

VET-Enterprise cooperation framework template

Introduction

This document sets out a strategic and operational framework aimed at strengthening cooperation between vocational education and training (VET) institutions and businesses in the African partner countries of the SUCCESS project. The main objective is to align vocational education and training with the real needs of the labour market – particularly in the fields of renewable energy and green skills – in order to improve the employability of graduates and promote local economic development.

Section 1: Objectives of the cooperation

This section sets out the general and specific objectives of the collaboration, as stated in the project sources.

1.1. Overall objectives

1. To enhance the employability of young people in African partner countries.
2. To reduce the gap between the supply of vocational education and training (VET) and the demand of the labour market.
3. To promote an entrepreneurial culture and innovation.
4. To support young people on their path to empowerment.

1.2. Specific objectives

- To align vocational training programmes with the specific needs of local businesses.
- Facilitate the active and ongoing involvement of businesses in the education process.
- To make training opportunities more accessible and appealing to girls.

- To strengthen the capacity of vocational training teachers to deliver education that is relevant to the labour market.
- Encourage business professionals to deliver specific training modules in VET.
- Strengthen learners' professional conduct.
- Develop a sense of responsibility among learners.
- Promote teamwork among learners.

Section 2: Joint curriculum development

- **Involvement of employers in curriculum design:** Establish curriculum design teams comprising sector experts and representatives of local businesses.
- **Definition of learning outcomes:** Align knowledge, skills and abilities with the needs expressed by businesses, ensuring that they are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Ongoing feedback:** Establish formal mechanisms (e.g. regular meetings, surveys) to gather feedback from businesses on the relevance and effectiveness of the curricula and implement any necessary adjustments, taking into account the universal standard.
- **Development of soft skills:** Incorporate the development of soft skills into learners' training programmes through cross-cutting modules (entrepreneurship, problem-solving, teamwork, personal development and communication, creativity and innovation, employability and professional integration, enhanced post-training support in the form of coaching and graduate follow-up, networking, etc.).

2.1. Areas of collaboration

- **Co-design of curricula:**
 - Joint identification of professional profiles and skills (hard skills and soft skills).

- Definition of learning outcomes, modules and course content.
- Development of programmes that take into account the needs of local businesses and the labour market.
- Capacity building for teaching staff to update their knowledge and skills.
- **Implementation of curricula:**
 - Company experts participate as guest speakers or trainers.
 - Students alternate between learning at the educational institution and learning in the workplace (dual training model, where applicable).
- **Assessment & Certification:**
 - Co-design of student assessment methods (practical tests, projects, portfolio assessment).
 - Joint approval of qualifications where possible.
- **Ongoing review:**
 - Annual curriculum review committees with representation from both parties.
 - Mechanisms for incorporating feedback from graduates, employers and sectoral bodies.

2.2. Roles and responsibilities

The VET institution undertakes to:

- Provide expertise in teaching and training design.
- Align curricula with national educational standards.
- Ensure the development of trainers/teachers in collaboration with the company.

- Provide one-to-one support during training periods at the VET institution.
- Work with the company to ensure that students receive appropriate support (not only from a technical perspective).

The company undertakes to:

- Share up-to-date professional standards, workplace procedures and technologies.
- Provide learning opportunities within the company (apprenticeships, work placements, projects).
- Provide industry experts as co-trainers.
- Participate in the evaluation and review of curricula.
- Collaborate with the VET institution to ensure proper student support (not only from a technical perspective).

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2.3. Governance & Monitoring

- A Joint Curriculum Development Committee (JCDC) will be established, comprising representatives of the VET institution, the company and, where appropriate, sectoral associations.
- The JCDC:
 - Will meet at least twice a year to design, implement and review the curricula.
 - Will monitor the effectiveness of the programmes (student performance – hard skills and soft skills, employability outcomes, employer satisfaction).
 - Will recommend adjustments based on market trends and technological innovation.

Section 3: Joint Educational Initiatives

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- **Practical programmes:** Launch internships, apprenticeships, dual training programmes, sponsored projects and projects funded by local businesses.
- **Business experts as speakers:** Provide entrepreneurs or their representatives with the opportunity to deliver courses or practical modules at VET institutions.
- **On-site practical courses:** Arrange specific periods for learners to be immersed in the workplace (e.g., the 30 hours allocated for the new modules) directly within partner companies.
- **Cooperation and subcontracting:** Encourage businesses to subcontract some of their work to VET institutions.

