DC dVET
DONOR COMMITTEE FOR
DUAL VOCATIONAL EDUCATION
AND TRAINING
GEBERKOMITEE FÜR
DUALE BERUFSBILDUNG

Development of a methodological
approach for the implementation of dual
vocational training in West Africa

Practical guide for private sector involvement in dual vocational education and training

Summary version 2.0: February 2025
AI-assisted translation. Minor language inconsistencies may occur

Table of contents

ACRONYMS AND ABBREVIATIONS

ADA	Austrian Development Agency
BAC	Baccalaureate
BMZ	Federal Ministry for Economic Cooperation and Development
BT	Technical Certificates
BTS	Higher Technician Certificate
CAP	Certificate of Professional Competence
CQP	Certificate of Professional Qualification
CQM	Vocational Qualification Certificate
DC dVET	Donor Committee for Dual Vocational Education and Training
Dual VET	Dual vocational education and training
ex	Example
GIZ	German Agency for International Cooperation
LED	Liechtenstein Development Service
MSMEs	Micro-, Small- and Medium-Sized Enterprises
Pro	Professional
SDC	Swiss Agency for Development and Cooperation
SMEs	Small- and Medium-Sized Enterprises
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
WBL	Work-based Learning

LIST OF TABLES

LIST OF FIGURES

LIST OF TOOLS

Table 1: List of tools

Steps	Tools	Reference
Step 1: Develop the stakeholder map	*Stakeholder map template*	*Figure 5, on page 16*
	Matrix for analysing the level of involvement of stakeholders	*Table 4, on page 1717*
	Matrix for analysing the roles of key stakeholders	*Table 5, on page 17*
Step 2: Categorise and select private sector stakeholders	*Overall matrix for evaluating/selecting companies*	*Table 6, on page 19*
	Detailed analysis and selection matrix for companies	*Table 7, on page 22*
Step 3: Take into account the social and cultural status of the system	*Case study model on dual VET*	*Table 8, on page 27*
	Scenario for organising an event in dual training	*Table 9, on page 28*
Step 4: Strengthen the collaboration with the private sector	*Model internship contract for dual training*	*Table 10, on page 36*
	Model contract for the informal sector (FASOVELO, Burkina Faso)	*Table 11, on page 36*
	Model code of conduct for learners	*Table 12, on page 38*
	Model framework agreement between a development project and a private sector organisation	*Table 13, on page 39*
	Model partnership agreement between a private sector organisation and a company	*Table 14, on page 40*
	Model agreement between a training organisation and a company	*Table 15, on page 41*
	Practical model timetable for work-study programmes (case of a CQP in Benin)	*Table 16, on page 42*
	Model progress report for a dual VET learner	*Table 17, on page 43*
	Template for learner assessment	*Table 18, on page 44*
	Model partnership agreement between the State and a development project	*Table 19, on page 45*
Step 5: Strengthening the capacity of the private sector	*Matrix of tools for strengthening the capacities of private sector enterprises*	*Table 21, on page 51*
	Toolkit for advocacy by private sector organisations	*Table 22, on page 52*
Step 6: Ensure sustainable private sector financing	*Various financing tools to be promoted by a private sector organisation*	*Table 23, on page 57*
	Standard models for financing dual-type projects	*Table 24, on page 58*
	Standard contract with a training company (FASOVELO, Burkina Faso)	*Figure 10, on page 59*
Step 7: Monitoring and knowledge management	*Logic framework model*	*Figure 12, on page 65*

DC dVET
DONOR COMMITTEE FOR
DUAL VOCATIONAL EDUCATION
AND TRAINING
GEBERKOMITEE FÜR
DUALE BERUFSBILDUNG

INTRODUCTION

Several projects support Technical and Vocational Education and Training (TVET) in various countries, particularly through dual vocational and training (VET) schemes. The analysis focuses on Burkina Faso, Benin, Côte d'Ivoire and Senegal, pilot countries in West Africa for identifying effective dual VET models.

The DC dVET supports these countries in guiding and formulating projects that integrate the interests of stakeholders, which is essential to ensuring sustainable action. This guide aims to co-develop, with the programmes and actors concerned, a concerted approach to strengthen the involvement of the private sector in dual vocational training. It is a tool for operationalising the DC dVET's global guide "Guide: How to implement dual VET | DC dVET".

