**Guideline on Implementation**

**of**

**Cooperative Training by VET Consortia**

**supported by RCF**

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# Abbreviations

CT Cooperative Training

KCF Kosovo Challenge Fund

KfW KfW Entwicklungsbank | German Development Bank

M&E Monitoring and Evaluation

RCF Regional Challenge Fund

SME Small and Medium Sized Enterprises

VET Vocational Education and Training

VTI Vocational Training Institute

# Glossary

CT programme Cooperative Training programme, jointly implemented by VTI(s) and   
cooperating enterprises

VET consortium Consortium of at least 1 VTI and at least 2 cooperating enterprises per CT programme in similar sector, which intend to jointly implement a cooperative training programme

VET project All activities of a VET consortium and support measures received by RCF aiming at implementation of a Cooperative Training programme by the VET consortium

Training module Part of a training programme (= training phase), taking place either at the VTI or at the enterprises

# Introduction

**It is the aim of this document to explain the Cooperative Training (short: CT) approach and related implementation steps necessary to successfully establish Cooperative Training through Vocational Education and Training (VET) consortia.** It is intended toprovide guidance how substantial participation of the business sector in the implementation of VET can be achieved.

To provide an overview on the conceptual basis of Cooperative Training, the main intention, general criteria, and advantages of this training approach are described in chapter 1.

In chapter 2, the implementation steps (CT preparation, CT implementation, CT assessment), which are necessary to develop Cooperative Training within the VET consortia are explained. At the beginning of chapter 2, the implementation steps are summarized in an overview (see overview tables, chapter 2.1). Further, these implementation steps are described in detail (chapter 2.2 – 2.4).

**This guideline addresses Vocational Training Institutes (VTIs) and their cooperating partner enterprises.** It provides a clear directive how Cooperative Training shall be prepared and organised to ensure that VET trainees will gain sufficient practical competences and workplace experience and thereby to significantly increase their employability.

# Overview on Cooperative Training

## Cooperative Training Approach

**The Cooperative Training approach aims at involving the business sector throughout the entire process of VET development, implementation and assessment.** This is based on the experience that VET offers need to reflect the skills requirements at the workplace.

The implementation of Cooperative Training combines training centre-based and enterprise-based learning in a flexible manner to develop skills, knowledge and attitudes of future workers. The approach is based on the understanding that certain aspects of occupational competence will be learned best in a dedicated learning environment, i.e. a VTI, while other aspects of occupational competence are acquired best within the process of work, i.e. in the real-life workplace environment of an enterprise. Following this understanding, each training location allows acquisition of those aspects of an occupation, for which it is best-suited and for which it has the

most relevant experience. The same understanding is reflected in respect to the skills assessments, which are going to be conducted in close cooperation between the VET institute and the cooperating enterprises.

Ideally, the business sector needs to contribute its expertise already at the stage of demand analysis and the development of the occupational standards, which are going to be translated into the curricula of respective VET programmes.

## Principles of Cooperative Training

In order to be eligible for RCF funding Cooperative Training programmes shall be designed in accordance with the following principles, which are reflected in the RCF eligibility and selection criteria:

1. ***Joint* *responsibility*:** VTIs and cooperating enterprises shall take joint responsibility for planning, implementation and monitoring of VET projects as well as for subsequent skills assessments, while VTIs shall act as lead of respective VET consortia.
2. ***Contractual basis*:** The implementation of Cooperative Training programmes shall be based on contractual arrangements at two levels: (a) a cooperation agreement between VTIs and partner enterprises (e.g. framework contract, MoU at consortium level), and (b) training contracts between VTIs, enterprises and trainees.
3. ***Compliance with legal regulations*:** Cooperative Training programmes must comply with legal requirements of the VET authorities in charge and must lead to a state-recognised VET qualification in accordance with the national qualification framework of the respective WB6 economy.
4. ***Compliance with occupational standards and curricula*:** Cooperative Training programmes shall comply with approved occupational standards and shall in general follow the approved curricula and/or curriculum guidelines (as far as existent). As far as feasible and legally possible the curricula may be adapted to reflect the specific skills requirements of the partner enterprises. In the long-term EU standards shall be recognised.
5. ***Cooperative Training approach*:** While theoretical education and basic practical training shall take place at the VTI, advanced and specialised practical training shall take place at the enterprises. There shall be a regular alternation of several VTI-based and enterprise-based training phases. Ideally, enterprise-based training phases shall represent at least 25% of the overall training duration.
6. ***Assignment of CT coordinators*:** Both, VTIs and partner enterprises shall assign CT coordinators who shall be responsible for planning, coordination and monitoring of cooperative training. Training of CT coordinators would be part of the project where necessary.
7. ***Workplace training*:** During in-company training phases, the trainees shall be actively involved in the work process and shall thereby acquire practical workplace relevant skills; pure observation of work processes is not considered as practical in-company training. The in-company training shall be carried out by in-company trainers under coordination of the CT coordinator of the respective enterprise. Training of in-company trainers is part of the project where necessary.
8. ***Joint skills assessment*:** The practical skills assessment of trainees shall be jointly developed and conducted by technical experts of VTIs and the partner enterprises.
9. ***Monitoring and reporting*:** Training activities and outcomes shall be regularly monitored and recorded by the trainers and trainees and reported on monthly basis.

