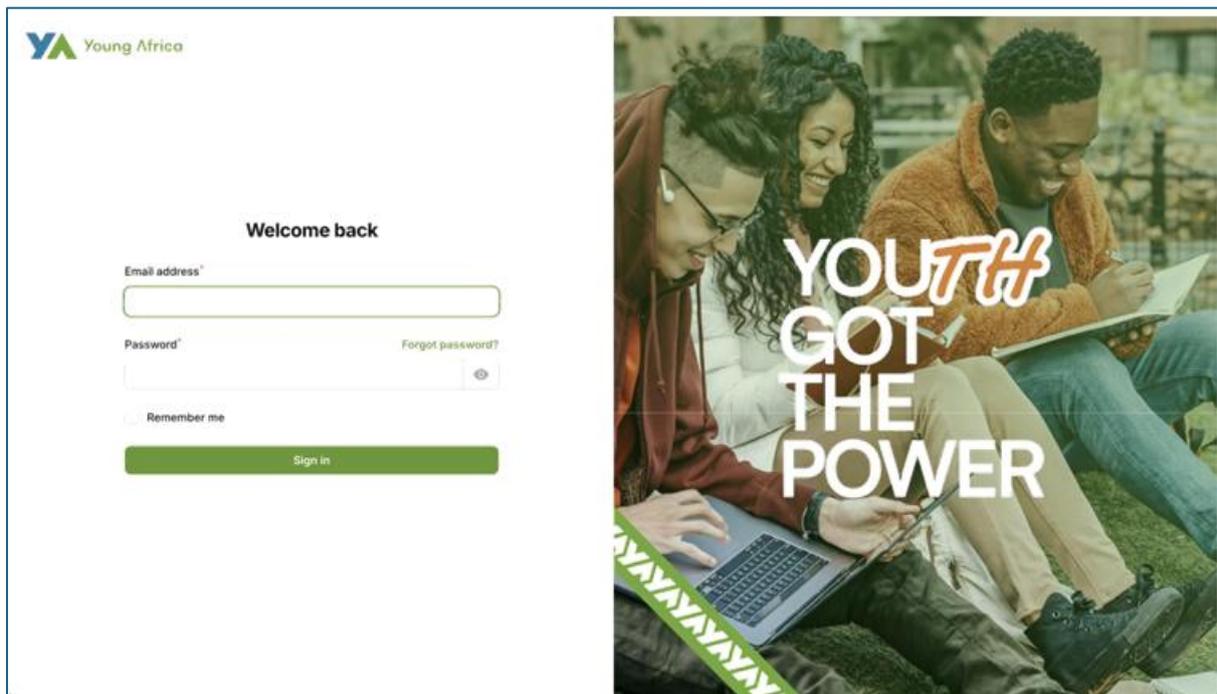
Features and Functionalities

Admin Dashboard

Overview

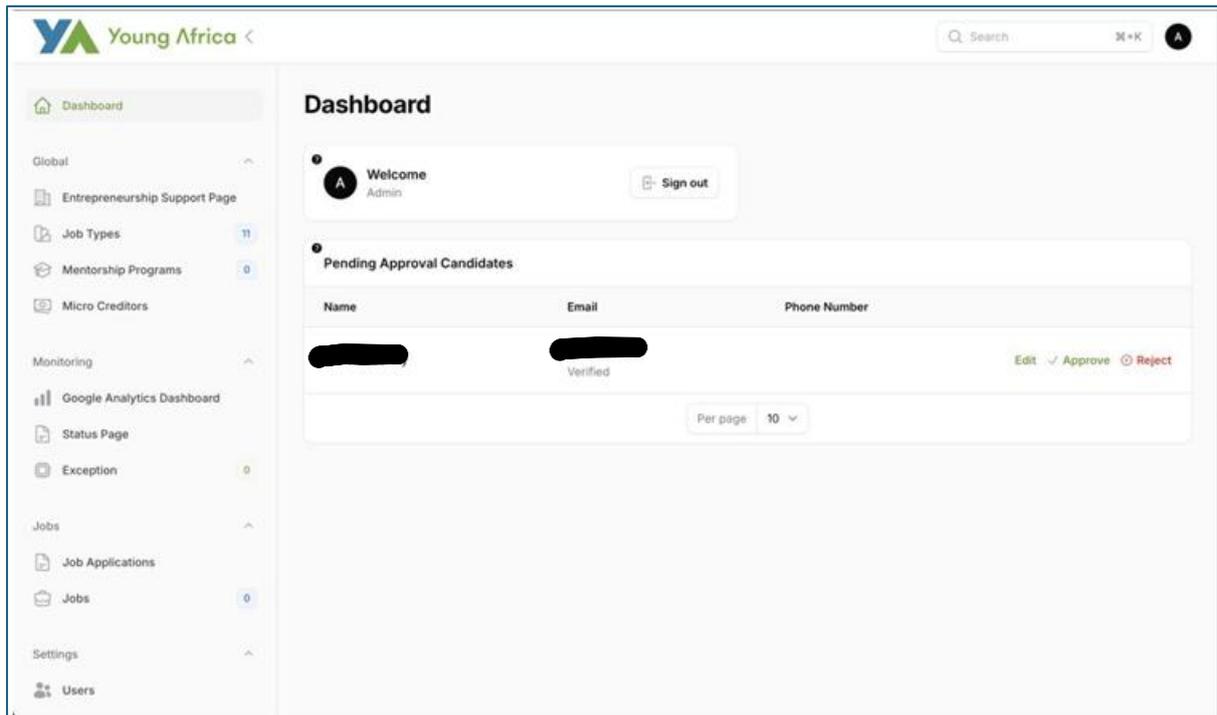
- Link: <https://young-africa.hostbotics.net/admin>

Authentication



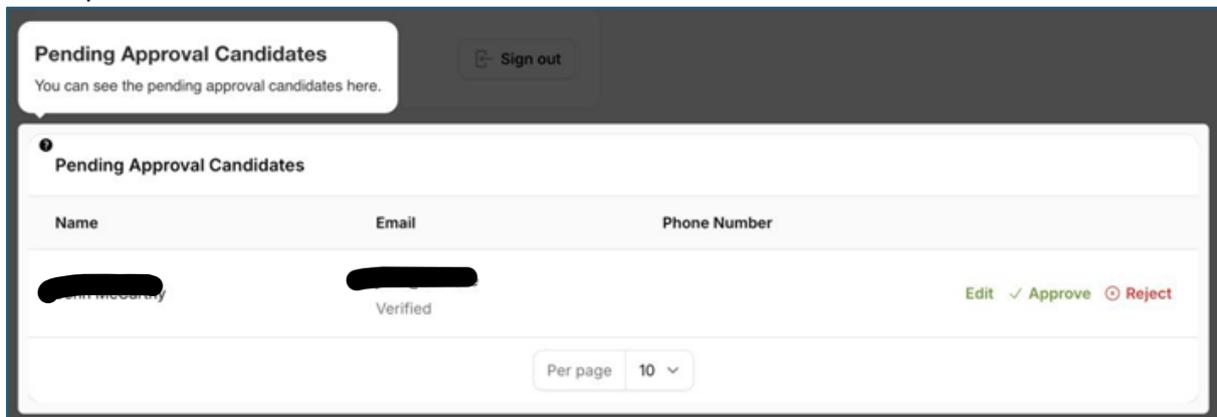
Administrators are unable to register on their own. Instead, they must be created by the super admin user or other existing administrator accounts.

Dashboard

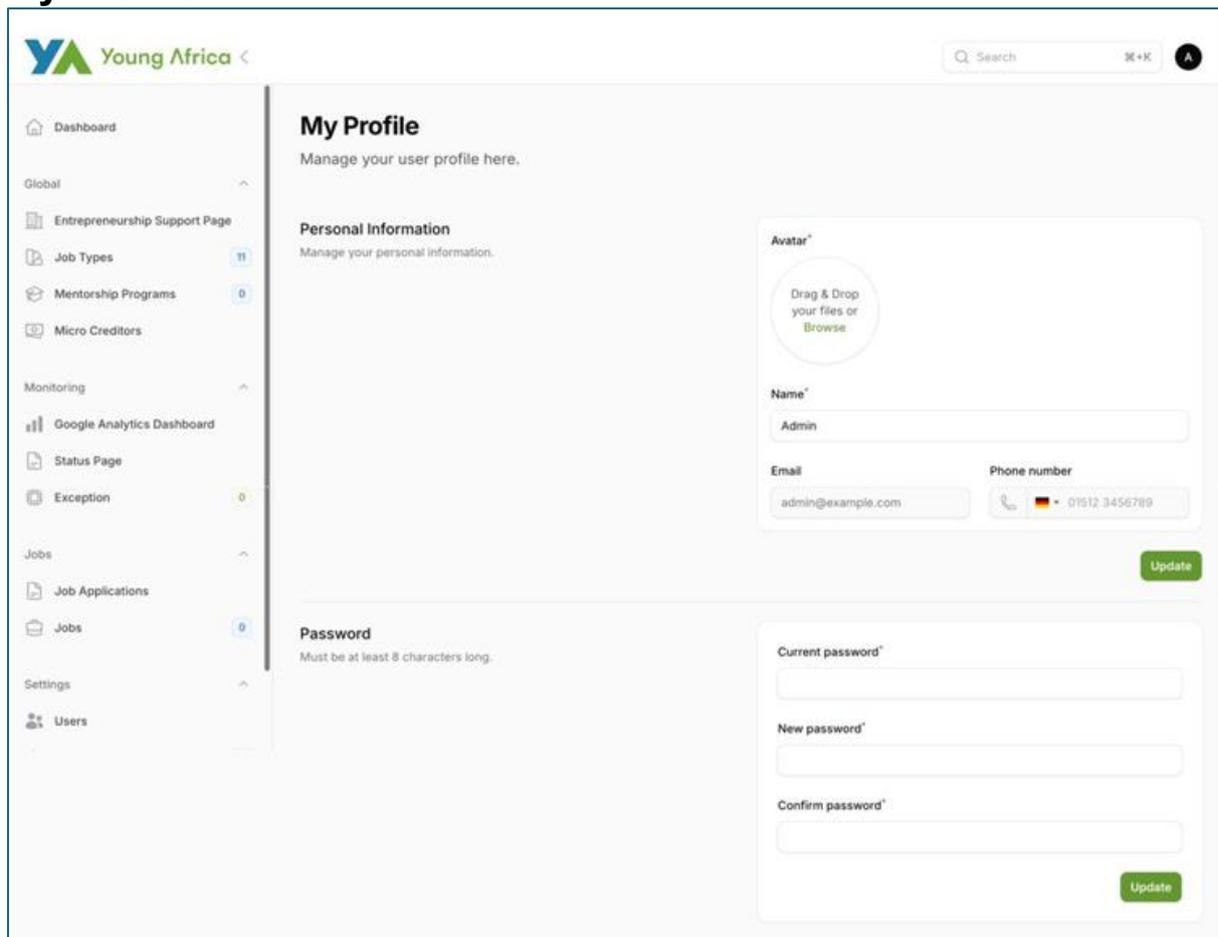


- **Pending Approval Candidates**

In this widget you can approve/reject the onboarding of a candidate into PGST platform.



My Profile



On this page, you can update your basic information—everything from your name to your password—and even add an additional passcode.

User Management

List Users

The screenshot shows the 'List Users' interface. On the left is a sidebar with navigation options like Dashboard, Global, Monitoring, Jobs, and Settings. The main content area is titled 'Users' and includes a breadcrumb 'Users > List'. Below the title are filter tabs for 'All', 'Admin', 'Company', 'Candidate', and 'Superadmin'. A search bar is present above a table of users. The table has columns for 'Avatar', 'Role', 'Email', and 'Verified at'. Each row includes an 'Edit' and 'Delete' button. At the bottom of the table, it says 'Showing 1 to 5 of 5 results' and 'Per page 10'.