3.1. Objectives

- Co-organise workshops, seminars and innovation challenges for students and employees.
- To promote entrepreneurship and lifelong learning.
- To strengthen the link between classroom learning and practical experience in the workplace.
- To enhance the visibility of both partners in the development of skills for economic growth.
- To organise one meeting per term and to use online platforms to disseminate information.

3.2. Principles of cooperation

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- **Shared vision:** the initiatives address both educational objectives and the needs of businesses. Adapt the existing partnership agreement template to the project's objectives.
- **Innovation focus:** Promote new learning methods (digital, experiential, project-based).
- **Inclusivity:** Ensuring access for diverse learners, including underrepresented groups.
- **Sustainability:** Initiatives are designed to be long-lasting and to create a lasting impact.
- **Co-branding:** Initiatives are presented as joint efforts to enhance recognition.

3.3. Areas of collaboration

- **Joint programme development:**
 - Industry-focused modules integrated into VET curricula.
 - Short courses and certifications co-delivered by both parties.
 - Dual learning or cooperative education models.
- **Educational events:**
 - Jointly organised job fairs, open days, innovation camps and hackathons.
 - Guest lectures, presentations by industry experts and masterclasses.
 - Technical competitions and awards for student projects.
- **Entrepreneurship and innovation:**
 - Supporting incubators, accelerators and student start-up challenges.
 - Facilitate mentoring programmes with business professionals.
- **Digital and lifelong learning:**
 - Develop e-learning platforms and hybrid training modules.

- Provide continuing professional development (CPD) for trainers and company staff.

3.4. Roles and responsibilities

The VET institution undertakes to:

- Provide the facilities, trainers and teaching expertise.
- Incorporate the content provided by businesses into its curriculum.
- Encourage students and teaching staff to participate.

The company undertakes to:

- Provide sector-specific expertise, guest speakers and mentors.
- Provide funding, sponsorship or in-kind support for events and programmes.
- Facilitate field visits, company tours and work-based learning opportunities.

3.5. Governance & Coordination

- A **Joint Educational Initiatives Committee (JEIC)** will be established to design, plan and monitor the initiatives.
- The JEIC will meet [X times per year] to review progress, select new initiatives, and evaluate results.
- Each initiative will have a project plan with clear objectives, target groups and an allocation of resources.

3.6. Monitoring and Evaluation

- Success indicators include:
 - the number of joint programmes delivered,

- student and staff participation rates,
 - employability outcomes,
 - feedback from learners and employers,
 - outcomes in terms of innovation and entrepreneurship.
- Annual reports will summarise achievements and propose improvements.

Section 4: Resource sharing

- **Infrastructure and facilities:** Define the terms and conditions for sharing facilities, laboratories and equipment between VET institutions and businesses.
- **Expertise and know-how:** Facilitate mutual access to experts for specific activities.

4.1. Objectives

- To ensure that VET institutions and businesses make more efficient use of the facilities, technologies and expertise available to them.
- To minimise the duplication of investments in infrastructure and equipment by pooling resources.
- To provide learners with access to up-to-date tools, machinery, software and expertise in order to align training with the needs of the labour market.
- To facilitate the exchange of skills between industry professionals and VET trainers, thereby improving practical teaching and work readiness.
- To encourage the joint development of new training methods, research projects and applied solutions through the use of shared laboratories, workshops and facilities.
- Build trust and long-term collaboration through shared responsibility and mutual benefit in training initiatives.

4.2. Principles of resource sharing

- **Mutual benefit:** Resource sharing must create value for VET institutions and businesses (skills development, preparation for employment, innovation, cost-effectiveness).
- **Fairness and equity:** Contributions to and access to shared resources must be balanced, transparent and equitably distributed among all partners.
- **Transparency and accountability:** Clear agreements on ownership, use, maintenance and responsibilities must guide the sharing process.
- **Shared responsibility:** All parties commit to jointly maintaining, managing and monitoring the shared resources to ensure their effectiveness.
- **Review of the cooperation framework:** The cooperation framework will be reviewed after two years.
- **Provision for sustainability:** Partners (businesses and VET providers) are encouraged to ensure the sustainability of the cooperation in order to achieve a match between the needs of the labour market and training provision, and to promote the employability of learners.