These criteria are the main reference point for all steps of Cooperative Training planning, implementation and assessment illustrated in chapter 2.

## 

## Main Objective: Strengthen the Employability of Trainees

The benefits of Cooperative Training for the target group in terms of their future employability are:

1. *Theoretical knowledge and fundamental practical skills:* Through the training at the VTI the trainees acquire theoretical knowledge to understand the occupational context and contiguities as well as to develop fundamental practical skills.
2. *Specific practical skills and exposure to new technology:* Through the in-company training phases the trainees acquire those practical skills, which are relevant at the workplace, they learn how to properly use technical equipment and get familiar with new technologies.
3. *Workplace-related knowledge:* Learners receive hands-on experience in a workplace-based setting and acquire knowledge of work-related processes.
4. *Problem-solving ability:* Cooperative Training supports the application of theoretical knowledge and practical skills for problem-solving in real work situations.
5. *Increased soft skills:* Through in-company training phases, trainees develop positive work habits and attitudes, they gain work routine and develop the ability to work in a team.
6. *Employment and career options:* The attachment to enterprises allows the trainees to establish professional contacts, to develop occupational perspectives and plan for their future career. Well-performing trainees often get the chance of regular employment at the enterprise after graduation.

## Benefits of Cooperative Training for Enterprises

The necessity for enterprises to secure their competitiveness leads to the following challenge: The short-term objective of keeping costs down tends to limit investment in training, while pressure to keep pace with rapid change of technology, competition and innovation makes investment in skills imperative in the long-term. Confronted with this choice, short-term considerations often prevail and many firms, particularly SME, do not involve themselves actively in VET delivery.

Usually, there are **reservations** of enterprises with regard to their involvement in VET, such as:

* Possible disturbance of production while the trainer’s time is spent on training
* Lack of quality in production as a new trainee learns how to do the job
* Lower productivity while the trainee is acquiring new skills
* Additional time to be spent in supervising training
* Equipment may be damaged or improperly handled by inexperienced trainees
* Additional equipment might be needed for training in order not to disturb regular production
* Accident insurance for trainees is needed
* Long training periods may lead to additional cost.

Enterprises can balance such potential negative effects with the substantial **advantages of Cooperative Training**, which are:

1. *Independence*: Employers can make sure that trainees acquire workplace-relevant practical skills and that the training content is consistent with their specific needs. Thereby, enterprises make themselves independent from the availability of qualified staff on the labour market
2. *Recruitment:* Cooperative Training provides an effective way to recruit qualified staff. Getting to know trainees during the training provides a good basis for decisions on possible later employment. Time and cost for external recruitment as well as on-the-job training for new staff will be saved. Furthermore, the risk of recruiting inappropriate staff is reduced. A mismatch between employers’ expectations and employees’ level of skills and can be avoided.
3. *Human Resource Development:* The enterprises’ employees acting as in-company trainers have the opportunity to upgrade their skills before they start supervising trainees. This also encourages innovation and contributes to human resources development within the firm.
4. *Higher productivity:* When the practical training takes place at the workplace trainees actively contribute to the production or service delivery. Trainees can contribute to balance vacancies or other staff shortages for the benefit of the company.
5. *Innovation:* Enterprises benefit from the interaction with training institutions, thereby providing opportunities for mutual knowledge exchange and technology transfer, which can contribute to technological development and work process innovation in the enterprise.
6. *Company image:* Training efforts can be used for marketing campaigns. Cooperative Training can be part of a Corporate Social Responsibility strategy of the enterprise and positively affects the enterprise’s reputation.