The guide was developed on the basis of a diagnostic mission focusing on dual TVET systems and their institutional frameworks. It is based on two principles: (i) a systemic deployment including analysis of employment demand, identification of occupations, curriculum design, partnerships, training, certification and monitoring; (ii) the establishment of capacity-building mechanisms, which are essential in contexts dominated by informal enterprises with limited resources.

The final content is the result of multiple contributions: literature reviews, thematic workshops, interviews and case studies in countries, as well as exchanges of experiences such as the vocational training forum in Rwanda.

The diagramme below visualises the overall structure of the guide:

Figure 1: The different stages of the guide
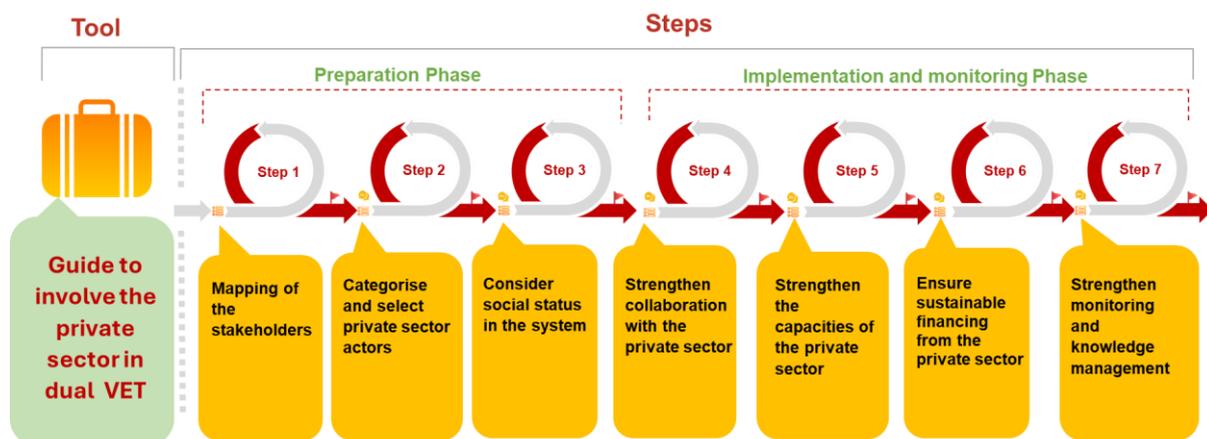
OBJECTIVE AND CONTENT OF STAGES OF THIS GUIDE

PREPARATION PHASE

⟹ **Mapping the stakeholders**
Identify stakeholders, their roles and their influence within the system. Key tools include stakeholder map, involvement matrix and main functions matrix.

⟹ **Categorise and select private sector actors**
Prioritise the most relevant companies for dual VET using comprehensive and detailed assessment tools.

⟹ **Integrate socio-cultural and local dimensions**
Understand the social and cultural realities and perceptions related to VET to overcome stereotypes and resistance. Related tools include: case study and scenario for organising an event around dual training.

IMPLEMENTATION AND MONITORING PHASE

⟹ **Strengthen collaboration with the private sector**
Objective: to structure joint work and improve communication between stakeholders. Tools include contract templates (for internships, within the informal sector), codes of conduct, partnership agreements, framework protocols, work-study schedules, and tools for monitoring and evaluating learners.

⟹ **Strengthening the capacity of the private sector**
Objective: to help companies, which are often informal or poorly organised, to adapt to the requirements of dual training. The tools offered cover skills development mechanisms and advocacy models.

⟹ **Ensuring sustainable financing for the private sector**
Objective: to promote mechanisms enabling private actors to gradually assume the costs associated with their involvement. Specific financing tools are made available.

⟹ **Monitoring and knowledge management**
Objective: to establish a coherent system for monitoring, capitalisation and continuous improvement, including logical frameworks, financing models and standard contracts with training companies.