4.3. Areas of collaboration

- **Infrastructure and facilities:**
 - VET students have access to companies' workshops, laboratories and production lines for their training.
 - Company staff have access to VET classrooms, workshops or simulation laboratories for training purposes.
- **Equipment and technology:**
 - Shared use of machinery, tools, ICT systems and specialised software.

- Joint acquisition or co-financing of new training technologies.
- **Human resources:**
 - Exchange of trainers, instructors and technical experts.
 - Joint supervision of projects and learning.
- **Knowledge resources:**
 - Shared access to training materials, textbooks, digital platforms and databases.
 - Co-development of learning resources tailored to the needs of the professional environment.

4.4. Roles and responsibilities

The VET institution undertakes to:

- Provide training spaces, workshops and specialised trainers to meet the needs of businesses.
- Maintain safety and educational standards when using the resources.
- Develop training modules tailored to the company's staff, where applicable.

The company undertakes to:

- Provide access to real working environments, machinery and technical experts.
- Support the training of VET trainers by providing practical immersions.
- Ensure safety standards for students and trainers, including the provision of the necessary work clothing and footwear, personal protective equipment where required, and compliance with working time standards and other standards relating to employee safety (including for underage workers, where applicable), in accordance with national legislation.

4.5. Governance and management

- Establish a **Joint Resource Management Committee (JRMC)** to oversee the planning, allocation and monitoring of shared resources.
- Develop usage protocols covering planning, responsibilities, maintenance, safety and accountability.
- Agree on cost-sharing models (joint investment, maintenance costs or in-kind contributions).

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4.6. Monitoring and evaluation

- Jointly monitor the utilisation rates of facilities and equipment.
- Evaluate the impact on students' skills, trainers' capacity and the company's productivity.
- Conduct an annual review of resource-sharing arrangements to adapt to changing needs.

Section 5: Establishing and managing careers offices

- **Joint design:** Develop the statutes and sustainability plans for the careers offices with direct input from the companies.

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- **Strategic partnerships:** Use the office as a point of contact to establish and maintain partnerships for work placements and employability.

5.1. Objectives

- To support students in career planning, job readiness and lifelong employability.
- To provide accurate information on the labour market and align training with market demand.
- To facilitate internships, apprenticeships and full-time employment.
- To organise employability workshops, job fairs and mentoring programmes.
- To strengthen partnerships between VET institutions, businesses and industrial sectors.
- Facilitate the integration of learners into the labour market (improving the employability of graduates, organising job fairs).
- Organise advocacy events to promote the value of vocational training.
- Identify trends and innovations in the labour market to ensure that training is continuously aligned with the needs of businesses.

5.2. Principles of cooperation

- **Student-centred approach:** All services are geared towards learners' professional success.
- **Shared responsibility:** VET providers and businesses actively manage and fund the Careers Office.
- **Market relevance:** The services reflect the real needs of the labour market.
- **Sustainability:** The Careers Office is designed as a long-term, institutionalised service.
- **Transparency:** Clear communication and equal access for all students.

5.3. Areas of collaboration

- **Career guidance and advice:**
 - One-to-one and group sessions on career paths and job search strategies.
 - Psychometric tests, skills assessments and career profiling.
- **Placement services:**
 - Facilitation of internships, apprenticeships, dual training programmes and mentoring.
 - Connecting graduates with companies and sector partners.
 - Follow-up with alumni to measure outcomes in the labour market.
- **Skills development activities:**
 - Training in transferable skills, digital skills, entrepreneurship and job readiness.
 - Employer-led workshops on industry trends and expectations.
- **Events and networking:**
 - Jointly organised job fairs, recruitment campaigns and sector-specific panels.
 - Guest lectures and company visits.
- **Information systems:**
 - Development of a shared job portal or career information platform.
 - Regular labour market reports provided to students and trainers.