Taking these motivating factors into consideration, it is important that discussions with enterprises are underlined by highlighting the employers’ benefits from Cooperative Training, as this can help to gain arguments for their stronger participation in VET.

## Benefits of Cooperative Training for VTIs

In the frame of Cooperative Training the VTI provides an enabling environment for acquiring theoretical knowledge and practical skills required by the world of work and reflected in the occupational standard.

**VTIs benefit** from enterprises’ participation in Cooperative Training in the following ways:

1. *Motivation:* Trainees are more motivated to learn, since they are aware of what they are learning for and how they will apply theoretical concepts in their practical work.
2. *Innovation:* Through the interaction with companies VTIs become more aware of the changes in the labour market and on the level of skills required in the respected occupation. Vocational teachers remain up-to-date on technologies, processes and methods applied in the world of work. Further, they are challenged to share their knowledge and experience with enterprises, particularly assigned in-company trainers, supporting them in conducting training.
3. *VET quality and image:* Cooperative Training contributes to the improvement of training quality during the training process and the increase of the trainees’ learning outcomes. This has positive impact on the image of VET and the reputation of the respective institute.
4. *Efficient use of resources:* Since parts of training are conducted at the companies trainees spend less time in the training institute and a higher number of trainees can be trained without additional physical, financial or personnel resources. Investments into expensive machinery and/or laboratory equipment at training institutes can be reduced when practical training takes place in the enterprises where such equipment is available.

# 

# Steps of Cooperative Training Implementation

## Overview

To ensure success of Cooperative Training VTIs and enterprises need to form a reliable partnerships in form of so-called **VET consortia** to jointly provide workplace-relevant training to the trainees of the respective CT programme. The following implementation steps are required:

1. ***CT Preparation***

Note: The steps 1 and 2 are to be carried out within the application process. All following steps need to be done after approval of proposals with support of RCF.

|  |  |  |  |
| --- | --- | --- | --- |
| **Step | Milestone** | **Recommmended persons in charge** | **Estimated duration** | **Resources** |
| 1. Identify CT partners (VTIs, enterprises) | * + Management VTIs and cooperating enterprises | ca 1 month (before EoI) | * + Persons in charge at VTI |
| 1. Establish VET consortia incl. developing initial CT idea, signing MoU and initial planning of required personnel | * + Management of VTIs supported by CT coordinator   + Management of cooperating enterprises supported by CT coordinators   + Possibly representatives of other stakeholders (e.g. chamber, sector association, line ministry) | ca 1 month  MoU: part of EoI  Initial planning of personnel: part of proposal | * + MoU template |
| 1. Develop CT programme (CT training plan) using existing occupational standards | * + CT coordinator at VTI   + CT coordinators at cooperating enterprises   + Selected VET teachers   + Selected senior staff of cooperating enterprises | ca 6 months (after approval of proposal) | * + Existing occu­pational standards and curricula of the respective ministry respon­sible for VET |
| 1. Develop training materials | * + CT coordinators at VTI and cooperation enterprises   + VET teachers of VTIs and in-company trainers at cooperating enterprises | in parallel to step 3 (after approval of proposal) | * + CT training plan |
| 1. Training of CT coordinators | * + CT coordinators at VTI and cooperation enterprises | 1 week |  |
| 1. Training of VET teachers of VTIs | * + CT coordinator at VTI   + Relevant VET teachers | 1 month | * + Cooperating enterprises |
| 1. Training of in-company trainer | * + CT coordinator at enterprise   + In-company trainers | 1 month |  |

1. ***CT Implementation***

Note: All steps are to be done after approval of proposals with support of RCF.