OVERALL CONCEPT OF DUAL VOCATIONAL EDUCATION AND TRAINING

According to the DC dVET, the concept of dual VET can be adapted to the context of each partner country, taking into account existing structures, without seeking to replicate other systems identically. Depending on project priorities, this approach can take different forms, as illustrated by several examples in the figure below:

Figure 2: The VET spectrum and business sector engagement
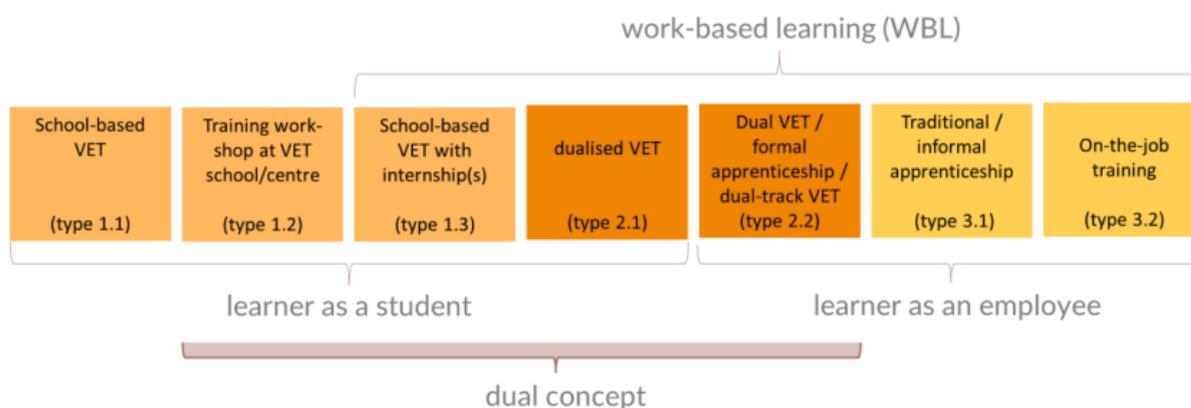
Source: DC dVET Policy Brief "VET Systems & Terminology: A Classification & Clarification"

Depending on the context, the learner is considered either a student or an employee. Regardless of the entry point, the learner's qualification should meet the needs of the labour market (self-employment or employment).

SUMMARY OF KEY FINDINGS FROM DIAGNOSTICS MISSION

The countries studied have a wide variety of experiences in vocational training, covering several sectors (construction, hospitality and tourism, mechanics, digital technology, crafts, agriculture, agroecology, renewable energies). Approaches, tools and forms of partnership vary greatly.

Dual VET is interpreted differently by different agencies. In several countries, it is equated with work-based learning (WBL), focused on the acquisition of technical and practical skills. In this model, the learner retains the status of "student trainee" linked to the company by a school agreement. Conversely, other approaches, particularly those promoted by DC dVET, favour the status of "working trainee" linked directly to the company.

The current work-study programme in West Africa relies heavily on practical equipment within schools ("régie"), while dual VET aims at real immersion in the company, promoting the acquisition of practical skills and an entrepreneurial culture.

In terms of organisation, countries have set up professional branches supported by permanent secretariats. Although relevant in theory, this structure remains difficult to implement, resulting in administrative burdens and low participation by local companies, which limits the consideration of real market needs.

Two training systems coexist:

• Certification system (CQP): validates specific skills, often acquired in a company or training centre. It is very practice-oriented and facilitates rapid professional integration, similar to the dual VET system.

• Diploma system (CAP, BEP, BTS, Bac Pro): corresponds to a more theoretical and technical formal course, sometimes including internships but with less professional immersion than the CQP.

