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Sustainable cooperation of VET providers and enterprise

for improving graduates' employability

SUCCESS

European Union Countries TVET Comparative Report

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I. ABSTRACT

This comparative study focuses on models of cooperation between Technical and Vocational Education and Training (TVET) schools and businesses in European Union countries, particularly Belgium, Italy, and Poland. It is part of the SUCCESS project funded by the European Union and implemented by La Salle Foundation, in collaboration with ACTEC and FORMAC. The SUCCESS project is being implemented in five African countries: Burkina Faso, Cameroon, Kenya, Madagascar, and Rwanda.

This comparative study aims to identify similarities and differences between the countries studied (Belgium, Italy and Poland) and to highlight the strengths and weaknesses of cooperation. Finally, the comparative study aims to identify best practices and provide advice on how to transfer these best practices to the African context.

The cooperation models that emerge are dual training, paid apprenticeships, regular internships, patronage, and the "juvenile worker" experience.

The organization of TVET in these three European Union countries reveals a decentralization of TVET, although coordinated by the National Ministry of Education in collaboration with the National Ministry of Labor in the case of Belgium and Italy, while the organization is more centralized in Poland.

It can also be seen that regions and provinces or communities are key players in TVET in Belgium and Italy, while their role in Poland is rather limited. This is linked to a highly decentralized administrative and political organization in Belgium and Italy, and a rather centralized one in Poland. This observation reveals that TVET adapts to

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national policy and regulation. The local context is therefore important in the implementation of cooperation.

However, innovation is always possible. It can take the form of lobbying political authorities to change policy and regulation to enable the desired cooperation model to be implemented. The five African countries participating in the SUCCESS project are invited, on the one hand, to comply with national policy and regulation and, on the other hand, to take initiatives to reform national policy and regulation.

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II. INTRODUCTION

Technical and Vocational Education and Training (TVET) are an essential component of human capital formation for countries' economic development. They enable learners to acquire theoretical knowledge and technical skills that are directly applicable in the workplace. From this perspective, they are key factors in combating unemployment and promoting decent employment for young people and adults.

TVET contribute to the competitiveness of businesses by providing them with a skilled and competent workforce. To achieve this, they must be in tune with the real needs and strong trends of the labor market and be based on dynamic cooperation between TVET schools and businesses.

This cooperation can take several forms, ranging from hosting learners for regular internships, the "juvenile worker" experience, patronage, apprenticeships and dual training, to co-developing curricula, equipping laboratories, using company facilities and technology to deliver certain modules, teaching certain modules by experienced company employees, supporting learners on internships, etc.

As part of the SUCCESS project funded by the European Union and implemented by La Salle Foundation, in collaboration with ACTEC and FORMAC, this comparative study briefly examines the organization, financing, and management of technical education and vocational training in three European Union countries: Belgium, Italy, and Poland.

This comparative study focuses primarily on models of cooperation between TVET schools and businesses in the three European Union countries mentioned above. Indeed, *"the training of students is a task shared between the school and the*

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company. Both institutions must work together to ensure that the student successfully completes his or her training process. This collaboration is essential to ensure quality training, updated and adjusted to the real needs of the labour market. Cooperation between educational centres and companies contributes significantly to the preparation of competent professionals and facilitates their insertion into the world of work. When this relationship is established properly, it becomes a win-win strategy for all parties involved: students, schools, and businesses" (Gagnon et al., 2025 cited in the Belgium National Report, p.1).

This comparative study is organized as follows: first, a presentation of the research methodology, then the comparative study itself, which presents the similarities and differences, followed by the strengths and weaknesses of cooperation. This section is followed by best practices and advice for implementing best practices in Africa, and finally, the conclusion.

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III. METHODOLOGY

The research methodology used in this comparative study consisted of compiling the results of three reports on models of cooperation between technical and vocational schools and businesses in three European Union countries: Belgium, Italy, and Poland.

This cross-cases analysis methodology made it possible to identify similarities in the organization of Technical and Vocational Education and Training (TVET), cooperation between TVET schools and businesses, as well as differences that can be explained by the specific characteristics of each country, particularly their political and economic history.

This comparative study is therefore based primarily on the three case studies and does not use any additional primary or secondary sources. The reflection, formulation, and structuring are the author's own initiative.

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IV. COMPARATIVE STUDY OF COOPERATION MODELS

This comparative study of three European Union countries—Belgium, Italy, and Poland—analyzes the organization, financing, quality assurance of training, and cooperation models between Technical and Vocational Education and Training (TVET) schools and businesses. The comparative study highlights similarities and differences.