|  |  |  |  |
| --- | --- | --- | --- |
| **Step | Milestone** | **Recommmended persons in charge** | **Estimated duration** | **Resources** |
| 1. Enrolment of trainees for CT programme | * + Administration of VTI   + CT coordinator of VTI   + Possibly CT coordinators of cooperating enterprises | usual enrolment period: 1-2 months prior to start of CT programme | * + n/a |
| 1. Conclusion of training contracts | * + CT coordinators of VTIs + enterprises   + Enrolled trainees | in parallel to step 1 | * + Training contract template |
| 1. Coordination of CT delivery | * + CT coordinators of VTIs cooperating enterprises   + VET teachers   + In-company trainers | period of training  (e.g. 2 or 3 years) | * + CT curricula   + Training plan   + Training materials |
| 1. M&E of CT activities and reporting | * + CT coordinators of VTIs and cooperating enterprises   + VET teachers, in-company trainers   + Participating trainees | period of training (e.g. 2 or 3 years) | * + M&E instruments   + Reporting templates |

1. ***CT Assessment and Certification***

|  |  |  |  |
| --- | --- | --- | --- |
| **Step | Milestone** | **Recommmended persons in charge** | **Estimated Duration** | **Resources** |
| 1. Development of assessment tools | * + Management of VTIs   + VET teachers   + In-company trainers | approx. 1 month | * + In alignment with national regulations and guidelines   + Sample products of the company |
| 1. Joint assessment of CT learning outcomes in VTIs and enterprises | * + Assessors (VET teachers, in-company trainers, senior staff)   + If required: involvement of additional assessors in accordance with national regulations | approx. 1 month | * + Internal assessment regulations of CT partnership   + Assessment tasks   + CT assessment tools |

In the following chapters all listed implementation steps will be described in detail.

## CT Preparation

### Identification of CT Partners to Form a VET Consortium

In the first step after launching the RCF and the call for proposals, the VTIs and enterprises interested in establishing Cooperative Training shall join to form a **VET consortium**. The clear commitment of the both sides for cooperation is an important pre-requisite of the VET consortium.

### Establish a VET Consortium

Once the partners for cooperation have been identified and have indicated their interest to jointly implement Cooperative Training it is essential to clarify the roles and responsibilities within the VET consortium. It needs to be assured that the enterprises need to take responsibility for specific in-company training phases/modules as per the CT training plan.

**Memorandum of Understanding**

In order to regulate main roles and responsibilities within the VET consortium a Memorandum of Understanding (MoU) need to be signed, which is a framework agreement of the VTIs and enterprises. The MoU will be part of the EoI to be submitted within the indicated time frame.

Note: A MoU template will be provided at part of the RCF Grant Application Package.

**Initial Planning of Required Personnel within the VET Consortia**

*Enterprises:*

In the frame of the VET consortia, the enterprises are expected to take over responsibilities for a certain number of trainees over a defined period of time. The availability of in-company trainers, training equipment and materials during the in-company training phases is necessary. The enterprises interested in joining a VET consortium need to consider the following personnel requirements:

1. *In-Company Trainers:* Ideally, training in enterprises take place within the process of work/ production. Through this approach, the trainee effectively acquires workplace-relevant skills required in the enterprise. While working together with the skilled workers, the trainee learns to gradually take over more work and to carry out related tasks independently. At the end of the training, the trainee shall be able to fully fulfil production or service orders on his/her own.
2. *Enterprise’s CT Coordinator:* An enterprise may identify one of its (HR) staff to act as CT coordinator for the enterprise. The CT coordinator may assign more than one trainer to instruct the trainee while he/she rotates among the various workstations. In turn, one trainer may work with more than one trainee in an enterprise.

It is assumed that the mentioned staff is usually not in place before the start of the CT programme. Therefore, available staff needs to be identified and trained as part of the VET project receiving RCF support (see section 2.2.4, 2.2.5)

*VTIs:*

The establishment of CT requires the definition of new roles and the transformation of existing roles also within the VTIs. Cooperative Training can be implemented by the existing personnel.

1. *VET teachers:* VET teachers usually need to acquire additional workplace- relevant skills in order to act as competent teachers within a CT programme. Such workplace training for VET teachers (internships at cooperating enterprises) shall be considered as part of the VET project and may be supported by the RCF.
2. *CT Coordinator:* He/she will act as the key facilitator of preparing, implementing and assessing Cooperative Training at the VTI. Therefore, the position of the CT Coordinator is strategic. It is his/her responsibility to approach potential partner enterprises and to create awareness on the CT approach. Once CT partnership is established, the CT Coordinator closely interacts with the CT coordinators of the cooperating enterprises.