You can filter out users per type \Admin, Company & Candidate

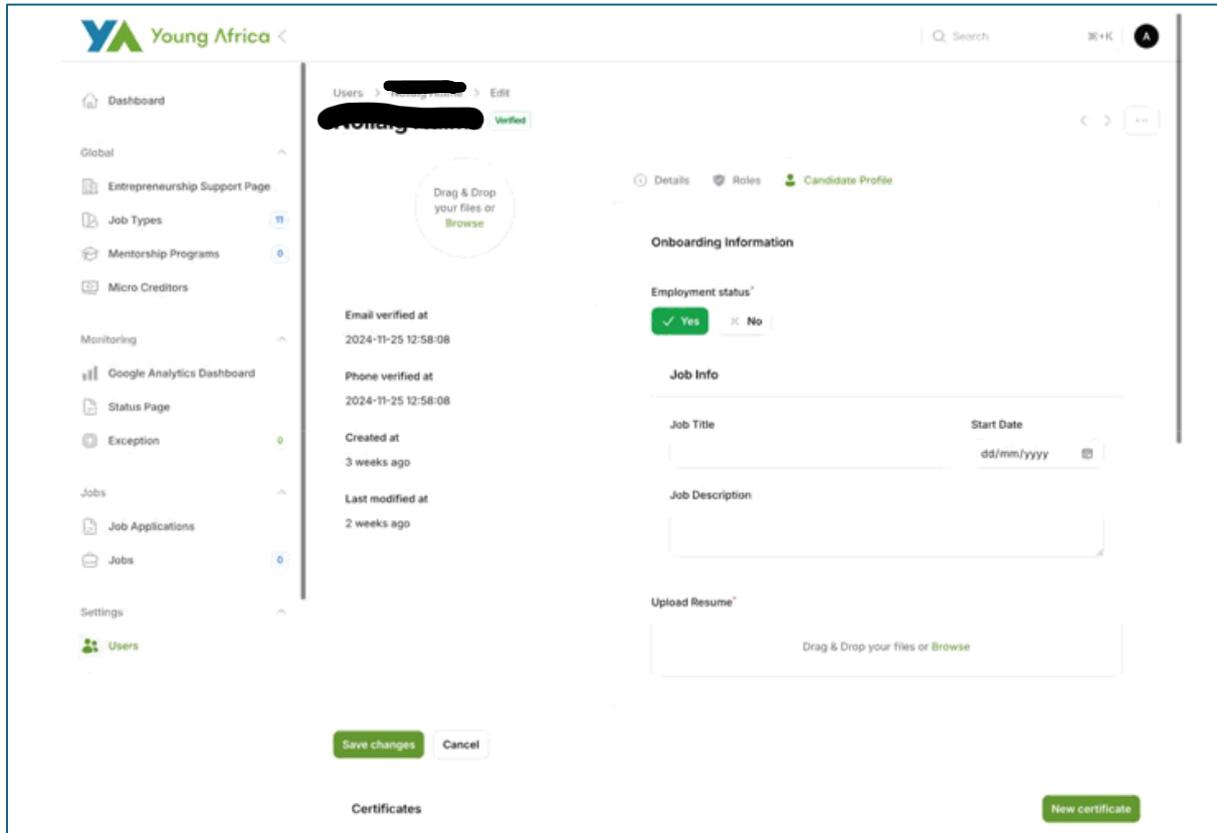
Edit Users

The screenshot shows the 'Edit Users' interface for a user named 'Nollaig Hulme'. The breadcrumb is 'Users > Nollaig Hulme > Edit'. The main area is divided into two columns. The left column contains a 'Drag & Drop your files or Browse' area for an avatar, and a list of verification and creation dates: 'Email verified at 2024-11-25 12:58:08', 'Phone verified at 2024-11-25 12:58:08', 'Created at 3 weeks ago', and 'Last modified at 2 weeks ago'. The right column contains a form with fields for 'Name', 'Email', 'Company', and 'Phone number'. Below the form are 'Save Changes' and 'Cancel' buttons. At the bottom, there is a 'Certificates' section with a 'New certificate' button and a message 'No certificates'.

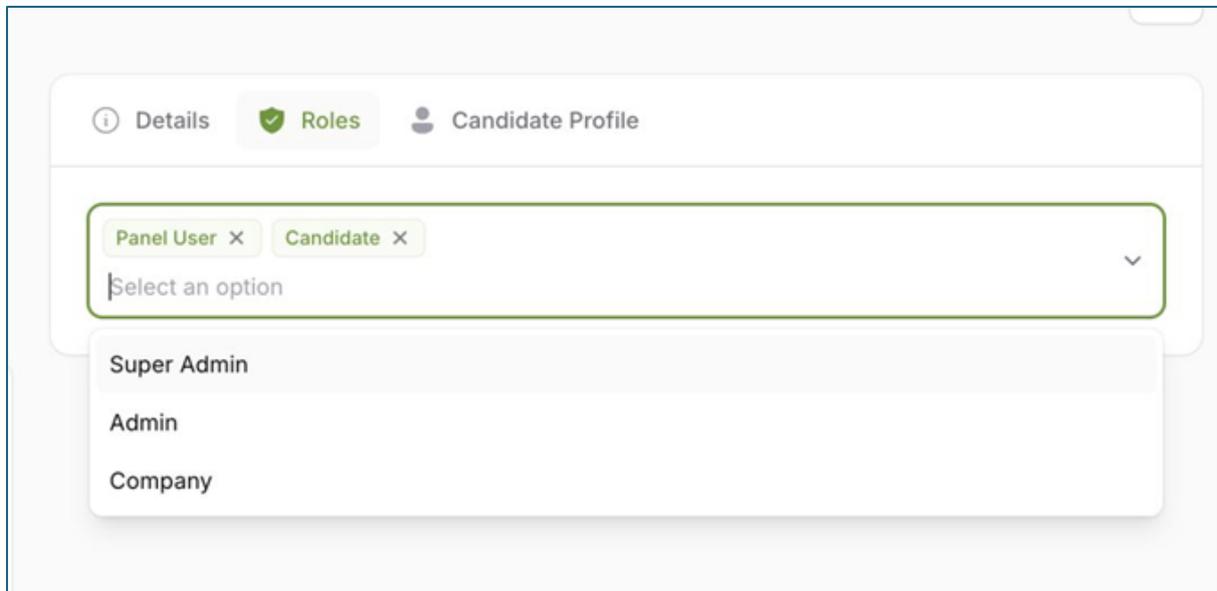
Here, you can update the user's basic information, review their email and phone verification status, and even add an avatar.

□

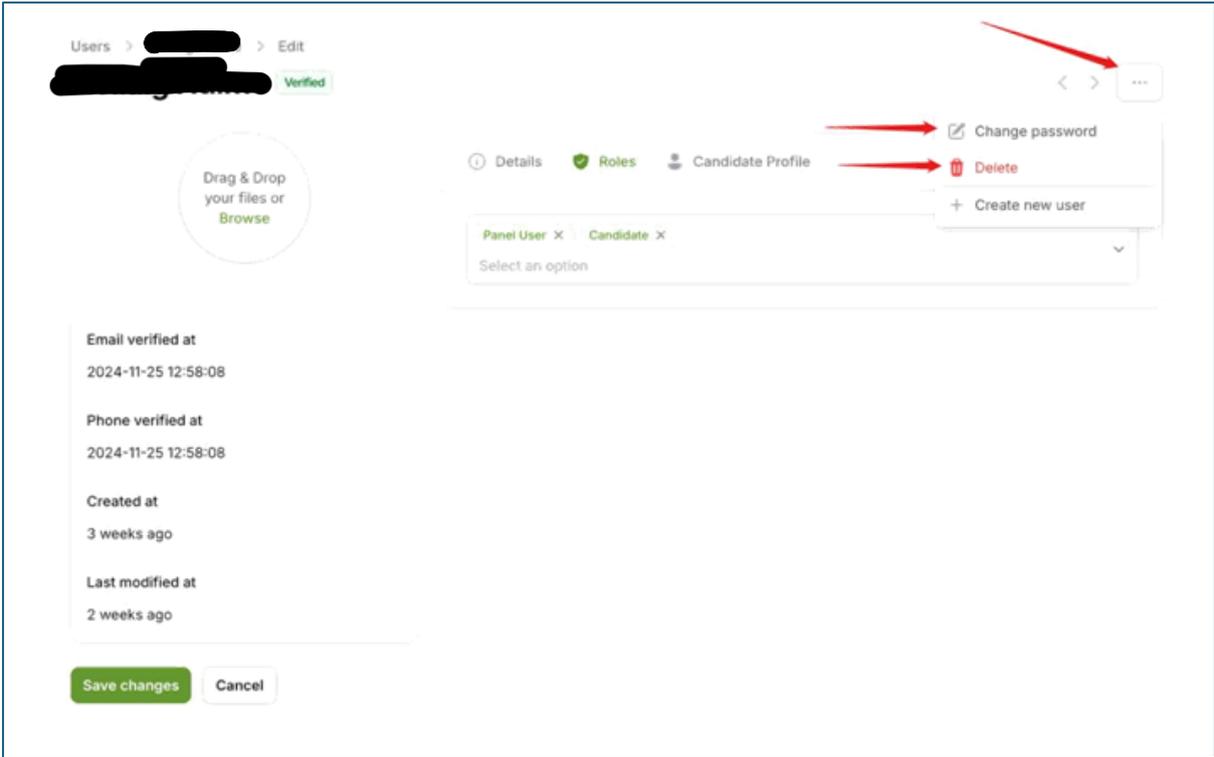
For Candidates users, we will show the certificates associated with the user and the candidate profile



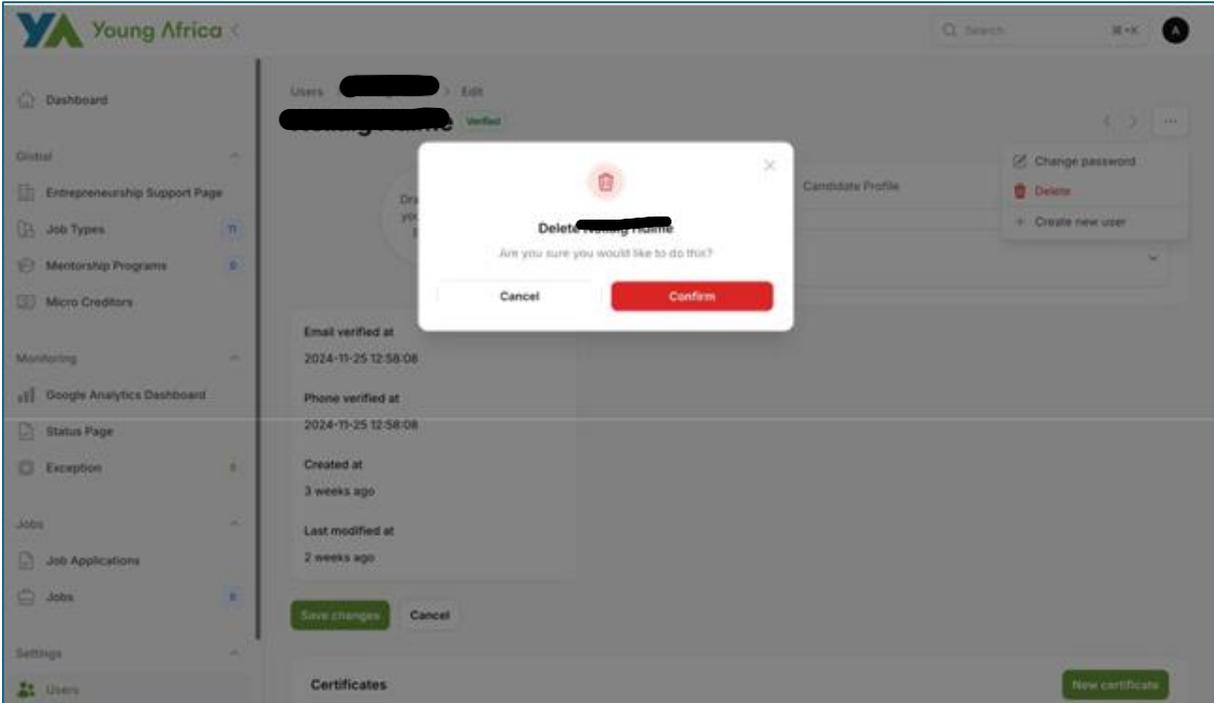
Roles



Actions



Delete User



Accept/Reject (if Candidate)

The screenshot shows the 'Candidate User' profile page in the Young Africa system. The page is titled 'Candidate User' and includes a 'Verified' status. A red arrow points to a 'Reject' button in the top right corner. The profile details include:

- Name: Candidate User
- Email: candidate@example.com
- Company: Select an option
- Phone number: 07400 123456

Verification and activity information:

- Email verified at: 2024-11-26 21:52:56
- Phone verified at: 2024-11-26 21:52:56
- Created at: 2 weeks ago
- Last modified at: 2 weeks ago

Buttons: Save changes, Cancel, New certificate.