Figure 3: Overview of the dual training model in West Africa
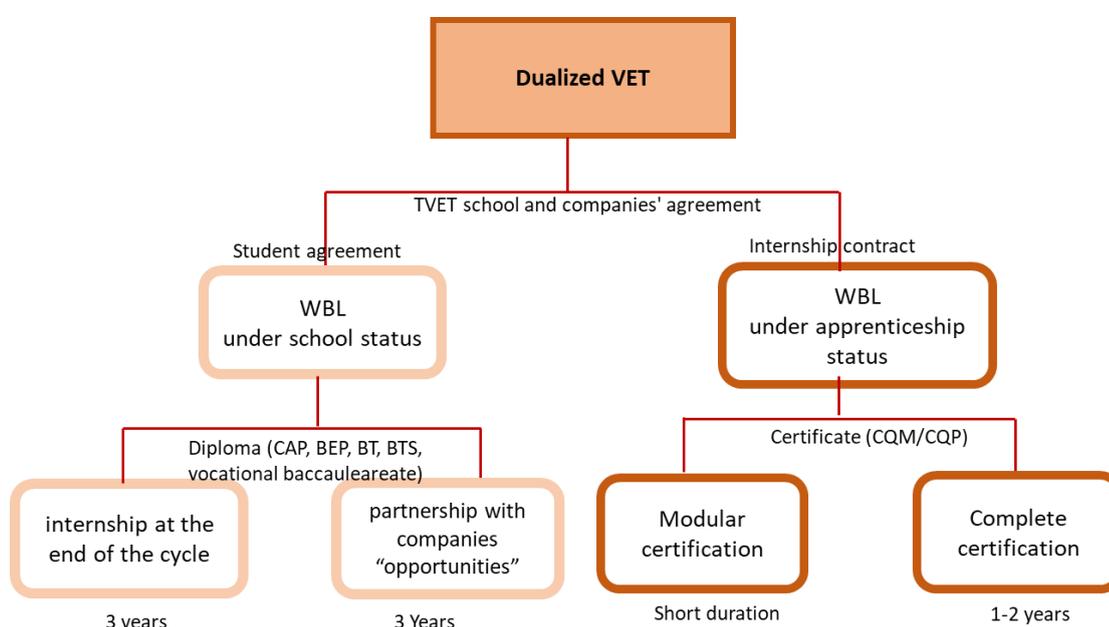
Source: DC dVET Internal Study "Supporting the Dual VET Development Process", Diagnostics Report, Nov. 2024

When we consider the reality on the ground, the current analysis gives us the following situation in terms of strengths, weaknesses, opportunities and threats.

Table 2: SWOT analysis of private sector involvement in VET

Strengths	Weaknesses
- Existence of private companies ('large') involved in dual VET - Existence of skills and tools for implementing dual VET - Existence of projects involved in dual VET/work-study programmes - Existence of projects committed to improving income and employment.	- Weak formalisation of partnership frameworks with the private sector (particularly at the level of MSMEs and informal businesses) - Lack of visibility and clear strategy on collaboration with the private sector in dual VET - Weak representation and visibility of the private sector in vocational training implementation processes - Diverse understanding of dual VET and

	collaboration with the private sector
	• Weak selection and categorisation of the private sector for the implementation of VET.
	• Poor monitoring/communication between institutions and the private sector
Opportunities	**Threats**
• Development of evolving institutional and regulatory frameworks in countries	• Lack of a favourable framework for expression, representation and collaboration by the private sector
• Existence of dual VET models with the private sector as inspiring experiences	

Although both systems enable the acquisition of professional skills, the CQP certification system is currently more aligned with the dual VET approach, promoting a faster transition to employment, while the diploma system remains more institutionalised and theory-based.

To bring the VET systems closer together and better involve the private sector, the following specific issues are key for each pathway:

Table 3: Features of certification systems

CERTIFICATION	BASIC ELEMENTS REQUIRED TO MOVE TOWARDS DUAL VET
CERTIFICATION SYSTEM PROFESSIONAL QUALIFICATION CERTIFICATE (CQP)	• **Structured theoretical modules:** Add academic courses at the training centre to complement practical training. • **Enhanced educational monitoring**: Ensure coordination between the centre and the company to align theory and practice. • **Continuous assessment:** Integrate regular assessments to ensure the full development of skills.
DIPLOMA SYSTEM VOCATIONAL TRAINING DIPLOMAS (DFP) CAP, BEP, BTS, BAC-PRO,	• **Extended periods of work experience**: Allow learners to spend more time in the workplace to gain practical experience. • **Partnerships with companies**: Collaborate closely with companies to facilitate the transition to employment. • **Regular work-study programmes:** Structure the programme to include regular periods of alternating between theory and practice.