It is assumed that CT Coordinators are not in place before the start of the CT project at the VTIs. Therefore, available staff are to be selected to act as CT Coordinators and also VET teachers need to be appointed as CT teachers in the frame of the CT programme. All selected personnel need to be trained prior to implementation of the CT programme with the support of RCF (see section 2.2.4, 2.2.6)

### Development of the Cooperative Training Programme

In the following, the required steps to develop a CT programme are illustrated. These shall ensure that the CT programme shows high relevance for the requirements of the workplace, flexibility in implementation and compliance with international standards.

**Cooperative Training Plan**

The Cooperative Training plan needs to be developed based on the national regulations, existing occupational standard and curricular guidelines of the respective ministry responsible for VET.

The training programme is to be structured into a clear sequence of training phases/modules, which take place at the VTI and at the enterprises. It contains theoretical and practical learning elements. Usually the theoretical and basic practical training modules are taking place at the VTI and more specialised practical training modules are taking place in the enterprise respectively. The training plan includes the scope, duration and timing of each module as well as the expected learning outcomes as per occupational standard. The specific learning outcomes (level of competence to be achieved) per module clearly to be are defined.

The training modules for the in-company training can be implemented either as one block for each training year or structured into several training sections throughout the year. It depends on the occupation and the enterprises’ internal work organization whether one block training or several training sections will be more appropriate.

With regard to the in-company training phases, the training plan contains number and personal data of participating trainees (differentiated by enterprise) as well as the required skills level the trainees need to have gained before they enter the respective in-company training phases.

*Training time:*

The overall training needs to be divided into: (1) time for theory lessons in the class room, (2) time for practical skills training in the workshops of the institute, and (3) time for the work process-related training in the enterprise. In order to be eligible for RCF support, the total in-company training phases shall increase significantly and ideally reach 25% of the overall training time. A higher proportion would be advantageous and will result in higher scoring of the respective project proposal.

Note: Specific advisory support will vary per supported CT project according to the needs formulated in the proposals.

**Development of Training Materials and Monitoring Instruments**

*Training Materials*

In the frame of developing a CT programme adequate teaching and training material need to be made available to best reflect the training contents. Either available material could be adjusted or new material needs to be developed in order to meet the requirements of Cooperative Training. Training and learning materials normally include handouts and guidelines for each training module, which are differentiated for the use of VET teachers and the trainees respectively. The effort of developing new training material should not be underestimated.

It shall be noted that training materials, which are commonly used in the setting of institute-based training often do not correspond with the purpose of training in the work process within an enterprise. The training process at the workplace can only be determined in advance to limited extent as it needs to be adjusted to actual requirements of the production on daily basis. Therefore, the training materials used at the institute and at the enterprises might differ by type and level of detail.

*Monitoring Instruments*

The implementation of in-company training phases makes it necessary to establish sound monitoring mechanisms that ensure the fulfilment of the agreed training quality. Monitoring instruments for Cooperative Training usually include:

* Training diary (for CT trainee)
* Completion report of the in-company training module (for CT trainee)
* Notebook and weekly report (in-company trainer version)
* Notebook and weekly report (VET teacher version)
* Questionnaire for evaluation of the in-company training module (enterprise version)
* Questionnaire for evaluation of the In-Company Training Module (trainee version).

Note: Specific advisory support may vary per supported VET project according to the needs formulated in the proposals.

### Training of CT Coordinators

In the frame of Cooperative Training an important role is to be occupied by the so-called CT coordinator. Within the preparation phase of the CT projects the staff appointed as **enterprise’s CT coordinators** need to be enabled to fulfill the following responsibilities:

* Collaborate with the staff of the VTI to develop and validate the training plan, which specifies, among others, the training stations
* Facilitate the signing of a Memorandum of Understanding on side of the enterprise
* Recommend the assignment of enterprise trainer/s
* Coordinate implementation of the training plan with all departments concerned
* Monitor and evaluate trainees’ performance
* Recommend to management disciplinary actions for trainees’ where needed
* Assesses the proficiency level gained by trainees during the enterprise training
* Maintain regular communication with the CT coordinator and VET teachers at the VTI for feedback and information updates.