5.4. Roles and responsibilities

The VET institution undertakes to:

- Provide premises, basic infrastructure and administrative staff.

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- Engage students and integrate career services into training programmes.
- Maintain databases on students, alumni and the activities of the Careers Office.

The company undertakes to:

- Provide work placements, apprenticeships, dual training programmes and employment opportunities.
- Provide mentors and careers advisers.
- Contribute financially or in kind (equipment, training materials, access to the employment portal).
- Participate in sharing information on the labour market and in aligning curricula.

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5.5. Governance and management

- Establish a **Career Office Steering Committee** comprising representatives from the VET institution, the company and, where appropriate, other employers or sectoral associations.
- The Committee shall:
 - Will set strategic objectives and annual plans.
 - Monitor the provision of services and performance indicators.
 - Approve budgets and the allocation of resources.

5.6. Monitoring and evaluation

- Key indicators may include:
 - Number of students receiving guidance and training.

- Internship and employment placement rates.
- Employers' satisfaction with the graduates recruited.
- Career progression of alumni.
- Annual joint evaluation to improve services and ensure sustainability.

Section 6: Internships

6.1. Objectives

- To facilitate the transition from education to employment through practical learning.
- To align the development of students' skills with industry requirements.
- To enhance graduates' employability and entrepreneurial spirit.
- To establish lasting links between VET institutions and businesses.
- To establish a structured mechanism for assessing and certifying the skills acquired during work placements.

6.2. Principles of cooperation

- **Workplace learning:** Work placements provide real hands-on experience, not just observation.
- **Shared responsibility:** VET institutions and businesses jointly manage and supervise work placements.
- **Quality assurance:** Work placements are based on clear learning objectives and defined assessment methods.
- **Equity and inclusion:** Equal opportunities for all eligible students.
- **Compliance:** Adherence to employment laws and occupational health and safety regulations.

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6.3. Areas of collaboration

- **Work placement design:**
 - Define the learning objectives, duration, timetable and expected outcomes.
 - Draw up internship agreements setting out the roles of all parties.
- **Implementation:**
 - Place students in the relevant departments or units.
 - Assign mentors/tutors from within the company.
 - Regular supervision and monitoring by VET teachers.
- **Assessment and certification:**
 - Joint assessment of students' performance (technical skills, soft skills, professional conduct).
 - Award of work placement certificates or credits.
 - Feedback loops to improve the curriculum.
- **Support services:**
 - Pre-placement preparation workshops (CV writing, workplace conduct, safety).
 - Mid-term reviews to ensure that objectives are being met.
 - Post-placement debriefing sessions and career guidance.

6.4. Roles and responsibilities

The VET institution undertakes to:

- Select and prepare students for work placements.

- Provide insurance cover (where necessary) and ensure compliance with safety standards.
- Appoint supervising teachers for monitoring and assessment.
- Incorporate the results of the work placement into academic credits or certification.

The company undertakes to:

- Provide meaningful placements with clearly defined learning objectives.
- Appoint qualified mentors or supervisors for each intern.
- Provide access to facilities, equipment and tasks aligned with the students' training.
- Ensure compliance with occupational health and safety standards.
- Assess the performance of interns and provide feedback to the VET institution.

6.5. Governance and management

- Establish an **Internship Coordination Committee (JICC)** to plan, allocate and supervise internships.
- The work placement agreements shall specify:
 - the number of students accepted,
 - the duration of the internship (e.g., 3–6 months),
 - the roles of supervisors and mentors,
 - Reporting formats and assessment tools.

6.6. Monitoring and evaluation

- Internship monitoring tools: logbooks, weekly reports, supervisor feedback forms.

- Assessment criteria: technical competence, teamwork, communication, adaptability, problem-solving.
- Annual review of the work placement programme: student satisfaction, feedback from companies, graduate employability rate.

Section 7: Apprenticeships / Work–study apprenticeships

7.1. Objectives

- To develop dual training programmes combining theory and practice.
- To align VET curricula with professional standards and the needs of businesses.
- To provide apprentices with structured training, mentoring and real-world production experience.
- To improve employability and reduce the skills gap in the labour market.
- To establish a long-term partnership between VET providers and businesses for the development of the workforce.