Create User

The screenshot shows the 'Create User' form in the Young Africa system. The form is titled 'Create User' and includes a 'Details' tab. The form fields are:

- Name: [Text input]
- Email: [Text input]
- Company: Select an option
- Phone number: 07400 123456
- Password: [Text input with eye icon]
- Password confirmation: [Text input with eye icon]

Buttons: Create, Create & create another, Cancel.

Roles

- List Roles

Roles > List

Roles

[New Role](#)

Search

<input type="checkbox"/>	Name	Guard Name	Permissions	Updated At	Edit	Delete
<input type="checkbox"/>	Panel User	web	0	Nov 26, 2024 21:47:48	Edit	Delete
<input type="checkbox"/>	Super Admin	web	66	Nov 26, 2024 21:47:48	Edit	Delete
<input type="checkbox"/>	Admin	web	0	Nov 26, 2024 21:47:48	Edit	Delete
<input type="checkbox"/>	Company	web	14	Nov 26, 2024 21:47:48	Edit	Delete
<input type="checkbox"/>	Candidate	web	6	Nov 26, 2024 21:47:48	Edit	Delete

Showing 1 to 5 of 5 results

Per page 10

- Manage Role Permissions

Roles > super_admin > Edit

Edit super_admin

[Delete](#)

Name: super_admin Guard Name: web [Select All](#)
Enable all Permissions currently Enabled for this role

Resources: 90 Pages: 5 Widgets: 10

Exception
BezhanSaferi\Filament\Exception\Models\Exception

Deselect all

<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any

Job Application
App\Models\JobApplication

Deselect all

<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any

Job Listing
App\Models\JobListing

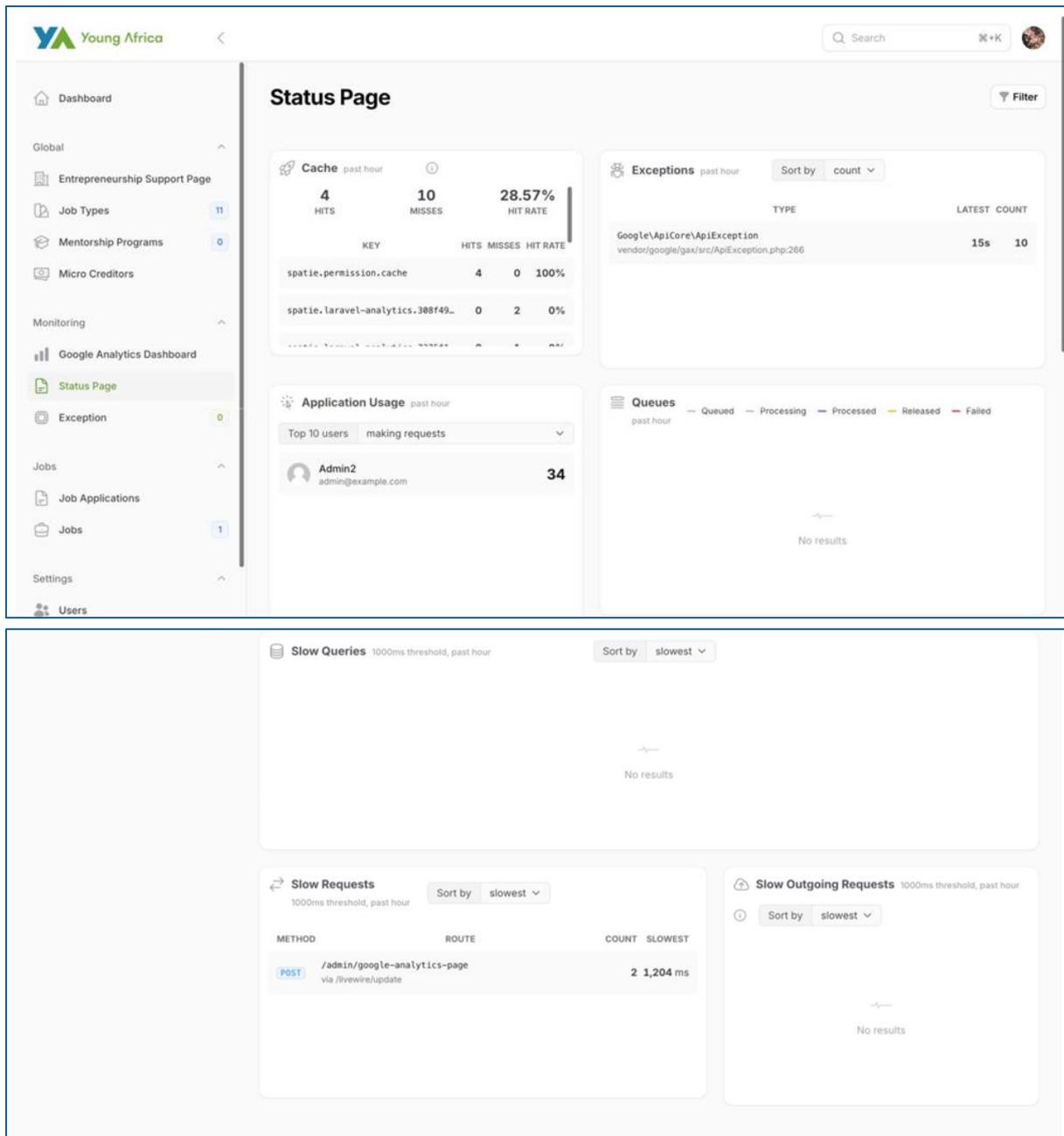
Deselect all

<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any

Job Type

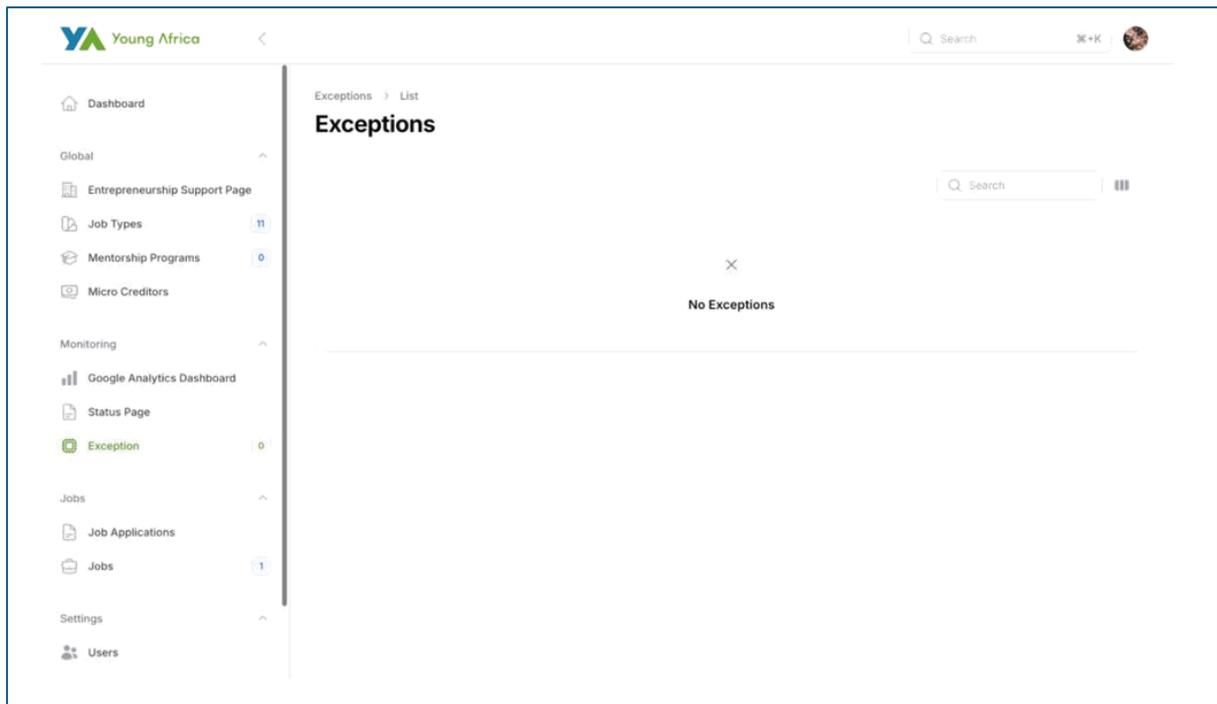
Deselect all			
<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any
Mentorship Program			
<small>App\Models\MentorshipProgram</small>			
Deselect all			
<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any
Micro Creditor			
<small>App\Models\MicroCreditor</small>			
Deselect all			
<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any
Role			
<small>Spatie\Permission\Models\Role</small>			
Deselect all			
<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any		
User			
<small>App\Models\User</small>			
Deselect all			
<input checked="" type="checkbox"/> View	<input checked="" type="checkbox"/> View Any	<input checked="" type="checkbox"/> Create	<input checked="" type="checkbox"/> Update
<input checked="" type="checkbox"/> Restore	<input checked="" type="checkbox"/> Restore Any	<input checked="" type="checkbox"/> Replicate	<input checked="" type="checkbox"/> Reorder
<input checked="" type="checkbox"/> Delete	<input checked="" type="checkbox"/> Delete Any	<input checked="" type="checkbox"/> Force Delete	<input checked="" type="checkbox"/> Force Delete Any

STATUS PAGE



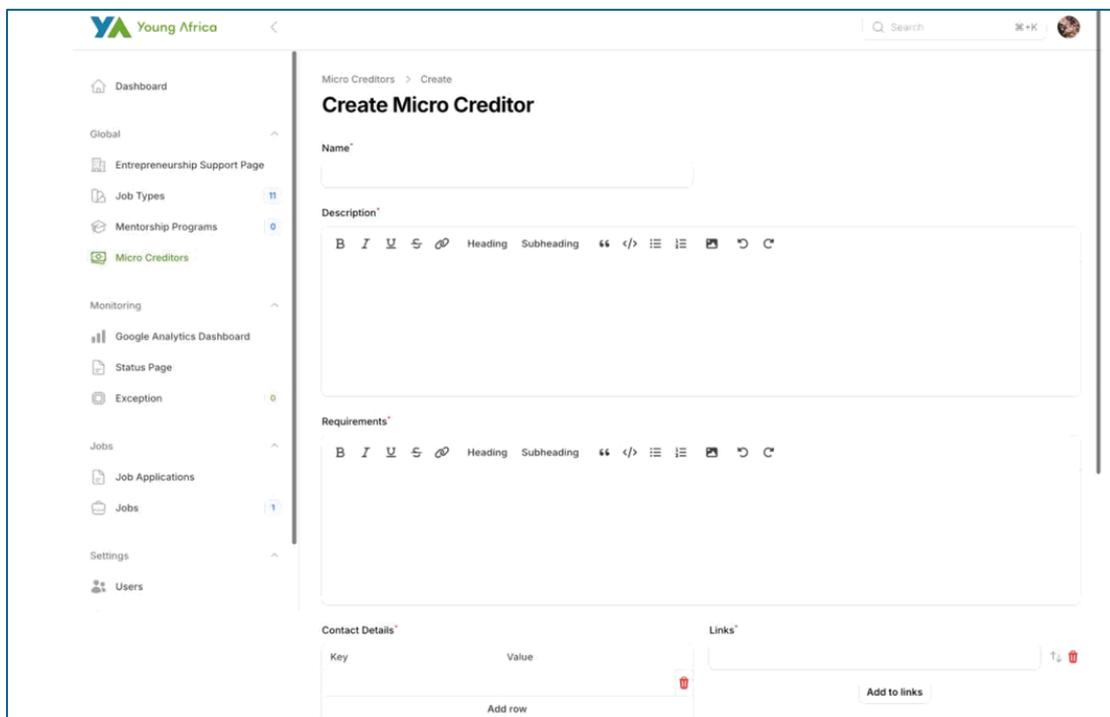
On this page, we present insights into the platform's performance, helping you gain a clearer understanding of traffic patterns.