Also the staff appointed by the **VTIs** as **CT Coordinators** need to be trained to be able to fulfill the following responsibilities:

* Promote and create awareness on advantages of Cooperative Training with enterprises
* Coordinate enrolment of new trainees, if demanded in cooperation with the partner enterprises
* Facilitate the development and validation of the training plan by the major partners
* Set up the schedules of the classes, synchronized with the training plan
* Facilitate the signing of the Memorandum of Understanding
* Place the trainees in the cooperating partner enterprises
* Visit the partner enterprises to monitor and evaluate the performance of trainees and receive feedback from the training coordinator
* Monitor the trainees’ performance by conducting regular visits to the partner enterprises, checking the trainees’ record books (training log book), obtain weekly feedback directly from the trainees and counselling trainees on training related matters.

Note: Specific support may vary per supported CT project according to the requirements formulated in the proposals.

### Further Training of In-Company Trainers

Another important role in Cooperative Training is to be performed by the **in-company trainer at the enterprise**. The in-company trainer is responsible for the practical training of trainees at the workplace. This role is usually covered by technicians or production supervisors, which need to be trained to take over additional task in the frame of in-company training. The tasks and duties of the in-company trainer can be summarised as follows:

* Guide trainees regarding practical exercises following the training programme
* Monitor the learning process using training notebooks and logbooks
* Evaluate trainees’ learning results via weekly reports following defined assessment criteria
* Secure continuous information flow between enterprise and the teacher at the institute
* Carry out final assessment of trainees’ learning results following the concept of cooperative training assessment.

As the in-company trainers have a wealth of practical work experience and possess sufficient technical skills, the training of in-company trainers shall focus on acquisition of pedagogical/ didactical competences. These should allow the in-company trainers to professionally plan, conduct, supervise and control the workplace-based training based on the training plan.

The CT coordinator of the enterprise may assign multiple trainers to instruct the trainees while they rotate among various workstations. One enterprise trainer may work with more than one trainee in the enterprise. In principle, any well-qualified senior staff member participating in cooperative training may act as a trainer for trainees.

In order to ensure quality of enterprise-based training, well-qualified and experienced technicians and/or production supervisors are encouraged to take over the role of in-company trainers. However, respective staff members must have sufficient personal, technical and pedagogical competence to supervise the training of trainees in the framework of cooperative training:

1. *Technical competence* means that the trainer has completed a vocational training programme in the occupation or in a closely related field and has additionally gained relevant work experience in the relevant field. In addition, the trainer should have sufficient knowledge about occupational health and safety (OHS) requirements and environmental protection.
2. *Personal competence* means that the trainer has positive work values and is productive, innovative, reliable, time-oriented, quality concerned, and motivated.
3. *Pedagogical competence* means the trainer has the ability to pass on knowledge to trainees and foster the development of their competencies. The trainer in particular has to work according to a training plan (supported by teachers from the VTI) and ensure that it is followed throughout the training process.

The typical duties and task to be performed by in-company trainers are listed in the table:

|  |  |
| --- | --- |
| **Duties** | **Tasks** |
| Support development of the training plan (with CT coordinator) | * Identification / determination of training requirements * Checking of training conditions at the company * Preparation of plan for implementation |
| Preparation of the training process | * Preparation of lesson plan for in-company training based on training plan * Preparation of teaching instruments / media * Preparation of working appliance(s) |
| Implementation of the training process | * Creation of active learning environment * Implementation of training process according to lesson plan * Management of learning process |
| Evaluation of learning outcomes | * Preparation of evaluation plan * Development of evaluation tool(s) * Implementation of evaluation plan |
| Elaboration of training report | * Prepare report of training process * Obtain training experience * Proposal of measures to improve training quality * Management of trainees’ documentation |

The role of in-company trainers is new for most enterprises and standards for their job might not exist in most WB6 countries. However, if such standards exist, the further training of in-company trainers shall reflect the respective requirements.

Note: Specific support may vary per supported CT project according to the needs formulated in the proposals.