BEST PRACTICES FOR PRIVATE SECTOR INVOLVEMENT

The following steps should be considered in this process. They should be implemented according to the specific context and the evolving situation of the various WBL systems. They can therefore be implemented independently. They are as follows:
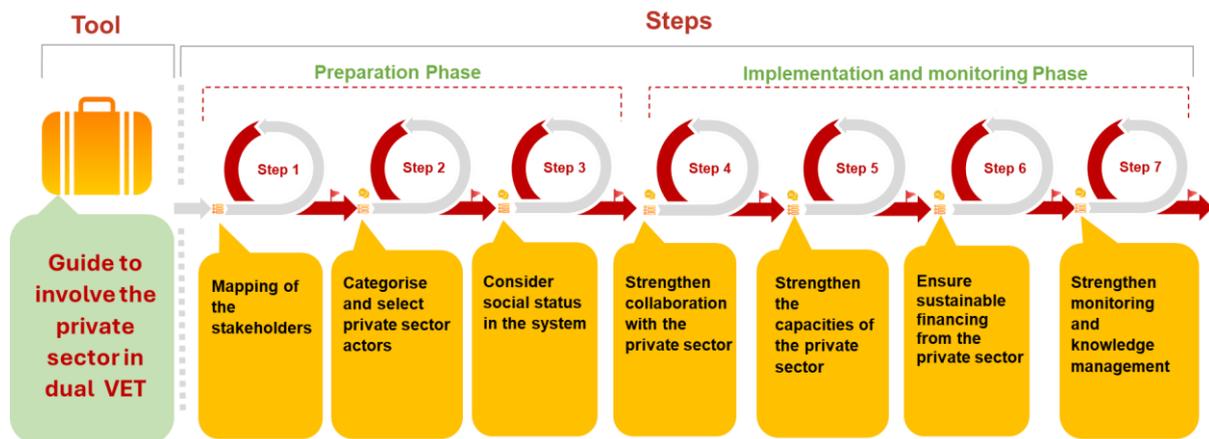
A **preparation phase** with three (03) steps:
- ⟹ Mapping stakeholders;
- ⟹ Categorise and select private sector stakeholders;
- ⟹ Take into account the social status of the system.

An **implementation and monitoring phase** with four (04) steps:
- ⟹ Strengthen collaboration with the private sector;
- ⟹ Strengthen private sector capacity;
- ⟹ Ensure sustainable financing from the private sector;
- ⟹ Ensure knowledge monitoring and management.

To make the best use of the guide, each step will be divided into:
- o Theoretical concepts of the step.
- o How to implement the step.
- o Reference to practical tools for the step.

This is to facilitate the proper use of the guide by the various stakeholder groups.

STEP 1: Draw up a map of stakeholders in the sectoral/ professional sector

Theoretical concept

To understand how the system works, it is essential to identify the key stakeholders and the nature of their interactions. Dual VET is based on knowledge sharing and innovation, hence the need to analyse these interactions as a knowledge system. This assumes that a profession or sector has already been selected on the basis of economic, sociological and demographic studies, generally in sectors with high growth potential. The map of stakeholders is then as follows:

Figure 4: Overview of the map of actors
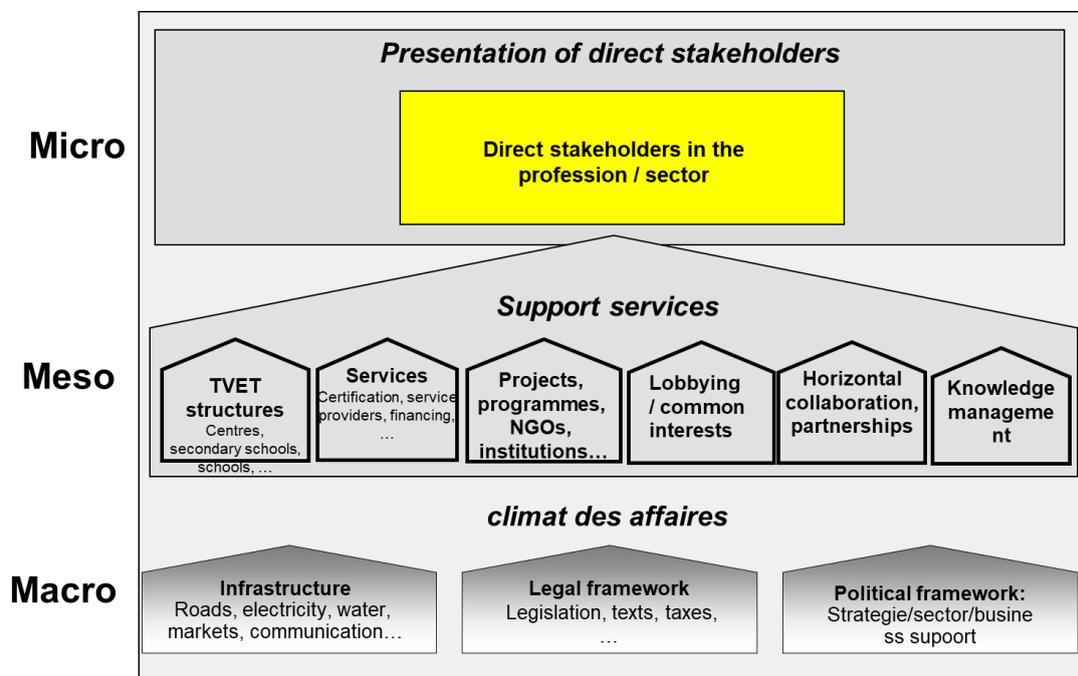
Overview, map of industry players, DC dVET 2025, adapted from the GIZ value chain manual