7.2. Principles of cooperation

- **Duality:** Learning takes place both in the classroom and in the workplace.
- **Structured training:** Programmes follow professional standards and defined curricula.
- **Shared responsibility:** VET provides the theory; the company provides the practical experience; both assess the learning outcomes.
- **Fairness:** Apprentices are treated as learners, with their rights and well-being protected.
- **Sustainability:** Apprenticeship programmes are designed to ensure continuity and a lasting impact on the labour market.

7.3. Areas of collaboration

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- **Programme design:**
 - Identify the occupational profiles and skills to be developed.
 - Define the duration, the timetable (alternating between school and company) and the training plan.
 - Draw up apprenticeship contracts/agreements (student–VET–company).
- **Implementation:**
 - The company provides structured on-the-job training with a designated mentor.
 - The VET aligns classroom teaching with tasks in the company.
 - Apprentices alternate between school and the company in accordance with the training plan.
- **Assessment and certification:**
 - Competency-based assessment carried out jointly by VET and company supervisors.
 - Apprentices receive a formal qualification recognised by both partners (and ideally by the national authorities).
- **Support and development:**
 - Pre-apprenticeship guidance and safety training.
 - Interim assessments to monitor progress.
 - Career guidance and support for integration after the apprenticeship.

7.4. Roles and responsibilities

The VET institution undertakes to:

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- Provide theoretical and foundational training.
- Develop curricula aligned with professional standards.
- Select and prepare apprentices for their in-company apprenticeships.
- Assign teaching supervisors for monitoring and assessment.
- Coordinate with companies to ensure that course content is aligned with in-company practice.

The company undertakes to:

- Provide structured on-the-job training aligned with the programme.
- Appoint qualified mentors to guide apprentices.
- Provide access to relevant production processes, tools and technologies.
- Ensure compliance with health, safety and employment law standards.
- Assess apprentices and share feedback with the VET institution.

7.5. Governance and management

- Establish a **Joint Apprenticeship Committee (JAC)** comprising representatives from the VET institution, the company and, where applicable, employers' associations.
- The JAC:
 - Approves training plans and apprenticeship agreements.
 - Monitors progress and resolves implementation issues.
 - Conducts annual reviews of apprenticeship programmes.

7.6. Monitoring and evaluation

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- Use logbooks, progress reports and workplace assessments to monitor apprenticeships.
- Assess apprentices in terms of technical skills, problem-solving, work ethic and teamwork.
- Collect feedback from apprentices, mentors and teachers.
- Measure success based on pass rates, qualifications awarded and the employment outcomes of graduates.

Section 8: Patronage

8.1. Objectives

- To provide strategic support to the VET institution through sponsorship.
- To facilitate knowledge transfer between industry and education.
- To strengthen students' professional identity and motivation by linking them to a well-established company.
- To promote apprenticeships, internships and employment opportunities for students.
- To increase the Company's visibility and strengthen its role in terms of corporate social responsibility (CSR).

8.2. Principles of cooperation

- **Mutual commitment:** Both parties benefit from a long-term partnership.
- **Mentoring focus:** Sponsorship goes beyond financial support and includes mentoring and guidance.
- **Visibility:** The sponsoring company and the VET institution publicly promote the partnership.

- **Sustainability:** Sponsorship agreements are designed to last for several years.
- **Impact focus:** The sponsorship must deliver a measurable improvement in student employability and the quality of education.

8.3. Areas of collaboration

- **Strategic support:**
 - The company acts as the official sponsor of a programme, department or cohort.
 - Co-branding of training programmes with the company's identity.
- **Educational engagement:**
 - Guest lectures, company visits and industry-led workshops.
 - Mentoring programmes bringing together company staff and students.
- **Work-based learning:**
 - Priority access to internships, apprenticeships and recruitment opportunities.
 - Participation in curriculum advisory committees.
- **Resource support:**
 - Sponsorship of equipment, scholarships or training materials.
 - Joint development of laboratories, innovation hubs or pilot projects.
- **Events and visibility:**
 - Co-organisation of graduation ceremonies, skills competitions or job fairs.
 - Representing the company at open days and careers guidance events.