4.1. Similarities

The comparative study allows us to identify similarities in terms of:

a) Organizational structure and involvement of regions and provinces

From the perspective of the organization of Technical and Vocational Education and Training (TVET), we find nearly the same structure in all three European Union countries covered by this study: Belgium, Italy, and Poland.

Indeed, whether in Belgium, Italy, or Poland, technical education and vocational training are organized and managed by the National Ministry of Education in collaboration with the National Ministry of Labor.

However, in Belgium and Italy, the regions, the communities or the autonomous provinces play a leading role in defining training needs and curricula. This is not quite the case in Poland.

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This decentralization of the organization of technical education and vocational training in Belgium and Italy does not mean that the state does not control the quality of training.

For example, in Belgium, although education has been transferred to the regions and communities, the National Ministry of Education offers a common program called “Attestation de Compétences” which determines the skills that all learners must acquire at the end of their training.

In Italy, where technical education and vocational training are highly decentralized, with the regions and autonomous provinces playing an important role in defining training pathways, there is a national state structure that ensures the quality of training. This is the National Institute for the Evaluation of the Education and Training System (INVALSI).

In Poland, the central government, through the National Ministry of Education, organizes technical education and vocational training, but the social partners, namely the regions, businesses, and trade unions, can submit their proposals to the Ministry of Education through the Sectoral Competence Councils.

b) Cooperation between Technical and Vocational Education and Training (TVET) schools and businesses

In Belgium, and to a lesser extent in Italy, there is a long history of cooperation between Technical and Vocational Education and Training (TVET) schools and businesses. This cooperation has beneficial results for learners, schools, and businesses alike. In Belgium, for example, internships are mandatory, and schools

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must provide internships for all their learners, otherwise they lose their government subsidies. This institutional policy has helped to strengthen cooperation between TVET schools and businesses.

"As a result, Belgium has a high rate of youth labour market insertion. In the period 2021-2023, 80.1% of Vocational Training (VET) graduates entered the labour market, approaching the European Union target of 82% by 2025" (CEDEFOP, 2024, cited in the Belgium National Report, p.2).

In Italy, there is also extensive experience of cooperation between TVET schools and businesses. In both Belgium and Italy, this cooperation ranges from ordinary internships to paid apprenticeships and dual training.

In Poland, the same cooperation exists, with long experience of "juvenile workers," patronage, dual training, paid apprenticeships, and regular internships.

c) Funding for Technical and Vocational Education and Training

Funding for TVET is mainly provided by the central government with contributions from businesses. This is the case in Italy, Belgium, and Poland. The contribution of companies to the financing of Technical and Vocational Education and Training (TVET), which in Italy takes the form of a 0.3% payroll contribution to Social Security for continuing education; financial compensation granted to trainees in apprenticeships, financing for school laboratory equipment, etc, is very good provision.

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d) Quality control of Technical and Vocational Education and Training (TVET) at the national level

The high degree of decentralization observed in Belgium and Italy does not mean that each region or province is solely responsible for the quality of training offered to learners. Each of these countries has a national structure for quality control and accreditation of training programs. In Italy, this is *"the National Institute for the Evaluation of the Education and Training System (INVALSI), which coordinates the evaluation of technical and vocational education and training by defining objective indicators to assess the quality of the training system."* (Italy National Report, p.11).

In Belgium, this task is carried out by the "Attestation de Compétences" (Certificate of Competence) program.

In Poland, this service is provided in a certain way by the Sectoral Competence Council.

It should be noted that quality control in these three countries is referenced to the European reference framework for the quality of Technical and Vocational Education and Training (TVET). This European reference framework is called the European Qualifications Framework (EQF).

e) Dual Training

"Dual vocational education is understood here – in accordance with the definition commonly accepted in Europe (and probably not only there) – as a model of education that involves the intertwining of theoretical and practical vocational training, with the former taking place in typical educational facilities and the latter

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in companies that take on students for training in a real working environment (Symela 2016: 10, cited in the Poland National Report, p.5).

Dual training is unique in that it alternates between school, where theoretical knowledge is acquired, and the workplace, where technical skills are acquired. Dual training differs from other forms of internships in that the company takes on the trainees and pays them a salary, with social security affiliation and full or partial coverage of school training costs.