The actors involved in dual VET are divided into three levels.

- **Micro**: actors directly involved in the profession — training companies (formal or informal), training structures, learners and families, in-company trainers, as well as advisers or mediators.

- **Meso**: support structures — chambers of commerce and trade, professional branches and associations, employer and trade union organisations, certification bodies, service providers, funding mechanisms, projects/programmes and NGOs.

- **Macro**: ministries and public bodies responsible for policies, regulations and infrastructure supporting the development of trades.

DC dVET
DONOR COMMITTEE FOR
DUAL VOCATIONAL EDUCATION
AND TRAINING
GEBERKOMITEE FÜR
DUALE BERUFSBILDUNG

How to implement step 1?

To develop **a stakeholder map**, the following process can be adopted:

⇒ Draw up a **list of stakeholders** based on secondary data (legislative and regulatory texts, implementing decrees and circulars, existing evaluation reports, academic studies, socio-economic and research studies, partner project documents, resource persons, websites, etc. on the various partners (public and private) at different levels;

⇒ Validate the list with **key resource persons**;

⇒ Select **a core group** of stakeholders representing the different types of stakeholders;

⇒ Organise a **co-construction workshop** with stakeholders to draw up a stakeholder map (these workshops can be **regionalised/delocalised** depending on the context).

For better **cost management**, **online exchanges** can be used through direct exchanges, webinars, clinics or BarCamps.

The **content of the workshops** can be structured around: types of stakeholders, roles and responsibilities, their interactions, stakeholder representativeness, their number, coverage areas, levels of collaboration, gaps and overlaps in responsibilities, etc.

Reference to practical tools for step 1

The following tools can be used as a basis for developing and analysing the stakeholder map. These are the stakeholder map, the stakeholder involvement matrix and the key stakeholder function analysis matrix.