8.4. Roles and responsibilities

The VET institution undertakes to:

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- Formally recognise and promote the sponsorship relationship.
- Facilitate access for company experts to classes, events and advisory committees.
- Promote the company's contribution (logos, media, communications).
- Ensure that students benefit fully from the mentoring activities.

The company undertakes to:

- Provide mentoring, sector-specific knowledge and career guidance.
- Support the professional development of VET teachers.
- Offer internships, apprenticeships and employment opportunities to students.
- Participate in the development of the curriculum for the classes it sponsors.
- Contribute financially, materially or in kind to support training programmes, for example by providing the school with equipment and technology (machines, tools, ICT systems and specialised software).
- Participate in public events as the official patron partner of the VET institution or class.
- Encourage students to develop their potential and support the most talented among them, for example by offering annual scholarships or prizes (in the form of equipment or financial support) to the best students, as well as international exchanges, depending on the company's resources and its geographical area of operation.
- Participate in the examination and assessment procedures for students' learning outcomes, for example by contributing to the development of examination topics or by providing the material/organisational conditions for their conduct.

8.5. Governance and management

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- A **Sponsorship Steering Committee**, comprising representatives of the VET institution and the company, shall oversee the activities.
- Annual planning of sponsorship activities, including events, allocation of resources and communications.
- Reporting mechanisms to monitor impact (student participation, resources provided, work placements).

8.6. Monitoring and evaluation

- Indicators of success may include:
 - Number of students mentored,
 - Internships and jobs facilitated,
 - Equipment/resources donated,
 - Visibility activities carried out,
 - student and employer satisfaction levels.
- Joint annual review to fine-tune and strengthen the mentoring programme.

Section 9: Dual training

9.1. Objectives

- To ensure a balance between classroom teaching and work-based training.
- To provide students with industry-relevant skills in order to improve their employability (significantly reducing the transition time between leaving education and entering their first job).
- To enhance the responsiveness of VET curricula to the needs of businesses.
- To develop a culture of shared responsibility in training the future workforce.

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- To support businesses in creating a pool of skilled technicians and professionals.
- To provide small businesses, in particular, with the opportunity to recruit employees with skills tailored to their needs at a relatively low cost.
- To enable the transfer of unique skills related to the production of specific traditional products or services by craft businesses.
- To enable young workers to remain in their place of birth and education, thereby limiting the 'brain drain' and excessive economic emigration, and protecting and stabilising local/regional labour markets.
- To engage in advocacy with local, regional and national authorities to improve the institutional and legal environment (at the highest level, this involves introducing support for companies hosting students on work placements, including, for example, reimbursement of costs and tax breaks; at a lower level, public authorities can also help in certain cases by removing bureaucratic obstacles, etc.).

9.2. Principles of cooperation

- **Complementarity:** Theoretical training and practical experience in the workplace reinforce each other.
- **Shared responsibility:** Training content, monitoring and evaluation are managed jointly; there is mutual trust between schools and businesses, and the latter are willing to bear the costs in the interest of long-term benefits.
- **Quality assurance:** The training meets national standards and the requirements of companies. Supervision and support from the relevant professional association are required, or, in the absence of such support, the involvement of public education authorities at the appropriate level.

- **Integration into the company:** Under supervision, students actively contribute to the company's tasks.
- **Sustainability and legal and ethical compliance:** Compliance with labour laws, occupational safety regulations and non-discrimination policies.

9.3. Areas of collaboration

- **Co-design of the curriculum:**
 - Joint development of dual training curricula.
 - Alignment of theoretical modules with company practices.
- **Delivery of training:**
 - Structured alternation between the VET institution (theory) and the company (practice).
 - Establishment of training schedules (e.g., 3 days at school / 2 days at the company, or a block system).
 - Appointment of mentors in the company and supervisors at the educational institution.
- **Assessment and certification:**
 - Joint assessment of students' progress (technical skills, transferable skills, professional conduct).
 - Incorporation of feedback from the company into the final certification.
 - Recognition of dual training within national qualifications frameworks.
- **Skills development:**
 - Training of in-company tutors in teaching and mentoring.

- Keeping VET teachers up to date through exposure to business innovations.
- **Support services:**
 - Orientation sessions for students prior to their placement in a company.
 - Insurance and social protection provisions in accordance with the law.
 - Career guidance and support for professional integration.