Exceptions



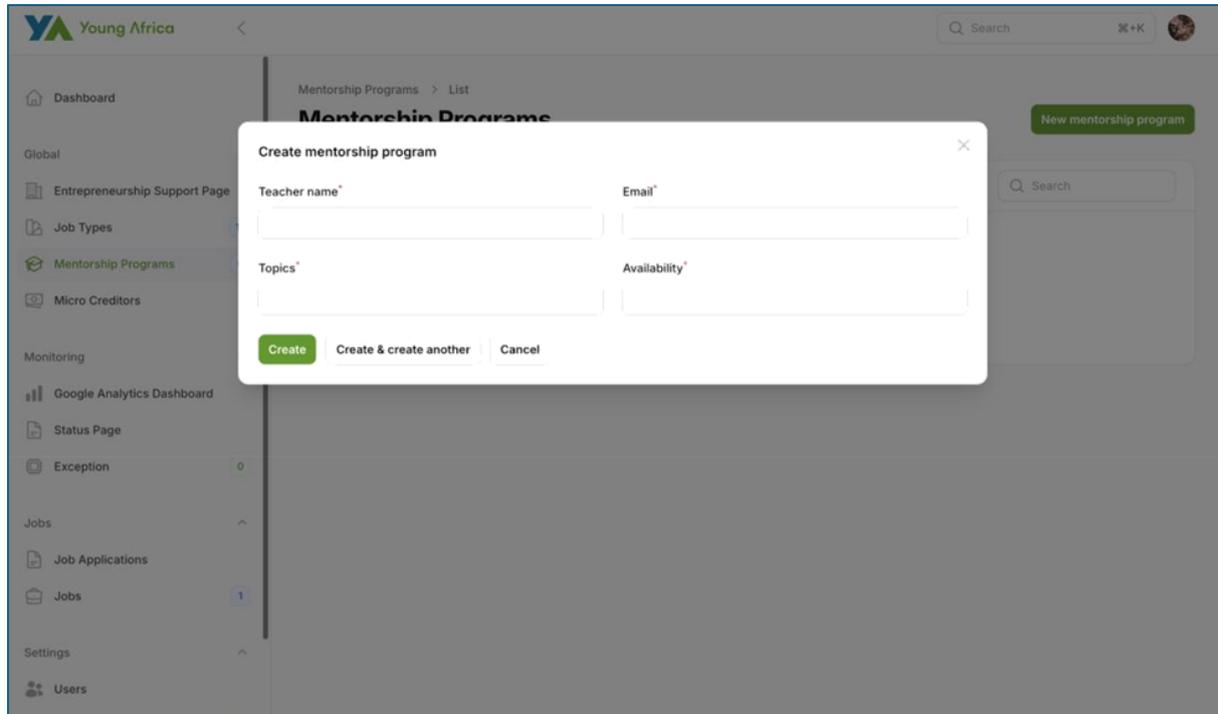
Google Analytics Page (will be available once user numbers increase)

Microcreditors



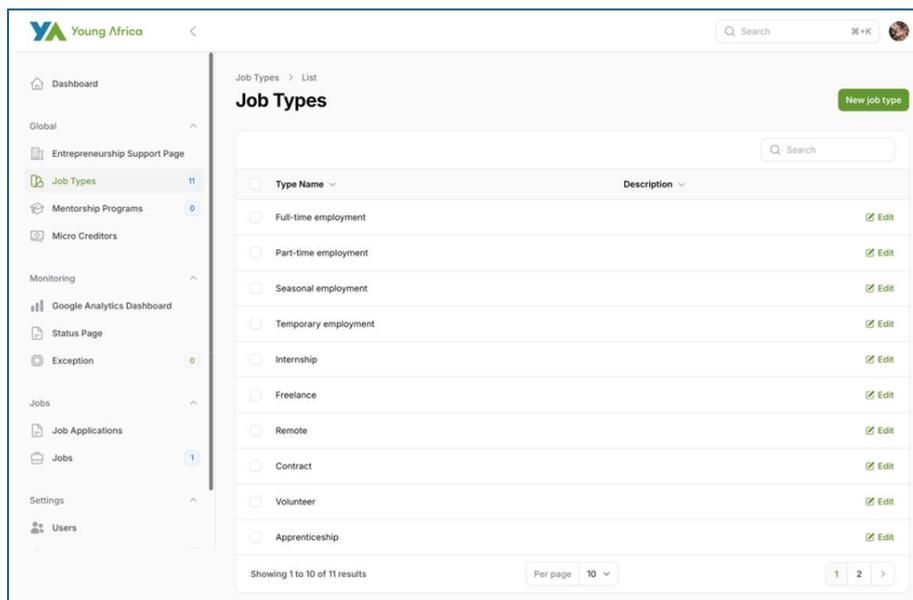
Here, you can manage microcreditors—list, create, edit, or delete them—and adjust their details to meet your specific requirements.

Mentorship Programs



Here, you can manage mentorship programs—list, create, edit, or delete them—and adjust their details to meet your specific requirements.

Job Types



Here, you can manage job types—list, create, edit, or delete them—and adjust their details to meet your specific requirements. And this will show in any job types dropdown for example:

Job Type*

Apprenticeship

Start typing to search...

- Apprenticeship
- Commission
- Contract
- Freelance
- Full-time employment
- Internship
- Part-time employment

Job & Job Applications

Similar to the “Companies” section, this area enables administrators with the proper privileges to manage all companies at once.

Company Dashboard

Overview

This dashboard enables companies to list their job openings and view the applications associated with each position.

Authentication

YA Young Africa

Welcome back
sign up for an account

G Log in with google
or sign in with your email address

Email address*
company@example.com

Password* [Forgot password?](#)
.....

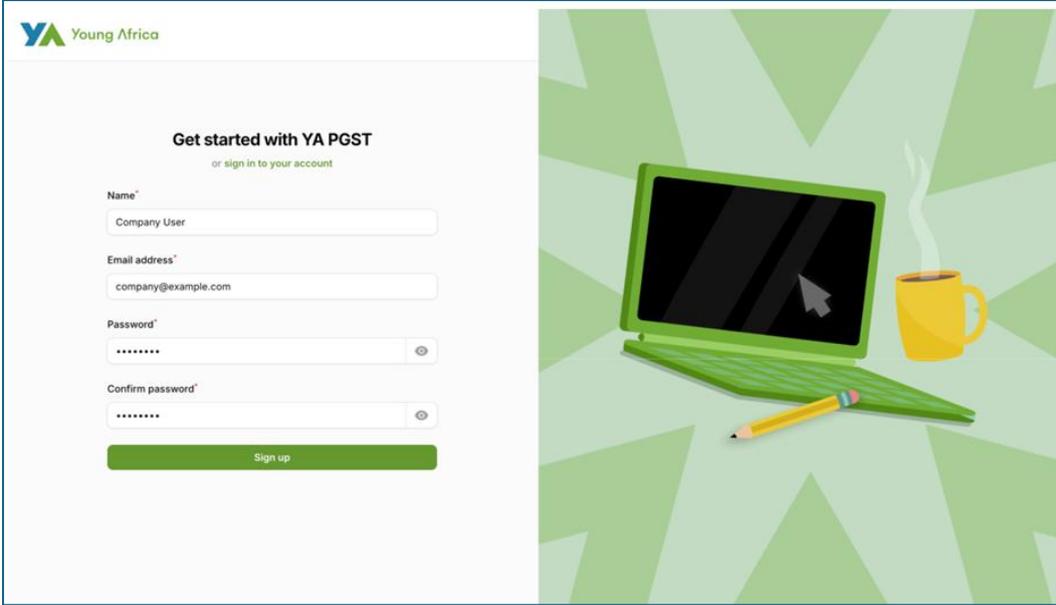
Remember me

Sign in

YOUTH GOT THE POWER

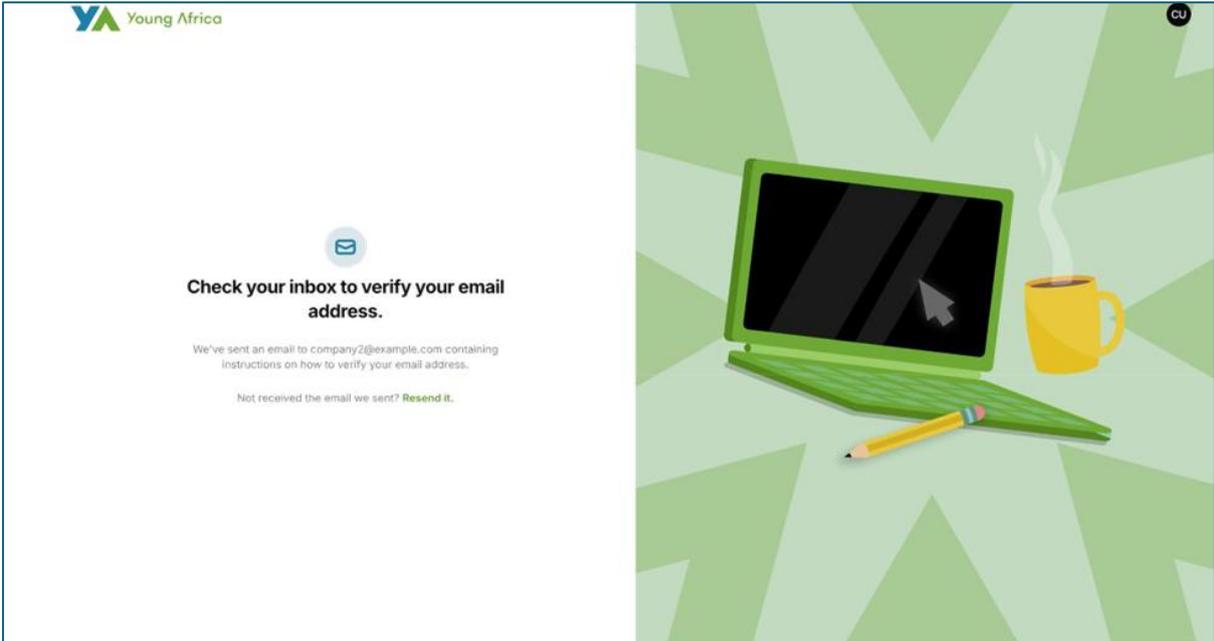
For a company dashboard, we allow companies to register, and login with google.