In each of the three European Union countries covered by this comparative study, dual training is implemented. In the specific case of Poland, dual training is similar to an old practice in that country, which consisted of taking on learners for a long period of apprenticeship in craft workshops. It is therefore an old tradition rooted in the practice of craftsmen who take on apprentices for a long period of training during which they learn both theory and practice.

Dual training is also practiced in the other two countries, Belgium and Italy. As revealed in Belgium's national report: *"Belgium, for example, has well-structured systems such as alternate training system and the apprentissage system, which integrate theoretical and practical training in a balanced way. In this country, alternation is considered a main training path, not a secondary option reserved for students with low academic performance."* (Belgium National Report, p.2).

In terms of dual training in Belgium, *"Alternate cycle and paid training contract between the company and the student. The contract includes an annex that is the Training Plan which reflects the training activities that will be developed in the compány and the skills that the student must achieve in this process. It is formalized through a platform managed by the Office Francophone de la Formation en*

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Alternance (OFFA). The Training Plan is agreed between the three parties involved and is signed by the company and the student. It can only be graded by what is written in the document. The training is done in alternate cycle training, combining theory and practice: 2 days of training at the school and 3 days of training at the company. There are variants for ádults: 1 day at school and 4 days at the company." (Belgium National Report, p.4).

In general, dual training combines theory and practice, with 30% to 50% of the time spent at school acquiring theory and 50% to 70% of the time spent in a company acquiring practical skills. Dual training is applicable to all areas of technical education and vocational training and to all types of companies.

f) Paid apprenticeships

We refer to apprenticeships that learners undertake in companies to acquire practical skills, while receiving financial compensation from the company, as paid apprenticeships. Paid apprenticeships are found in each of the three European Union countries covered by this comparative study.

g) Regular internships

We refer to regular internships as those sought and obtained by learners or placements arranged by Technical and Vocational Education and Training (TVET) schools for learners in companies. In general, these internships are of short duration, take place at a specific point in the training program, aim to develop a specific technical skill, and are not necessarily remunerated. Regular internships

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are common in all three European Union countries covered by this comparative study.

h) The involvement of businesses in defining curricula

In each of the European Union countries studied as part of this comparative study, we see the involvement of businesses in defining technical education and vocational training curricula. Indeed, companies participate in expressing the market's needs for skilled labor and offer their expertise and facilities for the acquisition of the required skills. This involvement of companies in defining training needs and curricula ties the training to the real needs of the companies and increases the satisfaction of that needs.

i) Placement of interns by the school

In the three European Union countries studied, Technical Vocational Education and Training (TVET) schools are involved in finding internships for learners. In most cases, it is the school administration that signs cooperation agreements with companies to promote internships for learners. This applies to dual training, paid apprenticeships, regular internships and patronage. This highlights the central role of the school, or rather the school administration, in facilitating the placement of internships for learners.

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j) Gateways

There are gateways that allow technical and vocational education learners to move directly into employment or continue their higher education at university at the end of a training cycle. This provision exists in Belgium, Italy, and Poland. This flexibility offered by technical education and vocational training, which allows learners to either enter the workforce or continue their studies at the end of each training cycle, is proof that the organization takes learners' interests into account.

k) The ease with which learners find employment in the case of dual training

In general, learners undergoing dual training are hired directly by the companies where they complete their internships. This greatly reduces the risk of unemployment among trainees and shortens the waiting period between the end of training and the start of employment. For example, the case study of Poland reveals that 50% of learners in dual training obtain employment immediately after completing their training, 40% continue their studies at a higher level, and only 10% are unemployed, while the unemployment rate in Poland is 24%. Furthermore, the study reveals that 20% to 30% of learners obtain employment within the companies where they did their internship. Dual training is therefore a beneficial practice for both learners and companies.

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4.2. Differences

The comparative study of cooperation models between Technical and Vocational Education and Training (TVET) schools and businesses in Belgium, Italy, and Poland reveals differences between the three countries. These differences can be observed at the following levels:

a) Patronage

The practice of patronage is particularly well developed in Poland, where a company can enter into an agreement with a school to implement specific training in areas of interest to the company. Under the patronage agreement, the company equips the school's laboratories with its own technology, and the school implements the training. Most of the learners are recruited by the company that has set up the patronage agreement. It should be noted that apprentices receive general training in the field of expertise and more specific training in the use of the sponsoring company's technology. Sponsorship is a way for employers to recruit qualified employees who live near the company's headquarters. In this way, employers can develop the available workforce by drawing on local human resources. The form and structure of the core curriculum, which must be implemented by the school in cooperation with companies, allow for some flexibility in the development of teaching content. The final curriculum may contain approximately 20-30% of content tailored to the specific needs of the employer and the technologies used, such as equipment and software (Pańków 2021, cited in the Poland National Report, p.7).