9.4. Roles and responsibilities

The VET institution undertakes to:

- Provide theoretical and foundational training aligned with the dual curriculum.
- Select, prepare and place students with companies.
- Oversee the training through regular visits and progress reports.
- Coordinate assessments and incorporate company assessments into the final results.

The company undertakes to:

- Host students for practical training as part of the dual system.
- Provide structured learning opportunities linked to the curriculum outcomes.
- Assign qualified mentors to guide and supervise students.
- Ensure compliance with occupational health and safety requirements.
- Contribute to the assessment and certification of students.

9.5. Governance and management

- Establishment of a **Dual Training Steering Committee (DTSC)** comprising representatives from both parties.

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- The DTSC shall be responsible for:
 - Designing training plans,
 - Allocating student placements,
 - coordinating monitoring visits,
 - resolving any conflicts or issues that may arise.

9.6. Monitoring and evaluation

- **Tools:** student logbooks, tutor reports, supervisor assessments and feedback sessions.
- **Criteria:** mastery of professional standards, transferable skills, productivity and ability to integrate.
- **Annual review:** assessment of the programme's effectiveness and adjustments to the curriculum or partnership arrangements.

Section 10: Communication between the VET institution and the company

This section outlines the practical tools for formalising and managing cooperation, and sets out the communication channels to ensure an ongoing dialogue between schools and companies.

10.1. Objectives

- To ensure that objectives and expectations are aligned between VET institutions and businesses.
- To facilitate the timely exchange of information on training needs, curriculum updates and labour demand.
- To build trust and long-term collaboration through transparent communication.
- To support the monitoring, evaluation and continuous improvement of collaborative initiatives.

10.2. Stakeholders

- **VET providers:** heads of institutions, trainers, curriculum designers, careers offices.
- **Companies:** HR managers, training supervisors, mentors, senior management.
- **Support organisations:** government agencies, local/regional authorities, regional labour market councils, local and regional employment services, sectoral councils, professional associations, employers' organisations, chambers of commerce, chambers of crafts, business associations.
- **Beneficiaries:** students, apprentices, trainees and alumni.

10.3. Key messages

- **From VET to businesses:** student skills, curriculum plans, graduate profiles, training needs.
- **From businesses to VET:** labour market trends, feedback on graduates, skills needs, work placement opportunities.
- **Joint communication:** partnership objectives, programme outcomes, success stories, innovation initiatives.

10.4. Communication channels

- **Formal channels:** Memoranda of Understanding (MoUs), contracts, official reports, annual partnership meetings.
- **Operational channels:** regular working group meetings (monthly/quarterly), digital platforms (shared portals, mailing lists, WhatsApp/Slack groups), progress reports and dashboards.
- **Engagement channels:** job fairs, open days, workshops, seminars, social media, newsletters, press releases.

10.5. Frequency

- **Daily/weekly:** operational updates (student placements, scheduling, urgent issues).
- **Monthly/quarterly:** follow-up meetings for curriculum alignment, monitoring and evaluation.
- **Annually:** strategic review, presentation of achievements, adjustment of agreements.

10.6. Roles and responsibilities

- **Communication focal points:** Each VET provider and each company appoints a liaison officer.
- **Joint committee:** oversees the flow of communication, resolves conflicts and approves reports.
- **Monitoring team:** collects and analyses feedback from students, companies and trainers.

10.7. Monitoring and feedback

- Regular surveys (employers, students, trainers).
- Evaluation reports shared between the institutions.
- Corrective action plans developed jointly.
- Publication of success stories to strengthen cooperation.

Section 11: Monitoring and Evaluation (M&E)

This section sets out how the effectiveness of the cooperation will be measured, a key aspect highlighted in the WP4 objectives.

11.1. Objectives

- Monitor the implementation of joint training programmes (internships, apprenticeships, mentoring, dual training, etc.).
- To measure students' learning outcomes and skills.
- To assess business satisfaction and alignment with labour market needs.
- To identify shortcomings and recommend improvements to curricula, teaching methods and in-company training.
- To promote data-driven decision-making for sustainable TVET–business collaboration.