Sign Up Page



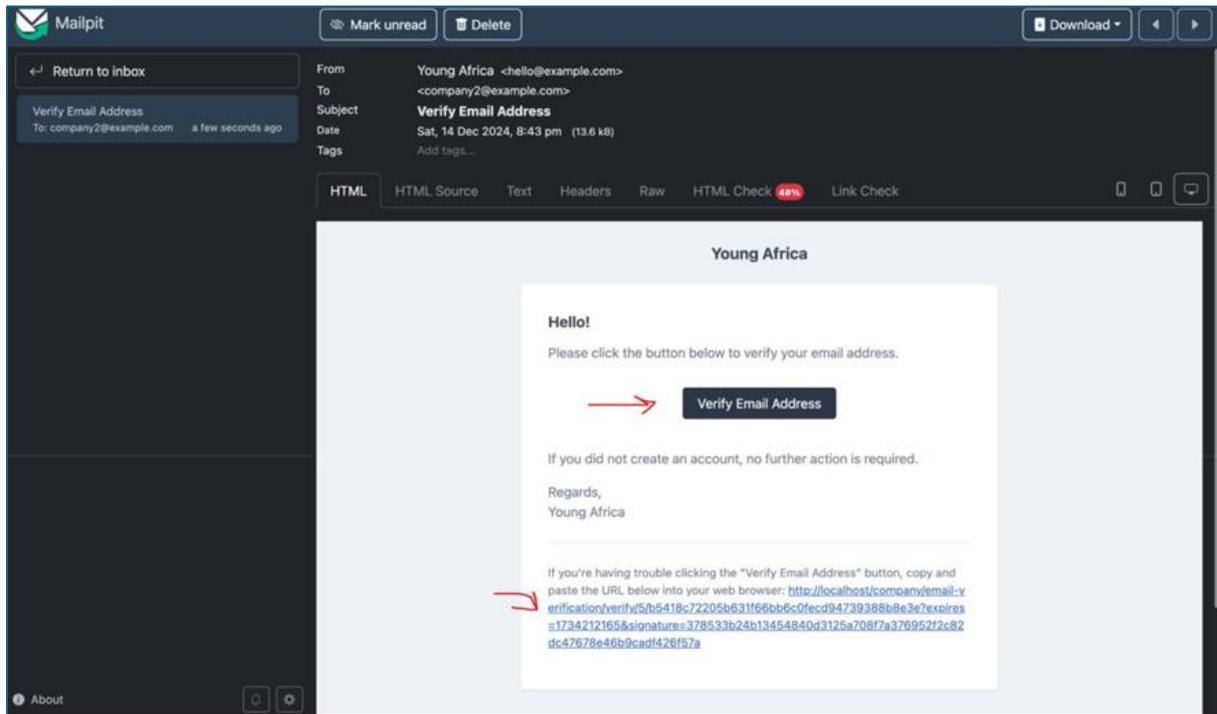
The screenshot shows the sign-up page for Young Africa. On the left, there is a white form area with the Young Africa logo at the top left. The heading is "Get started with YA PGST" with a sub-heading "or sign in to your account". The form contains four input fields: "Name*" with the placeholder "Company User", "Email address*" with the placeholder "company@example.com", "Password*" with masked characters and a visibility toggle, and "Confirm password*" with masked characters and a visibility toggle. A green "Sign up" button is at the bottom of the form. On the right, there is a green geometric background with an illustration of a laptop, a yellow mug, and a pencil.

Email Verification Page

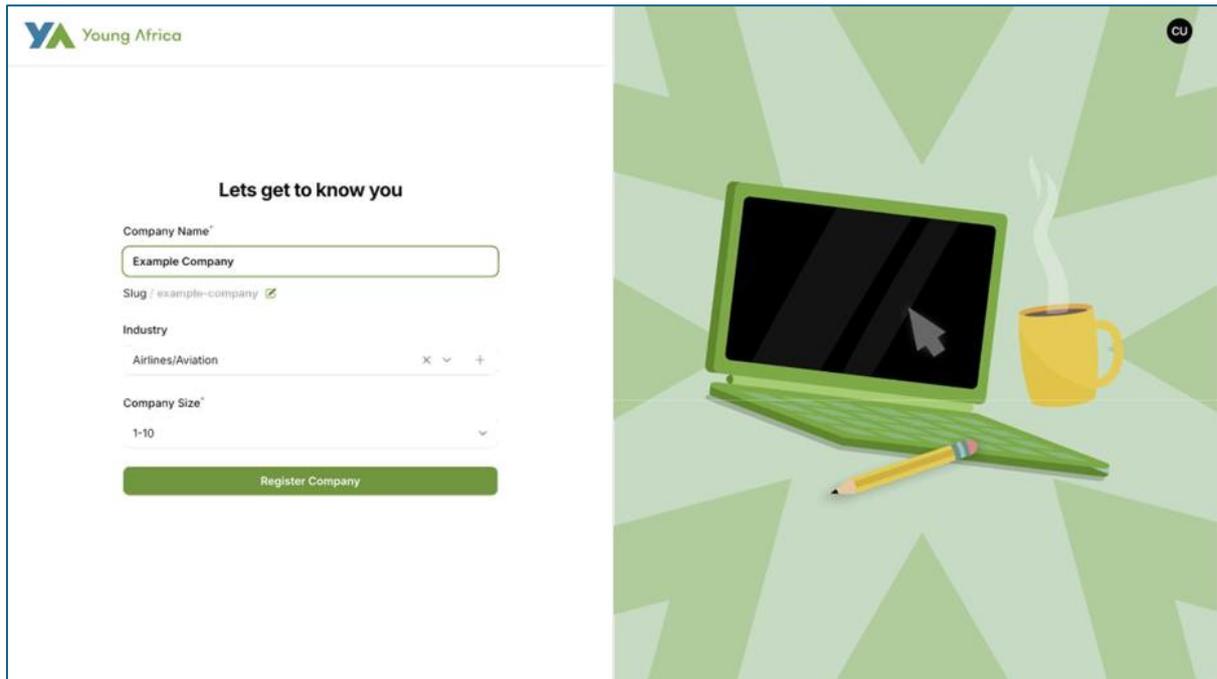


The screenshot shows the email verification page for Young Africa. On the left, there is a white form area with the Young Africa logo at the top left. The heading is "Check your inbox to verify your email address." with a mail icon above it. Below the heading, there is a paragraph: "We've sent an email to company2@example.com containing instructions on how to verify your email address." and a link: "Not received the email we sent? [Resend it.](#)". On the right, there is a green geometric background with an illustration of a laptop, a yellow mug, and a pencil. A small "CU" logo is in the top right corner of the page.

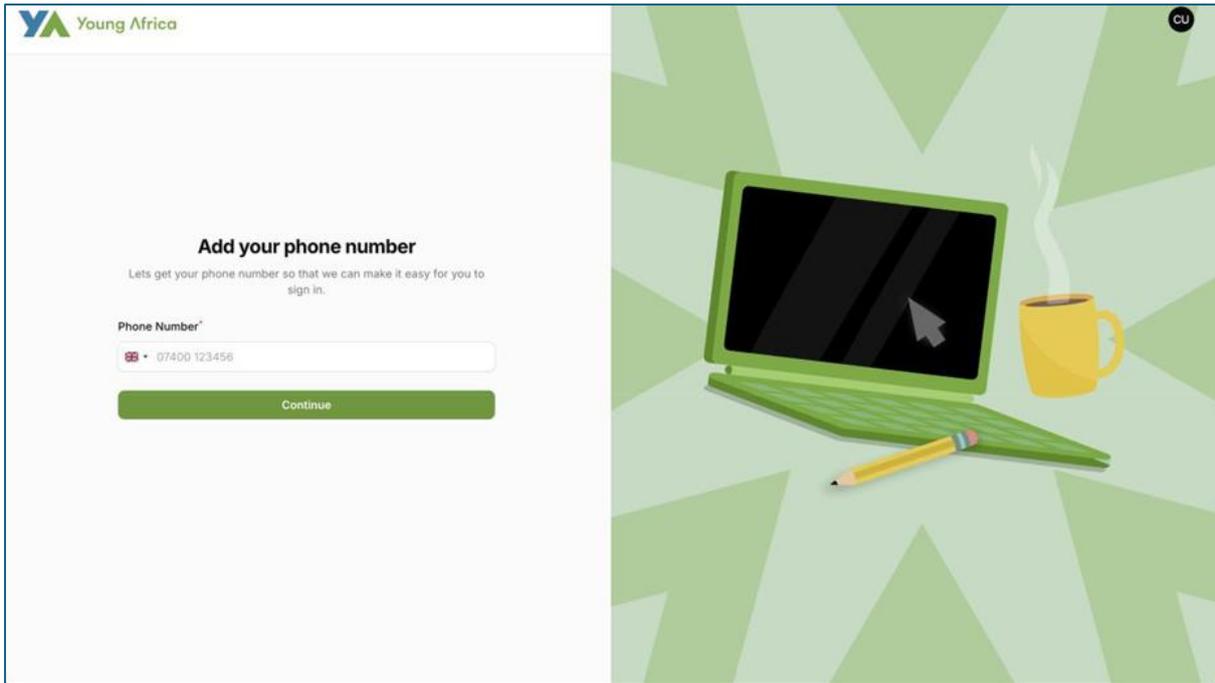
The user should receive the following email with a link to verify the email.



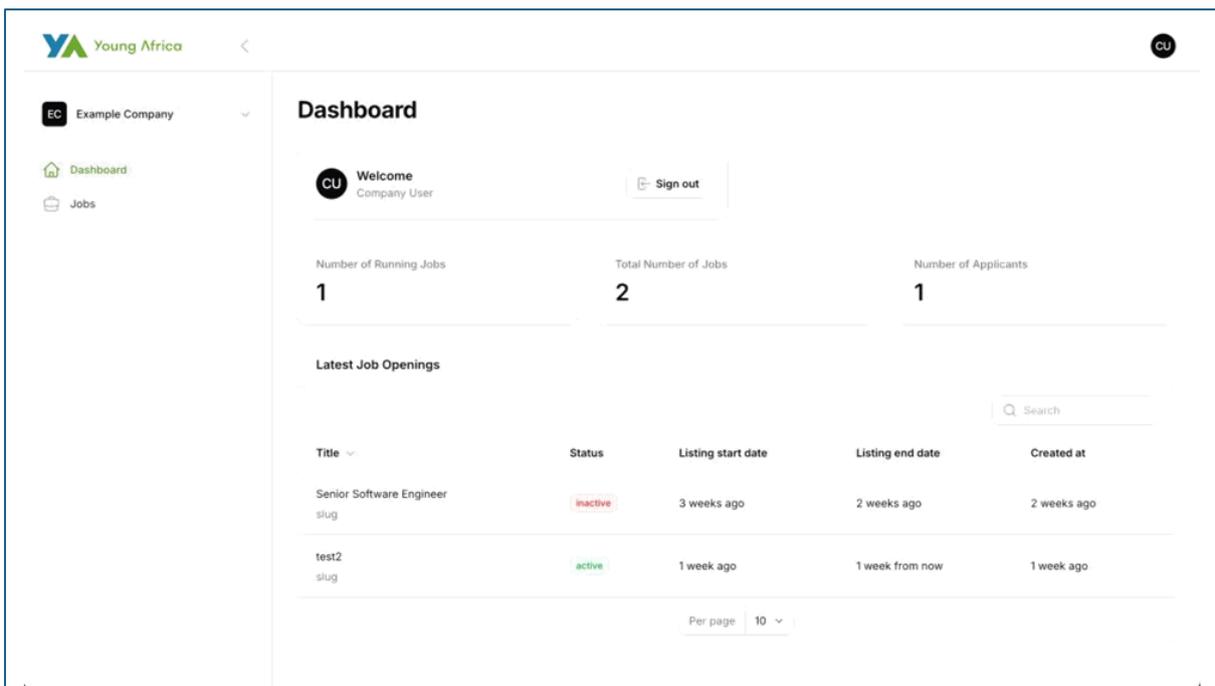
Company Registration Page



Phone Verification Page \For now, this verification is turned off since we need to be registered with the sms provider to be able send the otp code)



Dashboard



- **Latest Job Openings Widget**
 - In this widget you will see the latest job openings that got created under your company
- **Stats Widget**
 - **Number of Running Jobs:** Total job openings that are still active

- **Total Jobs:** Total job openings that ever got created under the company
- **Total Applicants:** Total count applicants that applied to all job openings