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The patron company can offer the school the following services: practical Technical and Vocational Education and Training (TVET) on the company's premises (in the form of work-study or dual training programs or similar), equipment for school workshops, funding for scholarships or other awards for the best students, job offers for the best graduates, and, in the case of international companies, for example, international student exchanges (National Report of Poland, pp. 6-7).

b) Support for trainees by the school and the company

Another finding of the comparative study is the support provided to trainees by the school. Trainees are not left to their own devices. The school ensures that the skills that are supposed to be acquired are actually acquired through the internship, whether it is dual training, a paid apprenticeship, a regular internship, or patronage. The school therefore has a monitoring role to play in achieving the objectives of the internship, which are primarily the acquisition of technical skills by learners.

In Belgium, there is a mentor from the school who is responsible for relations with companies, validates the companies that receive students, welcomes and supports learners within the company. They are also responsible for ensuring that the objectives of the internship are met, particularly with regard to the effective development of skills, administrative matters, etc. They must visit the companies at least three times a year and maintain regular contact by telephone (Belgium National Report, p.4).

As for the role of the intern's mentor within the company, this is a qualified, competent, and experienced person who has a good relationship with the learners and supports them in their process of acquiring technical skills. The mentor

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therefore helps learners to achieve the objectives of the internship (Belgium National Report, p.4).

c) At the level of professional chambers

The study on Poland explicitly highlights the organization of artisans into chambers of crafts with recognition at the local, regional, and national levels. The craft chamber is recognized by the state, which grants it the right to monitor and support craft businesses in the field of Technical and Vocational Education and Training (TVET). This craft chamber not only monitors and supports craft businesses, but also manages vocational training schools. In 2024, there were 22,420 craft businesses training 74,583 learners in Poland. The chamber of crafts also organizes a special exam, the winners of which are more highly valued in companies than the winners of the official national exam.

While there are certainly professional chambers in Belgium and Italy, their existence is not explicitly mentioned in the study, nor is their role in the organization, administration, evaluation, and quality control of Technical and Vocational Education and Training (TVET).

d) Sectoral Competence Councils

The Sectoral Competence Councils bring together companies, providers, and social partners and are tasked with submitting proposals to the relevant ministries for the creation of new curricula and proposals for modifying existing curricula by adding or removing components. These Sectoral Competence Councils were

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introduced thanks to European Union funding in Poland, and the project was deemed very satisfactory due to the results it achieved. The case studies of Belgium and Italy do not mention any such initiative in those two countries.

e) Results of reforms in Technical and Vocational Education and Training (TVET)

The three case studies reveal reforms carried out in each of the three European Union member states covered by this comparative study. These reforms have enabled the training programs offered by Technical and Vocational Education and Training (TVET) schools to be aligned with the needs of businesses.

In the specific case of Poland, it was found that before the reform, Technical and Vocational Education and Training (TVET) were undervalued, with the majority of young people preferring to go to university rather than pursue a vocational path. There was a mismatch between training and the needs of businesses, and certain trades lobbied heavily to prevent reforms that would have been beneficial to the system. Furthermore, some considered Technical and Vocational Education and Training (TVET) students to be the rejects of the school system. It was therefore the change of government in 2015 that enabled certain reforms to be carried out, greatly benefiting students, businesses, local authorities, and the state as a whole. Even if the Supreme Audit Office's audit highlights shortcomings in the effects of the reforms, this opinion should be downplayed, according to the author of the case study on Poland, because of *"political considerations, given the conflict between the government and the Supreme Audit Office"* (Poland National Report, p.11).

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In the case of Italy, the reform also took place in 2015, but the effects of this reform are only explicitly mentioned in the case study in terms of strengthening cooperation between Technical and Vocational Education and Training (TVET) schools and businesses.

In the case of Belgium, the study does not explicitly mention the reform, but reveals a consolidated experience of cooperation between Technical and Vocational Education and Training (TVET) schools and businesses.

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V- THE STRENGTHS AND WEAKNESSES OF COOPERATION

Through this comparative study, we can identify the strengths and weaknesses of cooperation between Technical and Vocational Education and Training (TVET) schools and businesses in European Union countries, specifically Belgium, Italy, and Poland. First, we will highlight the strengths of this cooperation. Then, we will emphasize its weaknesses.