11.2. Principles of cooperation

- **Transparency:** All data, reports and evaluations are shared openly.
- **Shared responsibility:** TVET and businesses participate in M&E activities.
- **Continuous improvement:** M&E results inform programme adjustments.
- **Evidence-based:** Decisions are guided by accurate data and feedback.
- **Inclusivity:** Monitoring includes all stakeholders (students, trainers, company staff).

11.3. Areas of monitoring and evaluation

- **Programme implementation:** Monitoring compliance with timetables, modules and work placements.

- **Student performance:** Monitoring of technical and soft skills, attendance, and collection of student feedback.
- **Company engagement:** Assessment of the quality and relevance of in-company training, performance of mentors, and support for the programme.
- **Relevance of the curriculum:** Measuring the alignment between academic teaching and the requirements of the field, and identifying any gaps.
- **Impact assessment:** professional integration or further training of graduates; satisfaction of companies, students and teaching staff; contribution to productivity and innovation at partner companies.

11.4. Roles and responsibilities

The VET institution undertakes to:

- Develop M&E frameworks, tools and indicators.
- Collect, analyse and report on student performance and programme implementation.
- Organise feedback sessions with students and companies.
- Recommend improvements to curricula and teaching methods.

The company undertakes to:

- Provide feedback on students' performance and their experience in the workplace.
- Participate in data collection, evaluations and follow-up meetings.
- Support the assessment of the relevance of the curriculum and of integration into the workplace.
- Participate in the joint planning of programme adjustments based on M&E results.

11.5. Governance and management

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- Establishment of a **Joint M&E Committee (JMEC)** comprising representatives from VET and the company.
- The JMEC shall be responsible for:
 - Defining M&E indicators and tools,
 - Planning monitoring visits and surveys,
 - reviewing evaluation reports,
 - Recommending corrective actions and programme improvements.

11.6. Monitoring tools and methods

- Student logbooks and progress reports.
- Assessments by supervisors in companies.
- Surveys and questionnaires for students and companies.
- Focus groups and interviews.
- Annual performance reports with key indicators (placement rates, skills acquisition, satisfaction levels).

Section 12: Duration and Renewal

- This framework is valid for [X years] and may be renewed by mutual agreement.
- Monitoring and evaluation (M&E) activities shall be carried out on an ongoing basis, with annual reporting cycles.

Section 13: Termination of the Agreement

13.1. Grounds for termination

Either party (VET institution or company) may terminate the Agreement under the following conditions:

- **Mutual consent:** both parties agree that the partnership is no longer beneficial or relevant.
- **Breach of the Agreement:** Failure to fulfil contractual obligations (e.g., quality of training, safety standards, commitment of resources).
- **Force majeure:** unforeseen events (natural disasters, political instability, pandemics) preventing continuation.
- **Financial or operational constraints:** either party being unable to fulfil its commitments due to restructuring, budget cuts or closure.
- **Ethical or legal breaches:** engaging in practices that contravene the law, ethical standards or agreed codes of conduct.

13.2. Notice period

- Written notice (e.g., 30 to 90 days) must be given prior to termination.
- The notice must specify the reasons, the effective date and the responsibilities during the transition period.

13.3. Transition and continuity

To minimise disruption for students and stakeholders:

- **Completion of ongoing training:** both parties undertake to ensure that students currently on placements, apprenticeships or dual training programmes complete their programme or are transferred to another host company.

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- **Transfer of knowledge and resources:** Materials, tools and assessment records related to the partnership must be handed over to the VET institution to ensure continuity.
- **Joint final report:** A final review assessing achievements, challenges and lessons learned must be produced.

13.4. Financial and legal settlements

- Settlement of all outstanding financial obligations (e.g., unpaid allowances, training costs, use of equipment).
- Return or transfer of shared assets in accordance with previous agreements.
- Compliance with confidentiality clauses and intellectual property rights after termination.

13.5. Future cooperation clause

- The framework may specify that the termination of a contract does not preclude future collaboration.
- Possibility of renegotiation or reintegration into the partnership under new terms.

Section 14: Signatures

Signed in [place], on [date].

For the VET institution

Name, Title, Signature

For the company

Name, Title, Signature



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