### Further Training of VET-Teachers

### On the side of the VTIs the teachers appointed as ‘CT teachers’ need to be enabled to perform their additional responsibilities which usually comprise:

* Carry out practical training which corresponds with the practical training at the enterprises and, additionally, fills the gaps between the competence requirements defined in the curricula and the in-company training in the partner enterprises in the case individual companies of the VET consortia cannot provide these training parts themselves (the size of o company could be a limiting factor not only with regard to the number of training places, but also in respect to the scope and content of practical training offered),
* Monitor the trainees’ performance.

Therefore, it is necessary to:

* Know the working/production processes at the partner enterprises very well,
* Closely coordinate with the partner enterprises and follow up the trainees learning progress in continuous communication with the in-company trainers (regular enterprise visits, checking the trainees’ record books (training log book), obtain weekly feedback directly from the trainees).

### To enable the VET teachers to perform these responsibilities and tasks, further training is needed which improves their practical, particularly workplace-related competences and makes them familiar with the working/production processes at the enterprises.

Note: A concept for further training of VET teachers at the workplace (at cooperating enterprises) shall be part to the project proposal of the respective VET consortium.

## CT Implementation

### Enrolment of Trainees for CT Programme

Once the CT programme is fully prepared trainees can be enrolled. It is likely that the cooperating enterprises want to be involved in the selection of trainees in order to avoid that trainees that are placed in their company would behave inadequately. If enterprises raise the request to be involved in the selection of trainees, this should be respected by the VTI and respective recruitment procedures be agreed upon between the involved partners.

### Conclusion of Training Contracts

In the course of the enrolment process, it will be necessary to conclude so-called Training Contracts for the specific CT programme. Training contracts need to be established for each enterprise and the trainees assigned to this enterprise. Accordingly, numerous training contracts will be concluded in the frame of a VET consortium. Ideally, the Training Contract will be designed as tri-partite contract to be concluded between the VTI, the enterprise and the trainee. In this case, the Training Contract would specify the responsibilities and tasks of all three parties.

The following list gives an overview of topics, which should be covered by the Training Contract:

1. *General data*

* Title of Cooperative Training programme
* Names and relevant bio data of participating trainees
* Sequence and duration of institute-based and in-company training phases

1. *Responsibilities of enterprise:*

* Practical guidance of trainees during in-company training phases and monitoring the learning process, coordinating with the institute’s CT coordinator and involved VET teachers
* Coordination of trainees’ affairs
* Providing accident insurance for trainees
* Amount of trainee allowance paid during in-company training phases

1. *Responsibilities of VTI:*

* Coordinating implementation of Cooperative Training plan at the enterprise
* Supporting the in-company trainers in terms of pedagogics
* Coordinating with the in-company trainers to evaluate the learning results of the students
* Coordinating to timely guide the trainee to insure discipline (if any)

1. *Rights and obligations of trainee:*

* Compliance with company-internal regulations/instructions, liability for possible damages
* Amount of allowance or other support received, such as catering/lunch by enterprise
* (if agreed upon) Regulations to remain in the company for certain period after graduation

1. *M&E and CT coordination:*

* Means of M&E during implementation of CT programme
* Reporting, coordination mechanisms, incl. sequence of meetings within the VET consortium

1. *Payment mechanisms*

* Amounts and timing of payment agreed upon.

### Coordination of CT Delivery

The CT programme that includes both, institute-based and in-company training phases, shall be implemented according to the mutually agreed training plan. However, adjustments in timing of the in-company training phases should be possible in order to react on potential production peaks or other requirements, which might become relevant on the side of the companies.

Throughout the entire CT programme (e.g. 2 or 3 years), regular coordination meetings of the VET consortia shall take place to follow up the training processes and to agree upon corrective action to further improvement of training quality (if necessary). The coordination meetings shall comprise the VTIs and all cooperating enterprises being involved within the CT programme. The sequence of regular meetings shall follow the agreements reached as per MoU or the training contracts respectively.

Apart from regular meetings at VET consortium level also bilateral ad hoc meetings shall be foreseen as far as necessary to clarify specific issues that might be relevant.

### M&E of CT Activities and Reporting

For the monitoring and evaluation, it is recommended to use available instruments, and make use of ready-made templates and to adjust them for individual needs if necessary.