5.1. The strengths of cooperation

As strengths of cooperation, we can mention:

a) Organizational decentralization

Decentralization makes it possible to take into account the real needs of local businesses in terms of talent. It allows regions and provinces to be involved in defining training needs, taking into account local economic realities. Taking the needs of local businesses into account when defining curricula and practical skills training courses limits the migration of trained workers from one region to another or abroad.

b) Co-funding by the government and businesses

This co-funding by key players, particularly the government and businesses, is a good practice, as it demonstrates the interest that businesses have in training the talent they need to remain competitive.

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c) The ease with which trainees find work and the ease with which companies recruit them.

Learners who follow dual training within companies find it easier to obtain employment within the companies where they have undergone dual training. Indeed, it is more beneficial for the company to recruit learners who are familiar with the company's own technology and who have been introduced to the company's culture during their internship or dual training. This reduces the costs (in terms of time and money) of introducing new recruits to the company's technology and culture.

d) Reducing dropout rates among learners

Work-study programs or dual training, apprenticeships, and internships are training systems that retain learners in the training pathway more than other training systems. The reasons for this retention capacity in dual training or internships are not clear in the three countries studied. Could it be financial support, the practical dimension, or corporate culture?

e) The best preparation for trainees to face the professional environment

Learners, during dual or work-study training, as well as during apprenticeships or internships, experience real professional life. This prepares them to face professional life later on with confidence and without major difficulties.

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f) The role of the school supervisor and company tutor

The learner supervisor is a member of the school staff who finds internships for learners, ensures the quality of training and compliance with health and safety regulations, and ensures that the companies hosting learners comply with the specifications. This supervisor role reassures learners.

As for the supervisor, they are the learners' mentor during their work experience. They ensure that the objectives of the internship or dual training are achieved, particularly in terms of acquiring technical and professional skills, health and safety, and understanding the company culture.

g) Paid internship contracts and dual training are beneficial for learners

Paid internship contracts and dual training provide learners with financial compensation in addition to practical skills. This financial compensation is a source of motivation for learners, as they have to cover the expenses incurred during the internship, such as transportation costs.

h) Early maturity of learners

Alternating between study and work in a real professional context accelerates the maturation process of young people. In addition, learners feel valued when they successfully put the theories they have learned at school into practice in the workplace.

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5.2. The weaknesses of cooperation

As weaknesses of cooperation, we can mention:

a) Inadequate regulation of partnerships between schools and businesses

Partnerships between schools and businesses may not always be well regulated. This could lead to poorly defined curricula. Some businesses may view interns as "low-cost labor." Other businesses may fail to take the necessary measures to ensure the health and safety of interns.

b) The reluctance of some companies to cooperate with schools

Some companies are reluctant to take on learners as part of work-study or dual training programs. Some reasons for this reluctance include a lack of financial resources to cover the costs of dual training, a lack of human resources to mentor learners, and a negative view of learners from technical and vocational schools as rejects from the traditional education system.

c) Bureaucracy

Bureaucracy slows down procedures, overloads staff, and ultimately has a negative impact on the efficiency of dual training. Indeed, putting together the work-study or dual training contract file, monitoring, and evaluation require administrative work that consumes time and energy. It is important to establish a more agile administrative system that takes into account everything essential to the success

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of learners' internship experience, without burdening either the school or the company with inefficient administrative tasks.

d) Lack of knowledge about the dual training system

Some companies say they are unfamiliar with dual training and prefer traditional internships, whether paid or unpaid. It is therefore important to raise companies' awareness of the merits of dual training.

e) The persistence of traditional teaching practices

Some teachers are uncomfortable with dual training. These teachers believe that theoretical knowledge is central and should be given priority. This tendency among conservative teachers conflicts with the dual training system. The educational vision behind dual training does not underestimate theoretical training; it restores the importance of practical training, particularly learning by doing. As the saying goes, "practice makes perfect." The resistance of these teachers may be due to a lack of training.

f) Lack of financial resources to ensure that learners are monitored in the workplace by their mentor and tutor

Monitoring learners in dual training programs within companies by the school through the mentor, or by the company through the tutor, generates expenses such as those related to salary, transportation, and communication.

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g) Failure to take into account the specific characteristics of each learner

Not all learners are suited to work-study programs. It is therefore important to take into account the specific characteristics of each learner and to offer solutions tailored to their individual circumstances.