🛠 **Stakeholder map template**

Figure 5: tourism and hospitality stakeholder map
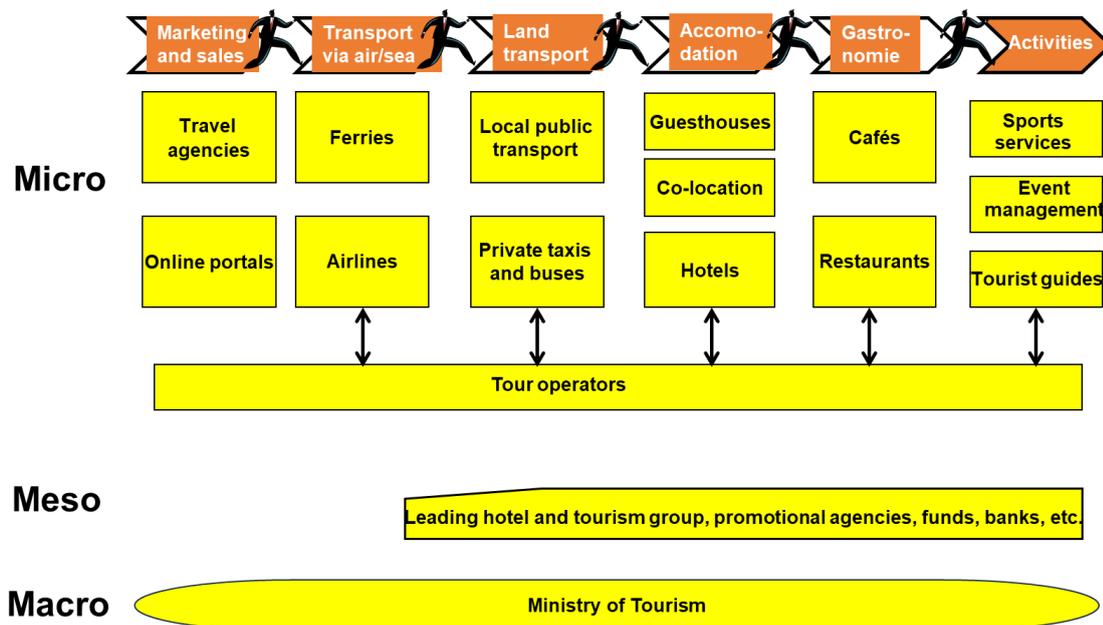
Model map of stakeholders in the hotel and tourism industry, DC dVET 2025, adapted from the GIZ value chain manual

The levels of collaboration between stakeholders can be represented by **thick arrows** (strong collaboration), **thin arrows** (weak collaboration), **dotted lines** (informal collaboration) and **coloured areas** (collaboration networks).

Then analyse **the stakeholder map** through **(i)** significant **influence** on the system (control of key resources, veto power, **representation** of a large group); **(ii) prioritisation of stakeholders** (essential stakeholders: the system cannot function without them; important stakeholders: significant impact on quality; secondary stakeholders: supporting role); **(iii) capacity building needs** (actors requiring capacity building, priority training areas, skills transfer mechanisms); **(iv) improved coordination** (coordination bodies to be created/strengthened, decision-making processes to be clarified, communication tools to be developed); **(v) clarification of roles** (functions to be redistributed, responsibilities to be formalised, mandates to be clarified legally); **(vi) social, cultural and local realities** (perception of vocational training, role of the family, social constraints, traditions, etc.).

⚒ Matrix for analysing the level of stakeholder involvement

Table 4: Matrix for analysing the level of stakeholder involvement

Function	Primary stakeholder	Secondary actors	Gaps identified
Policy development			
Funding			
Business accreditation			
Training of trainers			
Training for private companies			
Certification			
Placement of learners			
Advocacy, representativeness			
Local and decentralised level			
Social and cultural aspects			
Conflict resolution, mediation			
Monitoring/evaluation			

Sources: UNESCO UNIVOC_Adapting TVET for Local Economies - Building Inclusive, Demand-Driven Partnerships with the Private Sector. Adapted from DC dVET private sector study, July 2025

Table 5: Matrix analysing the roles of key stakeholders

Actor	Planning	Recruitment of apprentices	Training Company	Assessment
Government	*Defines the standards*	*Funding*	*Quality control*	*Certification*
Chambers of Commerce / Trades	*Consultation*			
Companies	*Choice of apprentices*		*Practical training*	*Apprentice assessment*
TVET structure	*Defines the modules*			*Apprentice assessment*
Learners			*Practical work*	

The West African region faces several challenges: a strong predominance of informal work, weak collaboration between training centres and businesses, heavy dependence on donors, a lack of harmonisation, and difficulty adapting foreign models to the local context. The priorities are to promote informal learning, strengthen professional associations as intermediaries, and offer flexible pathways tailored to MSMEs, while ensuring the quality and relevance of training.

STEP 2: Categorise and select private sector actors

Theoretical concept

Types of companies

In the business environment, and according to the categorisation of the Central Bank of West African States (BCEAO) and national regulations, businesses can be categorised into six (07) main types:

- *Very small* informal **family businesses** with a turnover of less than 1 million CFA francs, managed by a single person with family support. Low investment, community financing, local market.