Job Listings

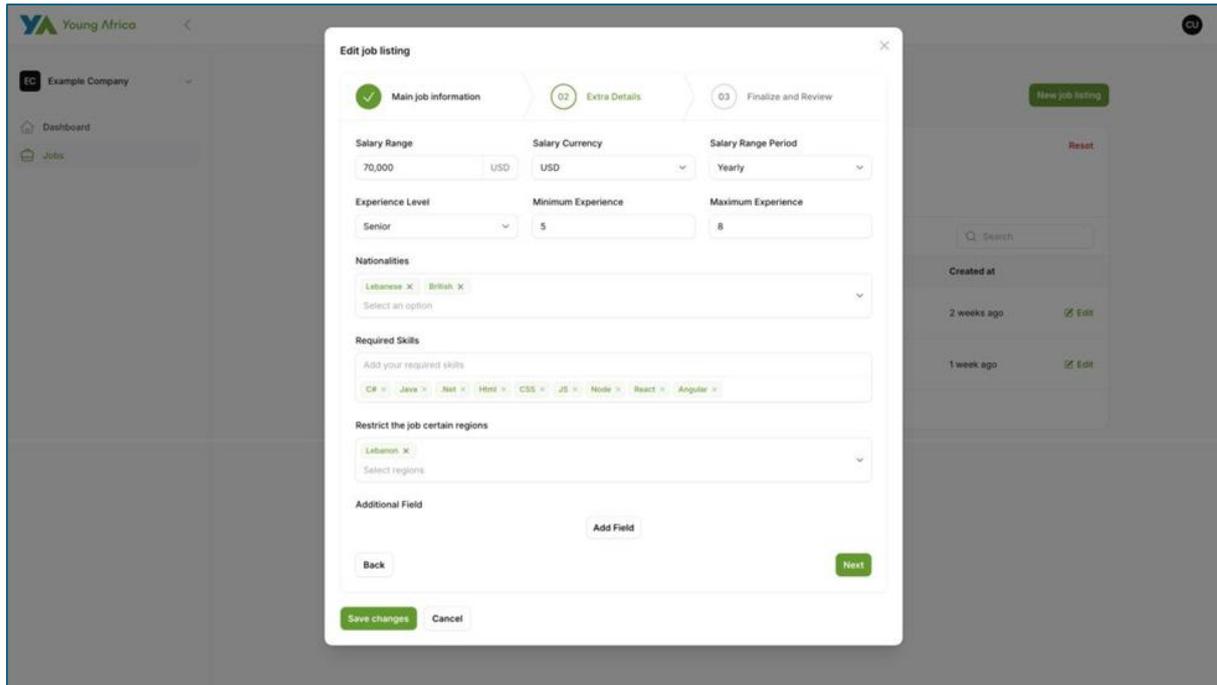
Create Job Listings

The screenshot shows a 'Create job listing' modal window. It has a progress indicator at the top with three steps: 01 Main job information (active), 02 Extra Details, and 03 Finalize and Review. The form fields include:

- Job Title:** A text input field with a 'Title' label.
- Slug:** A text input field with a checkmark icon.
- Job Description:** A rich-text editor with a toolbar containing bold, italic, underline, link, unlink, heading, subheading, list, and image icons.
- Job Type:** A dropdown menu with the placeholder text 'Select an option'.
- Job Location:** A text input field.
- Listing Start Date:** A date picker with the format 'dd/mm/yyyy'.
- Listing End Date:** A date picker with the format 'dd/mm/yyyy'.
- Remote Job:** A checkbox labeled 'This is a remote job'.
- Cover Letter Required:** A checkbox labeled 'Cover Letter Required'.

 At the bottom of the form are 'Cancel' and 'Next' buttons. The background shows a dashboard with a sidebar and a 'New job listing' button.

- **Title:** Title of the job listing
- **Slug:** unique identifier (auto generated from the title)
- **Job Description:** A detailed description of the job. This field uses a rich-text editor, allowing you to include more complex, formatted content
- **Listing Start & End Date:** Specify the period which the job listing will remain active, from its starting date to its end date



- **Nationalities:** This is a multi select dropdown where you can select multiple nationalities
- **Required Skills:** This field allows you to input multiple skills, accommodating a wide range of qualifications
- **Restricted Regions:** This is a multi select dropdown where you can select multiple options
- **Additional Fiels:** This is a repeater field that allows the user to add multiple custom fields that were not listed

Additional Field

↑↓
🗑️

Label*

What we're working on:

Description*

B I U 🔗 📌 📌 📌 📌 📌 📌 📌 📌 📌 📌 📌 📌 📌 📌

Enterprise companies turn to us to help them launch innovative digital products that interact with hundreds of millions of customers, transactions and data points. The problems we solve daily are real and require creativity, grit and determination. We are building a culture that challenges norms while fostering experimentation and personal growth. In order to grasp the scale of problems we face, ideally, you have some exposure to Logistics, FinTech, Transportation, Insurance, Media or other complex multifactor industries

Add Field

Back
Next

- **Finalise and Review**

Edit job listing ✕

✓ Main job information

✓ Extra Details

03 Finalize and Review

Senior Software Engineer

Posted on 2024-11-18 and will be available until 2024-11-30

Job Description

GLASGOW (HYBRID, 1 DAY PER WEEK IN OFFICE)

Eden Scott is delighted to be retained by Amici, to recruit an experienced Senior Software Engineer due to business growth and the development of a new modern platform.

You will be a key member of our development team, responsible for designing, implementing, and maintaining robust applications.

About Amici

Amici was founded in 2005 by Caroline Briggs, who is still our CEO today. We provide a purchasing and inventory management service, allowing biotech organisations to focus on discovering transformative innovations.

Our procurement consultancy service, along with in-house cloud-based software, allows scientists to focus on discovering life changing cures, while we manage their laboratory purchasing and supply chain needs.

We take extreme pride in delivering solutions of the highest standard and are honoured that we can help our customers on their way to success. Our customers are loyal and enthusiastic about us and so are our people.

This step shows all the entered information for that job and that will be the view that will show exactly what will be visible to candidates.

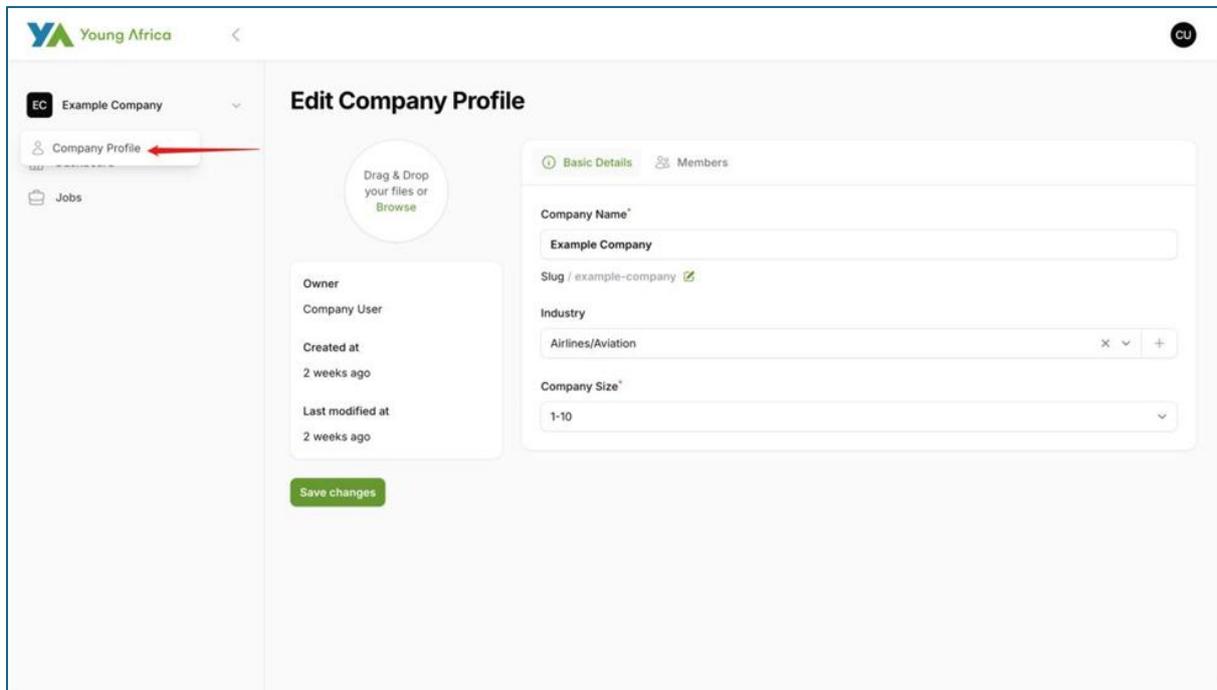
View Job

The screenshot shows a job listing interface. At the top left is the 'Young Africa' logo. Below it is the 'Example Company' logo and a navigation menu with 'Dashboard' and 'Jobs'. The main header reads 'Job Listings > View' followed by 'Example Company - Senior Software Engineer'. The job title 'Senior Software Engineer' is prominently displayed, with 'Posted on 18/11/2024' to its right. Below the title, the location 'Glasgow, Scotland, United Kingdom', experience '5 - 8 years of experience', and level 'Senior Level' are listed. There are links for 'Full-time employment' and 'Remote job'. The 'Job Description' section is titled 'GLASGOW (HYBRID, 1 DAY PER WEEK IN OFFICE)'. The text describes the role as a key member of the development team, responsible for designing, implementing, and maintaining robust applications. It includes sections for 'About Amici', 'Meet the Innovation Team', and 'About the Role'. The 'About the Role' section states that the role is a permanent full-time position, hybrid, working 1 day a week in the Glasgow office (Tuesday) and 4 days a week from home (Monday, Wednesday, Thursday, Friday). For the first few weeks, more time in the office may be required for onboarding and training.

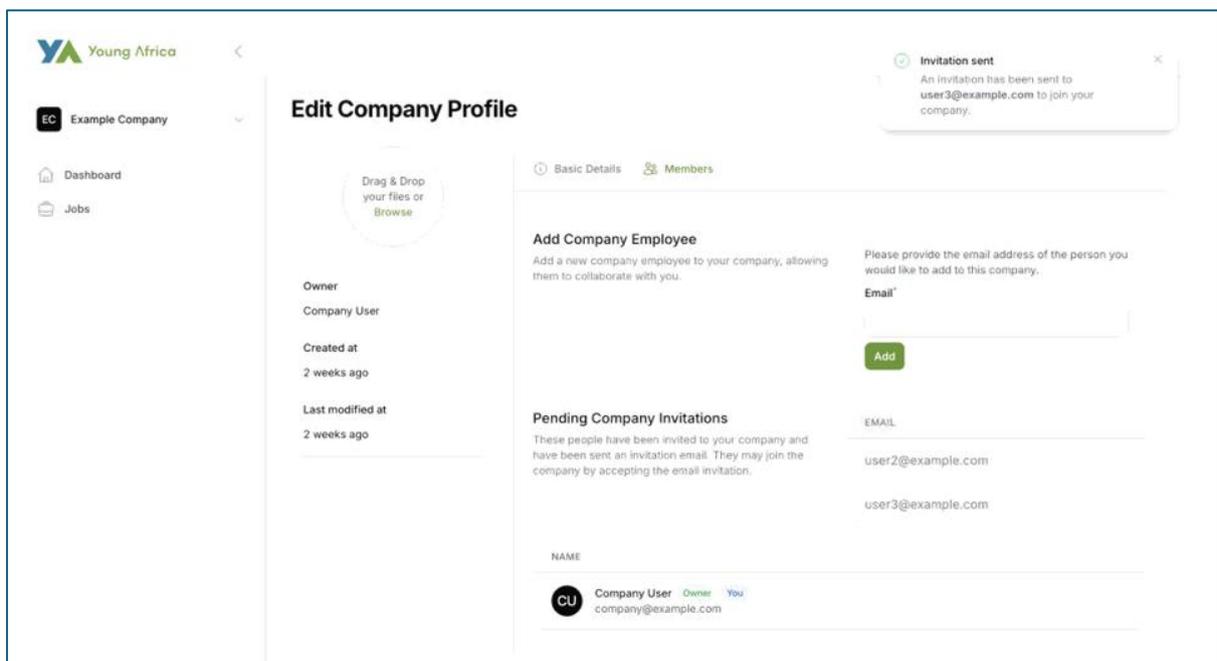
This section provides a detailed breakdown of the job role. It starts with 'Engineering and Delivery', listing responsibilities such as delivering high-quality code using Agile and Test Driven Development, developing and maintaining domain knowledge, turning requirements into well-structured software, participating in requirements review sessions, developing complex database queries, views, triggers and functions, conducting code reviews, and participating in pair programming sessions. It also mentions the ability to assess the impact of changes on systems and infrastructure, documenting code for technical and operational maintenance, providing operational support, and supporting the smooth transition of software into production. A 'What are we looking for?' section lists requirements: professional development in a software-powered business or consulting setting, professional experience with a modern JavaScript web framework (VueJS, React, Angular, Blazor WebAssembly, etc), experience working in an Agile development environment using modern DevOps practices, a Computer Science degree, Software Engineering degree, or equivalent industry experience, experience with writing automated tests (e.g. NUnit, Jest, etc), and experience working with databases, both relational (e.g. SQLServer, Postgres, MySQL, etc) and non-relational (e.g. MongoDB, CosmosDB, etc). The 'What is in it for you?' section highlights an intrapreneurial environment where people are supported to do their best work, and everyone has the opportunity to make a difference. Further information on benefits is provided at <https://www.amiciprourement.com/rewards-and-benefits/>. It states that Amici is an equal opportunity employer. A 'Come talk to us!' section describes the role as a fantastic opportunity to play a key role in the evolution of market-leading products. Contact information for recruitment partners at Eden Scott is provided: amici@edenscott.com. The salary range is listed as 70000 USD / Yearly, with a note to 'Restrict the job certain regions' and 'LB'. Nationalities listed are Latvian and British. Required skills include C#, Java, JSP, HTML, CSS, JS, Node, React, and Angular. The 'Company Details' section shows the 'Example Company' logo.