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VI- BEST PRACTICES

The comparative study allows us to identify several best practices in Europe, particularly in Belgium, Italy, and Poland, which can serve as inspiration for African countries participating in the SUCCESS project. These best practices are:

- **The involvement of regions and businesses** in defining talent needs, curricula, and training programs.

- **The patronage,** which involves a particular company entrusting a specific school with the task of setting up a specific training program to develop learners' knowledge and skills by equipping the school with the company's own technology. Patronage facilitates the learning of the company's culture.

- **The implementation of dual training,** which allows learners to receive theoretical instruction at school and acquire technical skills in companies, while receiving financial compensation.

- **Paid apprenticeships,** where learners receive financial compensation during their apprenticeship at the company. This financial compensation is a great help to learners who have to cover the expenses incurred during the apprenticeship, particularly transportation costs.

- **Regular internships**, which are unpaid but allow learners to acquire technical skills by practicing with the company's technology and becoming accustomed to the company culture.

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- **The school's responsibility in developing partnerships with businesses**

Each school is responsible for establishing partnerships with businesses. These partnerships may involve dual training, patronage, paid apprenticeships, regular internships, equipping the school's laboratory, or using the company's equipment for practical experience for learners, etc.

- **The involvement of the school and the company in supporting learners during the internship**

Through the role of the supervisor (for the school) and the role of the mentor (for the company), the two stakeholders ensure the quality of the practical experience, more specifically the acquisition of practical skills. This support, both from the school sending the learner and from the company receiving the learner, is essential for the success of the experience of acquiring professional skills, which is the main objective of the internship.

- **Co-funding of technical education and vocational training by the state and businesses**

It is good practice for businesses to agree to contribute to the funding of Technical and Vocational Education and Training (TVET). This policy of involving businesses in the funding of Technical and Vocation Education and Training (TVET) allows them to be fully involved in preparing the human resources they need.

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In fact, companies do not just participate in defining training needs and curricula, but also co-fund the implementation of the training programs they have helped to develop.

- **The existence of a body responsible for quality assurance in training**

This body is particularly relevant in situations where Technical and Vocational Education and Training (TVET) are highly decentralized, as is the case in Italy and Belgium. The national quality assurance body makes it possible to define the skills that must be acquired by all learners enrolled in a training program, regardless of the region, autonomous province, or community in which the learner is located within the country. The decentralization of the Technical and Vocational Education and Training (TVET) is therefore monitored and controlled.

- **The experience of the "juvenile worker,"**

This experience consists of apprenticing with a craftsman for several years to learn a trade. This practice is very old in the field of craftsmanship. In fact, we could say that since ancient times, learning a trade has been based on the experience of the juvenile worker or journeyman. This experience involves placing a learner with a craftsman for several years, during which time the learner learns the "secrets" of the trade, the art in question.

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VII- PRACTICAL ADVICE FOR ADOPTING AND ADAPTING EUROPEAN BEST PRACTICES IN AFRICA

Just as animal and plant species are sometimes adapted to a specific climate zone and struggle to thrive and produce in climates different from their usual habitat, the transfer of good practices requires creativity and reflection in order to adopt and adapt them. That is why we recommend a great deal of wisdom in the adoption and implementation of good practices drawn from the study of cooperation models between Technical and Vocational Education and Training (TVET) schools in the three European Union countries (Belgium, Italy, and Poland) in Africa. This is because cultural, economic, social, and political realities vary from one continent to another, and even from one country to another.

For the implementation in Africa of best practices identified in Europe, we recommend a great deal of wisdom and flexibility. We suggest, for example:

a) **Ensure that national legislation allows for the practice we wish to implement before applying it in the country.**

If the good practice we want to implement is not allowed under national legislation, the education authority must be convinced to adopt it into the national education system before it can be applied. This can prevent learners from suffering disadvantages such as the non-official recognition of their training or qualifications. Or, at the very least, get the authority to accept the innovation we are introducing as a pilot project that could be rolled out nationwide if it proves successful.