For the assessment of learning outcomes of the trainees during the practical training modules a number of criteria have been developed to be used in the frame of CT-related M&E activities:

1. *Training Diary*: to be maintained by the trainee during training in the company. It is to be countersigned by the ‘in-company trainer’ and the VTI’s teacher.
2. *Completion Report of the In-Company Module*: To be written by the trainee and confirmed through countersignature by the ‘in-company trainer’,
3. *Notebook and Weekly Report*(in-company trainer version): To be maintained by the in-company trainer,
4. *Notebook and Weekly Report*(VET teacher version): To be maintained by the VET teacher,
5. *Form for Evaluation of the Industry Module* (enterprise version): To be filled in by the in-company trainers and the executive management of the enterprise,
6. *Form for Evaluation of the Industry Module* (trainee version): To be filled in by the trainee.

Based on these M&E instruments the CT coordinator of the institute is able to elaborate the M&E Report for each in-company training phase completed. This M&E Report shall be presented and discussed during regular coordination meetings within the VET consortia.

Note: Advisory support may vary per supported CT project according to the needs formulated in the proposals.

## CT Assessment and Certification

The graduation examination is the final step of one training period or the complete training programme. The assessment of learning outcomes shall take place at two occasions, ideally prioritised in the partner enterprises. Results of the graduation examinations will reflect the knowledge, skills, and attitude of each trainee with regard to the respective occupational standard. Hence, graduation examination is not only a training target but also a useful tool for training quality assessment. In the context of CT implementation within the VET consortia, the graduation examination *in the company* also indicates the effectiveness of the Cooperative Training activities.

### Development of Assessment Tools

The assessment tools are supposed to allow the assessment of the learning outcome. Therefore, they shall reflect the level of competences required as per the occupational standard.

The examination and certification guidelines available for the respective occupations provided by the ministries in charge of VET in the countries of the RCF implementation have to be respected and adapted.

The actual requirements of practical skills assessment can be summarised by five criteria:

1. *Quality of product or service performed:* Referring to the achievement of technical parameters of the finished product or service performed by the trainee, based on the requirements defined as per examination task. Based on the importance levels of each required parameter the assessors will give component scores of appropriate levels. This criterion should be emphasised together with the trainees’ competence in terms of professional behaviour, skills and experience.
2. *Time:* This is the actual time period used by the trainee to perform the practical assessment, which is counted from the moment the examination tasks is handed over to the trainee until the time when the trainee hands over the finished product or service and reports on completion of the assessment. This criterion should be emphasized towards the end of the training course, together with the trainee’s competence in terms of professional behaviour, skills and experience.
3. *Labour Safety, Cleaning and Environmental Protection:* This criterion will be evaluated with regards to:

* Wearing occupational health and safety gear and using safety tools and devices as far as required
* Compliance with relevant instructions and procedures during operation of machines, equipment, and tools
* Keeping the working place clean and applying measures for environmental protection.

1. *Correctness of production process:* This criterion is assessed referring to ccorrectness and skillfulness of the production process. The cost effective and appropriateness of used tools, equipment and sub-materials, accuracy of production process.
2. *Working arrangement:* This criterion is evaluated with regards to:

* Working through the examination task by following a specific plan or procedures
* Arranging and leaving the working place in an appropriate neat and tidy manner.

Note: Advisory support may vary per supported CT project according to the needs formulated in the proposals.

### Joint Assessment of CT Learning Outcomes

According to the general regulations on examination, the VTI management should decide to establish a team for developing the assessment. Members of the team include managers and teachers with deep knowledge and professional skills of the occupation.

VET-teacher involved in Cooperative training, in-company trainers and senior staff of the partner enterprises need to be appointed as assessors. It needs to be checked whether sector associations will make additional external expert available for the joint CT assessment.

Based on the products available and introduced by the companies, the team for developing the assessment will select the items appropriate for developing the assessment following the format informed to the trainees earlier. The practical assessment will include the assessment interpretation as per the agreed format, and the specification (e.g. technical drawings) of the test product or service to be rendered in the frame of the practical assessment.

Note: Specific advisory support may vary per supported CT project according to the needs formulated in the proposals.

### Formal Certification of Qualification

Each beneficiary shall receive an official certificate in accordance with the respective national regulations. Copies of the issued certificates shall be made available to RCF as an evidence of successful completion of the CT programme.