This page shows the job listing details and we will show the applications for the job.

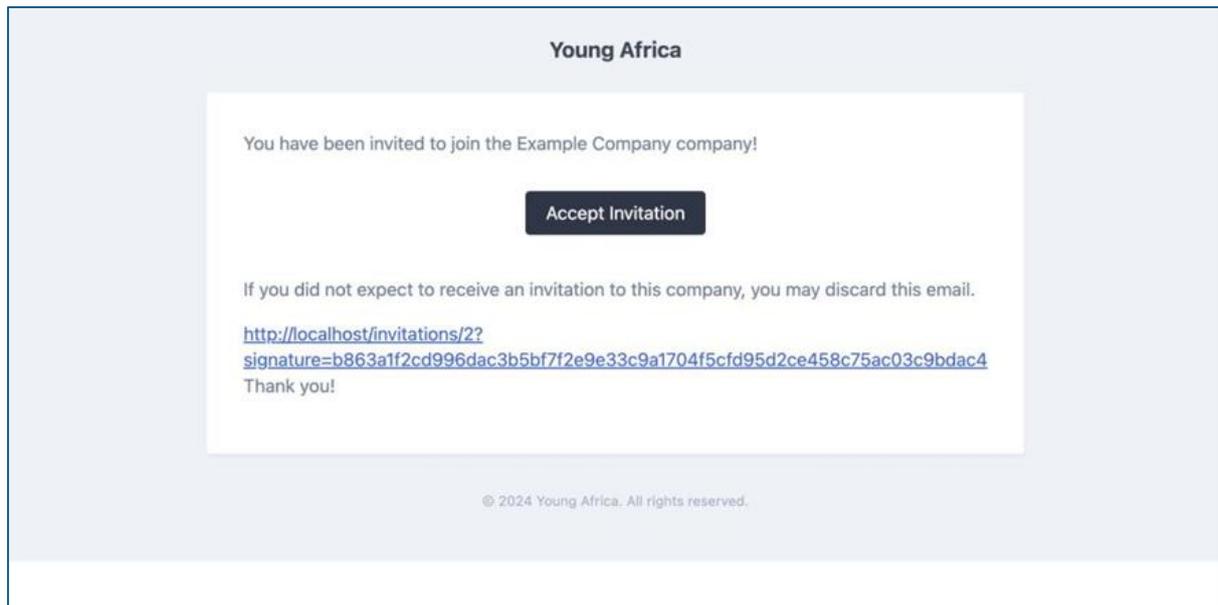
Company Profile



- **Basic Details**
 - Here you can update the company's basic details – including the logo, company name and other key information
 - Members



Here you can invite new users into that company and they will receive the following email:

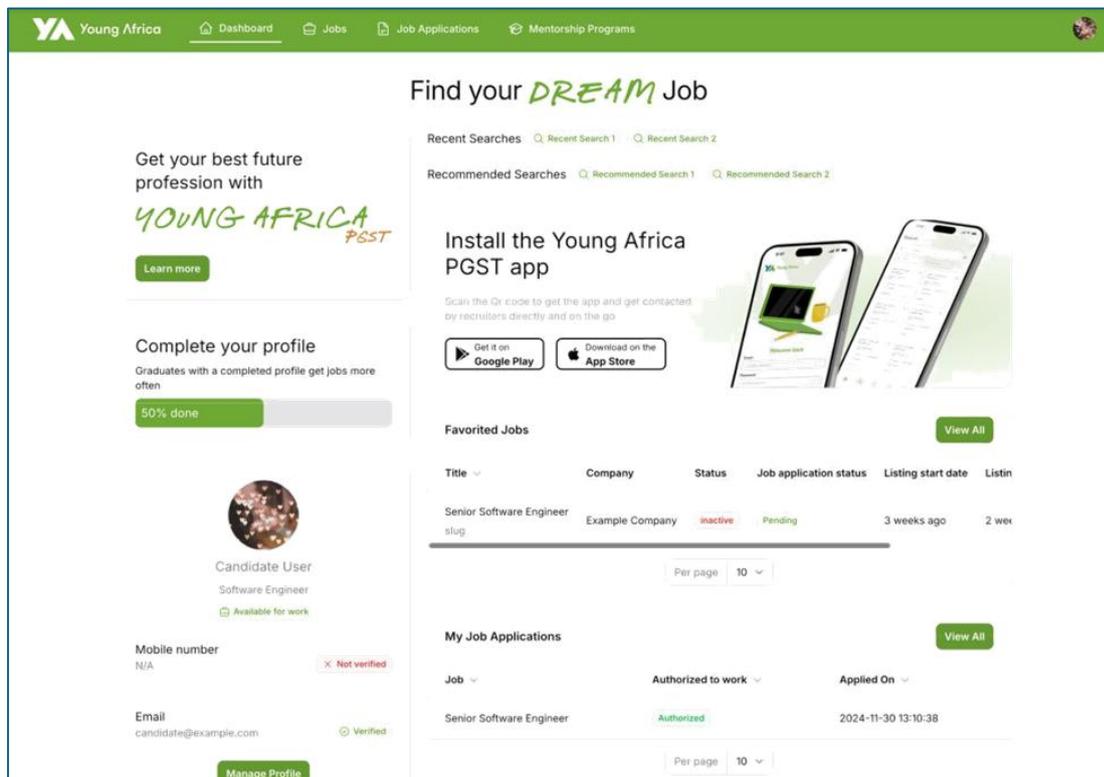


Candidate Dashboard

Overview

The Candidate Dashboard is designed for candidate to create their employment profiles, upload their resumes, and apply for job listings and mentorship programs.

Dashboard



- **Recent & Recommended Searches Widget:** Displays the candidate's latest searches along with suggestions tailored to their preferences.
- **Favorited Jobs:** Shows all job listings the candidate has marked as favorites.
- **My Job Applications:** Lists all the job applications the candidate has submitted.

- **Profile Progress Widget:** Displays the candidate's profile completion status, providing guidance on any missing information and prompting the candidate to update their profile for greater visibility and relevance.

Candidate Profile Summary: Provides an overview of the candidate's key details, including personal information, skills, and experience, making it easier to understand their overall profile at a glance.

Candidate Profile

My Profile
Manage your user profile here.

Personal Information
Manage your personal information.

Avatar*

Name*
Candidate User

Email*
candidate@example.com

Phone number*
071480 023456

Public Profile and URL

Personal Website
https://www.google.com/

LinkedIn
https://www.google.com/

Others
https://www.google.com/

Add Link

Update

Employment Information
Manage your employment information here.

Current location*
Test

Employment status*
 Yes No

Job availability*
 Yes No

Job Description

I am a software engineer with 5 years of experience.

Languages

Select an option

Skills

New tag

Upload Resume*

Markdown ...

Update

Education and Certificates

Manage your education and certificates here.

Education

Add to education history

Certificates

Add to certificates

Update

Password

Must be at least 8 characters long.

Current password*

New password*

Confirm password*

Update

Accessing Your Profile Page

1. **Navigate to the Dashboard:** Log in to your account and click on the “Dashboard” link at the top navigation bar.
2. **Open “My Profile”:** From the dashboard, select the “My Profile” section. This will lead you to the page where you can manage all aspects of your user information.

Personal Information

Location on Page: The Personal Information section is usually at the top or left side of the page.

Fields & Actions:

- **Avatar:**
 - Click on the avatar area to upload or change your profile picture.
 - Supported image formats typically include JPG, PNG, or GIF.
- **Name:**
 - Enter your full name to appear on your public profile and in job applications.
- **Email:**
 - Ensure the email listed is correct and accessible.
 - This email will be used for account notifications, password resets, and communication with potential employers.
- **Phone Number:**
 - Provide a valid phone number for direct contact from recruiters or employers.
 - Include the country code if prompted.

Once you have updated any of these fields, click the **Update** button to save your changes.

Public Profile and URL

Location on Page: Typically right under your personal details.

Fields & Actions:

- **Personal Website:**
 - Input a link to your personal website or online portfolio.
 - This gives employers additional insight into your work.
- **LinkedIn**
 - Add your LinkedIn profile URL to enhance your professional credibility
- **Others:**
 - Add additional links such as GitHub, personal blogs or other professional networks

- Click Add Link to include multiple URLs

After updating or adding links, click the **Update** button to save these entries
Employment Information

Location on Page: Usually below the personal information section.

Fields & Actions:

- **Current Location:**
 - Specify your current city, state, or country. This helps employers understand where you're based.
- **Employment Status:**
 - Indicate if you're currently employed. Options typically include "Yes" or "No."
- **Job Availability:**
 - State whether you are immediately available for work.
 - This might be useful for recruiters seeking candidates available for immediate hire.
- **Job Title & Start Date:**
 - If you are currently employed or listing a past role, provide your job title and the date you started the position.
- **Job Description:**
 - Briefly summarize your role, responsibilities, and accomplishments.
- **Languages:**

Select from a dropdown list of languages you speak or write. Add multiple languages if applicable
- **Skills:**
 - Add the key skills that are relevant to your career.
 - You can input multiple skills by typing a skill, then pressing Enter or clicking "New tag."
- **Upload Résumé:**

- Click the upload area to select and attach your résumé file.
- Supported formats commonly include PDF or DOCX.

After updating any employment details, click the **Update** button to save.

Education and Certificates

Location on Page: Typically further down the page.

Fields & Actions:

- **Add to Education History:**
 - Click this button to add your educational qualifications, including degree names, institutions, and graduation dates.
- **Add to Certificates:**
 - Include professional certifications or courses you've completed.
 - For each certificate, provide the title, issuing authority, and date obtained.

After entering or editing these details, click **Update** to save.

Password Management

Location on Page: Generally at the bottom of the profile page.

Fields & Actions:

- **Current Password:**
 - Enter your existing password to confirm your identity.
- **New Password & Confirm Password:**
 - Choose a strong password that meets the minimum requirements (e.g., at least 8 characters, a mix of letters, numbers, and symbols).
 - Retype the new password to confirm it matches.

Click **Update** after entering and confirming your new password.

Saving Changes

Update Buttons:

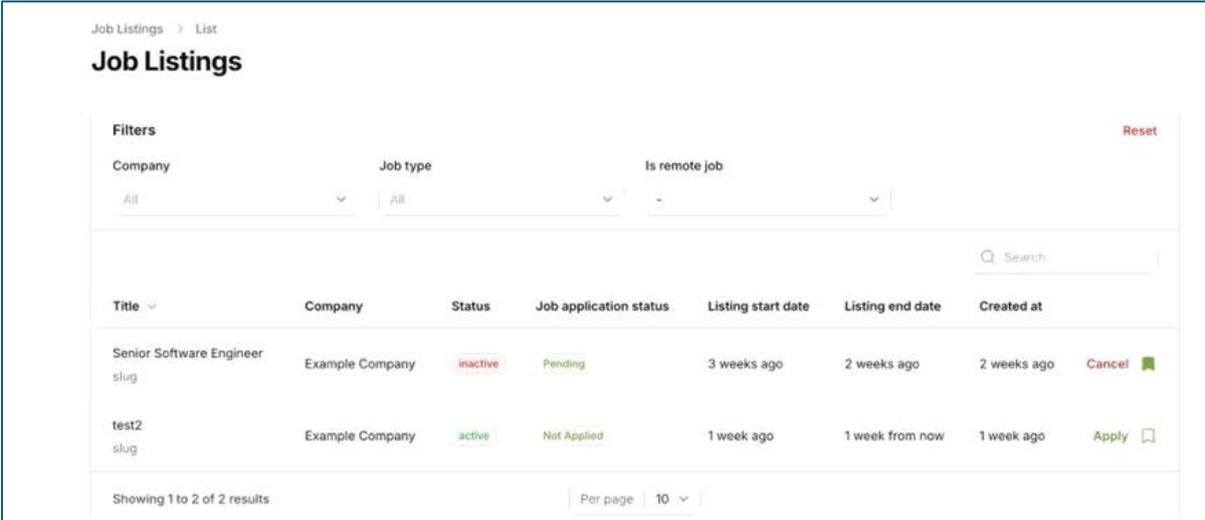
- Each section typically has its own **Update** button.
- Make sure to click **Update** after making changes to any section.