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b) Raise awareness among companies (state-owned, multinational, local) about the benefits of cooperating with technical and vocational schools

If implemented correctly, the cooperation between Technical and Vocational Education and Training (TVET) school and companie is beneficial for the company, the learners, and the school. Indeed, it offers the company the privilege of selecting the talent it needs and contributing to the training of the nation's youth as part of its corporate social responsibility. It offers learners the opportunity to acquire technical skills and become familiar with technology and corporate culture. As for the school, it expands its network of partnerships and enhances its attractiveness.

c) Formalize cooperation between technical and vocational schools and businesses through a contract

This cooperation agreement must take into account the various aspects of cooperation, such as patronage, dual training, apprenticeships, internships, equipping school laboratories by the company, teacher training, upgrading company employees, etc. This partnership must also take into account the safety and health of learners, as well as their financial support and social security.

d) Formalize the internship and/or dual training program through a contract between the school, the company, and the student to better supervise the students' internships and dual training programs.

The relationship between the student, the school, and the company must be governed by agreements that define training activities, health and safety insurance,

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working and study time regulations, and financial compensation. This legal framework guarantees legal certainty and transparency for all stakeholders.

e) Introduce financial compensation for learners participating in internships, apprenticeships and dual training programs

It should be noted that financial compensation can be a source of motivation for learners, especially since they have to cover their own transportation costs. Unfortunately for small businesses, this financial compensation can be an obstacle to accepting learners for internships, apprenticeships and dual training programs.

f) Train teachers in dual training programs

Dual training programs require a change in the educational paradigm. The focus of teaching is no longer simply to impart theoretical knowledge to students, however important that may be, but to combine theoretical knowledge with technical skills. To do this, teachers need both pedagogical and technical training to create spaces for pedagogical collaboration between schools and businesses, break the inertia of traditional models, and better adapt training content to the realities of the working world.

g) Implementing a strategy to support learners

Monitoring learners is an essential task in the dual training system and for internships in companies. Learner mentors must be trained and have the necessary

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resources to monitor learners in companies. Educational support for learners both at school and in the workplace, quality assurance for training both at school and in the workplace, and human and psychological support both at school and in the workplace are all necessary. Both the supervisor at school plays a vital role in ensuring the success of the internship or dual training experience.

h) Companies appointing tutors or mentors to support learners

As they acquire technical skills, learners need to be guided, reassured, listened to, supported, and monitored. Tutors must help learners integrate into the company because, in general, learners have no professional experience. The professional environment can therefore represent a major challenge for learners.

i) Making the administrative process agile

To avoid administrative bureaucracy, an agile administrative system must be put in place. It is certainly important to supervise the experience of learners within companies so that they can achieve the objectives set by work-study programs or internships, but this noble goal must not turn into an administrative nightmare that risks discouraging even the most valiant and passionate souls.

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j) Organize regular meetings between the learners' mentors at school and their tutors within the companies

These regular meetings between these two key players in the monitoring and support of learners are important for the success of the internship experience and dual training, preventing crises or conflicts, and ensuring the success of the learners' experience and the partnership between the school and the company.

k) Develop educational tools for monitoring learners and encouraging them to reflect on their dual training or internship experience

These educational tools can include a practice notebook in which learners record their activities, learning, and reflections; a joint evaluation form for the experience by the mentor (within the school) and the tutor (within the company). It is also necessary to create a space for exchange where learners can share their experiences, generate collective knowledge, and provide suggestions for improving the internship or dual training experience. This helps to develop critical thinking and creative thinking among learners.

In short, *"The best practices collected indicate that the most efficient vocational training systems are those that combine territorial and sectoral flexibility, human and technical pedagogical support, and structured collaboration between school and company"* (National Report of Belgium, p. 8).

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VIII- COMPARATIVE SUMMARY TABLE FOR THE THREE EUROPEAN UNION COUNTRIES

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Designation	Belgium	Italy	Poland
Organizational structure of Technical and Vocational Education and Training (TVET)	Decentralized	Decentralized	Moderately centralized
The key actors of Technical and Vocational Education and Training (TVET)	Ministry of Education Regions and Communities Businesses Trade unions Technical and vocational schools	Ministry of Education, Ministry of Labor Regions and Autonomous Provinces Companies Trade unions Technical and vocational schools	Ministry of Education Ministry of Labor Regions and Communities Companies Trade unions Technical and vocational schools Craftsmen's Union
Models of cooperation between Technical and Vocational	Dual training Paid apprenticeships	Dual training Paid apprenticeships	Dual training Paid apprenticeships

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Education and Training (TVET) schools and companies	Regular internships Equipment for school laboratories provided by the company Company facilities made available for practical school experiments	Regular internships Equipment for school laboratories provided by the company Company facilities made available for practical school experiments	Regular internships Patronage Juvenile worker experience Equipment for school laboratories provided by the company Company facilities made available for practical school experiments
Dual training	Contract between the company, the school, and the learner. Financial compensation. Alternation between theoretical training (no more than 50% of	Contract between the company, the school, and the learner. Financial compensation. Alternation between theoretical training (no more than 50% of	Contract between the company, the school, and the learner. Financial compensation. Alternation between theoretical training (no more than 50% of

	the time) at school and practical training (at least 50% of the time) in the company. Social security insurance.	the time) at school and practical training (at least 50% of the time) in the company. Social security insurance.	the time) at school and practical training (at least 50% of the time) in the company. Social security insurance.
Patronage	Not Provided	Not Provided	A specific company signs a partnership agreement with a specific school to implement a specific training program using the company's own technology. Learners acquire general knowledge in the field of training, but receive training specific to the company. The company gives priority to recruiting learners who have

			been trained under the sponsorship program.
Juvenile Workers	Not Provided	Not Provided	In the craft industry, an apprentice spends several years with a craftsman to learn the craft.
Paid Apprenticeships	Relatively short internships Internships that can take place at the end of a theoretical training cycle The learner receives financial compensation	Relatively short internships Internships that can take place at the end of a theoretical training cycle The learner receives financial compensation	Relatively short internships Internships that can take place at the end of a theoretical training cycle The learner receives financial compensation
Regular internships	Relatively short internships	Relatively short internships	Relatively short internships

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	Internships taking place at the end of a theoretical training cycle The learner does not necessarily receive financial compensation	Internships taking place at the end of a theoretical training cycle The learner does not necessarily receive financial compensation	Internships taking place at the end of a theoretical training cycle The learner does not necessarily receive financial compensation
Funding for Technical and Vocational Education and Training (TVET)	State funding or public funding Contribution from businesses	State funding or public funding Contribution from businesses	State funding or public funding Contribution from businesses
Skills certification	Not Provided	National Institute for the Evaluation of the Education and Training System (INVALSI)	Central Examination Board
Agency for Monitoring and Controlling the Quality of	Not Provided	National Institute of Public Policy Analysis (INAPP)	Centre for Education Development

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Technical and Vocational Education and Training (TVET)			
Advisory body composed of various stakeholders	Not Provided	National Technical Board for Apprenticeship	Sectoral Council for Competences
Decision-makers on Technical and Vocational Education and Training (TVET) curricula	Ministry of Education Ministry of Labor Regions and communities Businesses Schools	Ministry of Education Ministry of Labor Regions and Autonomous Provinces Companies Schools	Ministry of Education Chamber of Crafts Sectoral Competence Council Entreprises
Benefits of dual training for companies	Tax reductions Availability of talent	Tax reductions Availability of talent	Tax reductions Availability of talent

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	Familiarization of the learner with the company's culture and technology Reduction in the cost (time, money) of integrating the new employee	Familiarization of the learner with the company's culture and technology Reduction in the cost (time, money) of integrating the new employee	Familiarization of the learner with the company's culture and technology Reduction in the cost (time, money) of integrating the new employee
Dual Training Control Agency	Francophone Office for Dual Training (OFFA) *Office Francophone de la Formation en Alternance (OFFA)*	National Technical Board for Apprenticeship	Centre for Education Development

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IX- CONCLUSION

Models of cooperation between Technical and Vocational Education and Training (TVET) schools and businesses in Belgium, Italy, and Poland can be summarized as follows: dual training, paid apprenticeships, regular internships, patronage, juvenile worker (apprentice experience), equipping school laboratories with company technology, making company equipment available for practical school courses, etc. This cooperation is beneficial for the school, the company, and the learner.

In this comparative study, we identified several similarities between the experiences of Belgium, Italy, and Poland. We also identified some differences. In addition, we identified several good practices that can inspire the African countries participating in the SUCCESS project, namely Burkina Faso, Cameroon, Kenya, Madagascar, and Rwanda. However, we draw the attention of these African countries to the need for wisdom and flexibility in applying these good practices. Indeed, taking into account the local context (political, economic, cultural, and social) is very important in implementing European cooperation models in Africa.

This comparative study provides the African partners of the SUCCESS project with basic elements for reflection and exchange with companies with a view to developing partnerships that are beneficial to schools, learners, and companies alike. These partnership models must take into account the legislative framework of the countries where they are implemented. In cases where the implementation of these cooperation models requires reforms, African partners could be leaders of this innovation in their respective countries.

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