If you navigate away from the page without updating, your changes may not be saved.

Tips for Completing Your Profile

- **Be Thorough:** Provide as much detail as possible for better visibility to recruiters.
 - **Use a Professional Avatar:** Choose a clear, professional-looking headshot.
 - **Keep Your Information Current:** Update your employment, education, and skill sets regularly.
 - **Review Your Links:** Ensure your links are active and correctly redirect to your intended profiles.
- Secure Your Account:** Change your password periodically and use a strong, unique passphrase.

JOBS



The screenshot shows a 'Job Listings' page with a breadcrumb 'Job Listings > List'. The page title is 'Job Listings'. There are filters for 'Company' (All), 'Job type' (All), and 'Is remote job' (All). A search bar is present. The table below lists two job listings:

Title	Company	Status	Job application status	Listing start date	Listing end date	Created at	
Senior Software Engineer slug	Example Company	inactive	Pending	3 weeks ago	2 weeks ago	2 weeks ago	Cancel 
test2 slug	Example Company	active	Not Applied	1 week ago	1 week from now	1 week ago	Apply 

Showing 1 to 2 of 2 results | Per page 10

The **Job Listings** page is designed to help candidates browse, filter, and interact with job openings. Below is a detailed guide to understand and use the features on this page.

Page Layout Overview

1. Filters Section:

- Located at the top of the page, this section allows you to refine your job search.

2. Job Listings Table:

- Displays all available job listings in a tabular format with details for each job.

3. Pagination & Results:

Found at the bottom of the table, enabling you to control how many listings you see per page.

Filters Section

Use filters to narrow down job listings according to your preferences:

- **Company:** Select a specific company to view jobs from that organization only.
Job Type: Choose the job type (e.g., full-time, part-time, or contract) to match your career goals.
- **Is Remote Job:** Filter for remote job opportunities.

To reset all filters and view the full list again, click the **Reset** button on the right.

Job Listings Table

The table provides key details about each job listing:

- **Title:**

The job title and a unique slug (identifier) are displayed. Click the title for more details about the job.

- **Company:**
Shows the company offering the job.
- **Status:**
Indicates whether the job listing is **active** or **inactive**.
- **Job Application Status:**
Shows your interaction with the job:
 - **Pending:** You've applied, and your application is under review.
 - **Not Applied:** You haven't applied for the job yet.
- **Listing Start Date & End Date:**
Displays the timeframe when the job listing is active.
- **Created At:**
Shows when the job was posted.
- **Actions \Right Side):**
 - **Cancel:** Withdraw your application for a job if you've already applied.
 - **Apply:** Click this button to submit your application for the job.
 - **Bookmark Icon:** Click to save the job to your favorites for easy access later.

Search Functionality

Use the **Search** bar located above the table to quickly find specific jobs by title, company, or other keywords.

Pagination

At the bottom of the table, you can adjust the number of job listings displayed per page using the dropdown menu. Common options include:

- 10 listings per page
- 25 listings per page
- 50 listings per page

Navigate between pages using the pagination controls

Key Tips for Effective Use

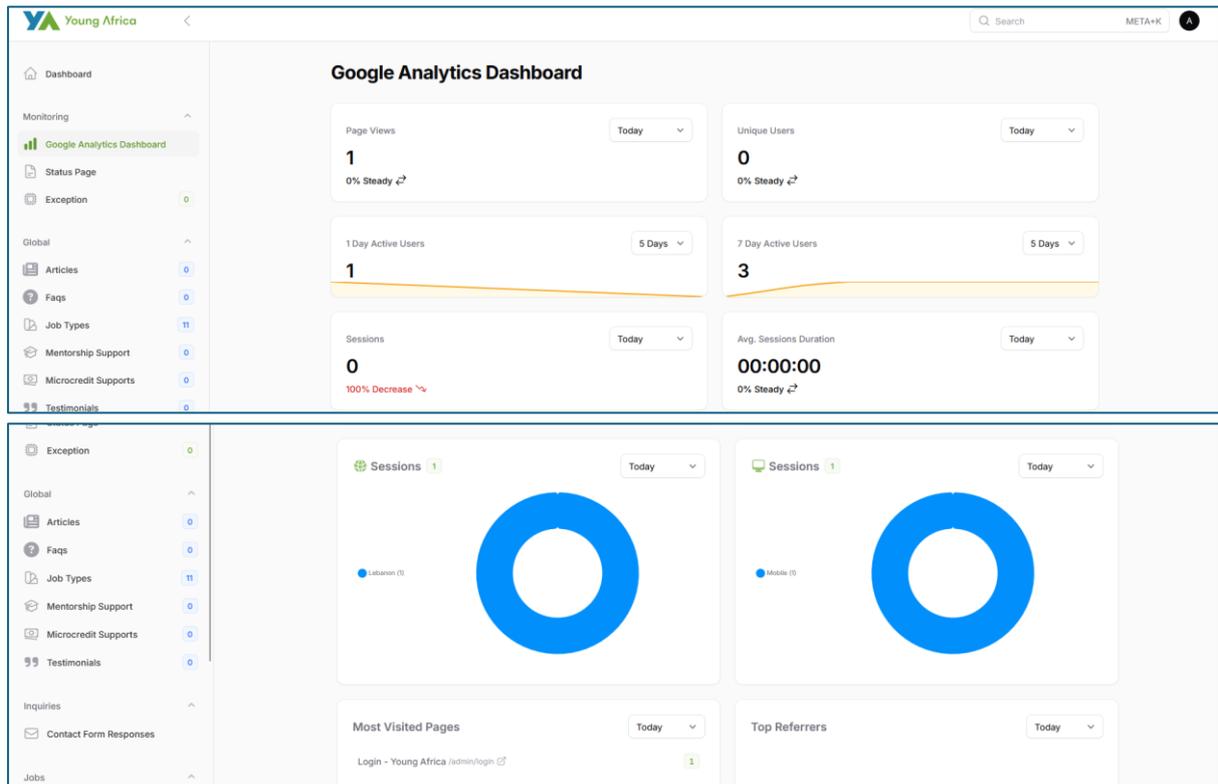
1. **Use Filters Wisely:** Combine multiple filters to focus on jobs that best match your preferences.
2. **Bookmark Jobs:** Use the bookmark feature to save jobs you want to revisit.
3. **Stay Updated:** Regularly check your **Job Application Status** for updates on pending applications.

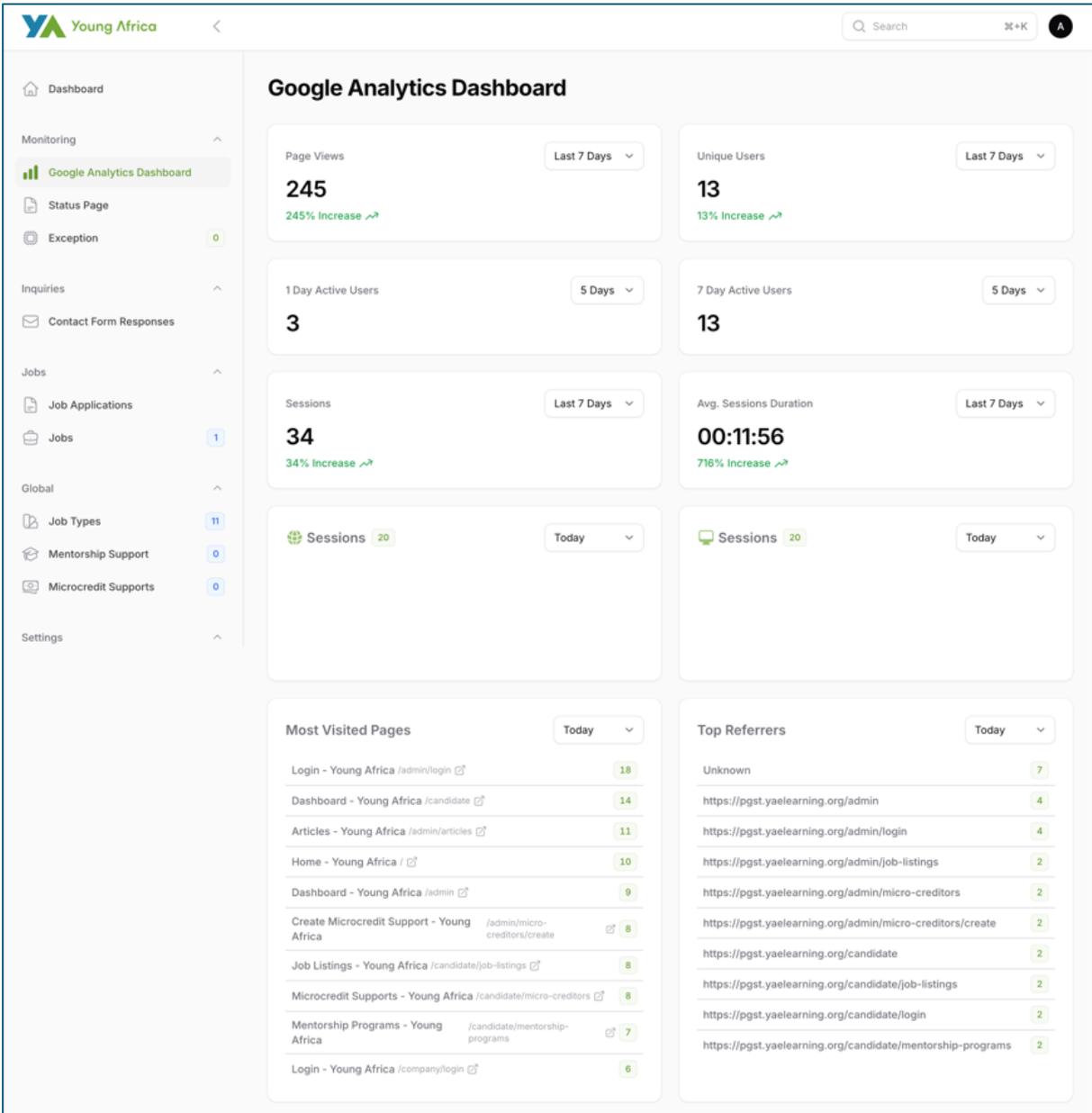
By leveraging these features, you can efficiently browse and apply for jobs that align with your skills and career goals.

6 – PGST Monitoring Tool

This section outlines the inbuilt Monitoring Tools of the PGST, which will be used by YA to monitor system performance, user numbers, issues raised by users, system issues and any exceptions required. YA has separate follow up mechanisms with graduates to track their performance in their employment/self-employment journey.

Google Analytics Dashboard





Status Page

Status Page

Cache (past hour)

HITS	MISSES	HIT RATE
621	3	99.51%

KEY	HITS	MISSES	HIT RATE
spatie.permission.cache	66	0	100%
spatie.laravel-analytics.0842f61d222a9c9f6c9...	24	0	100%

Exceptions (past hour)

TYPE	LATEST	COUNT
Illuminate\Database\QueryException	vendor/laravel/framework/src/Illuminate/Database/Connection.php:825	15m 1

Application Usage (past hour)

Top 10 users making requests

Admin	135
[Redacted]	6
[Redacted]	4

Queues (past hour)

Legend: Queued, Processing, Processed, Released, Failed

No results

Slow Queries (1000ms threshold, past hour)

Sort by: slowest

No results

Slow Requests (1000ms threshold, past hour)

Sort by: slowest

No results

Slow Outgoing Requests (1000ms threshold, past hour)

Sort by: slowest

No results

Exceptions

Exceptions > List

Exceptions

Search

No Exceptions