- *Very small businesses or micro-enterprises*: turnover of 1 to 30 million CFA francs, run by an entrepreneur assisted by a limited number of staff. Low investment, use of microfinance, local market.

- *Small businesses*: turnover of 30 to 100 million CFA francs, incorporated as sole proprietorships or limited liability companies. Minimal organisation, permanent and temporary staff, semi-artisanal investments, micro/meso-finance or bank financing. Semi-rural and urban market.

- *Medium-sized enterprises:* turnover of 100 million to 1 billion CFA francs, limited liability company structure or equivalent, structured organisational chart, semi-industrial investments, bank financing. Urban and regional market.

- *Large enterprises*: turnover of over 1 billion CFA francs, formal organisation with board of directors, strong investment and geographical deployment capacity, financing from large banking groups. Access to external markets.

- *Large groups*: turnover of tens of billions CFA francs, structured as holding companies comprising various subsidiaries, international presence, very large-scale investments, financing via banking pools. Ability to develop their own training programmes.

- *State-owned* or **semi-state-owned** *companies*, administered by boards of directors. They benefit from state financing and contracts. These are companies that generally manage strategic activities entrusted to them by the state or as an executive body. They generally collaborate with several training structures or set up their own training system.

Field experience shows that it is more effective to rely on national private sector organisations (cooperatives, associations, inter-professional organisations, clusters, etc.) to select companies. They facilitate ownership of the scheme, strengthen coordination and make it possible to identify companies that are genuinely capable of taking on learners, both at central and local level.

Before selecting companies, the organisation can use this to conduct a comprehensive assessment of the profession/industry at three levels, namely:

Table 6: The three levels of company assessment and selection

Knowledge	Technical and technological knowledge of members
Know-how	Members' experience in the field
Interpersonal skills	Commitment and organisation of members

Given that 80% of stakeholders are identified in the private sector, when these stakeholders are not sufficiently organised, it is recommended to consider *step 5* as a starting point.

How to implement step 2?

It is important that the **categorisation and selection** of private sector companies be a participatory and co-constructive process. To this end, **national private sector organisations** should be used, as this ensures representativeness, ownership and sustainability. This organisation should enable the involvement of actors from **both** the **formal and informal** private sectors.

Two (02) methodical and structured processes are necessary:

Process 1: Preparation and planning: this involves
⇒ Precisely defining the **objectives** of the dual vocational training programme, the skills to be acquired, the targeted sectors of activity, the number of apprentices to be taken on, and the type of companies sought (size, training experience, etc.);
⇒ Define clear and objective **criteria** for selecting companies, aligned with the programme's objectives;
⇒ Define **the method** for evaluating companies (evaluation grids, site visits, interviews, etc.). Assign a weighting to each criterion to reflect its relative importance;
⇒ Inform potential companies about the dual training programme and advantages of participating, selection criteria, and application procedure. Use different communication channels (professional networks, trade shows, events, websites, WhatsApp, etc.

Process 2: company selection: this can be done by

$\Rightarrow$ Issuing a **call for applications** to companies that meet the defined criteria. The call must include detailed information on the programme and the selection procedure.

$\Rightarrow$ Receive and **analyse** applications from companies. Use assessment grids to compare companies and rank them according to selection criteria.

$\Rightarrow$ Conduct **site visits** to shortlisted companies to assess their infrastructure, equipment, staff and capacity to accommodate learners;

$\Rightarrow$ Conduct **interviews** with managers at shortlisted companies to assess their commitment, motivation, ability to supervise learners and understanding of the dual VET programme.

$\Rightarrow$ Based on the evaluation criteria, site visits and interviews, **select** the companies that will participate in the training programme.

Reference to practical tools for step 2

Selection criteria

Once the stakeholder map has been drawn up, a matrix can be used to assess and/or select **partner companies**.

Two types of matrices are proposed. One is based on organisational, technical/economic, social, environmental and safety criteria, and the other is based on company size and detailed information.

Figure 6: Overall matrix for evaluating/selecting company

Criteria	Importance
Organisational criteria	
• Criterion 1: Formal or informal enterprise established • Criterion 2: Size of the company • Criterion 3: Membership in professional organisation • Criterion 4: Partnership relationships	
Technical and economic criteria	
• Criterion 1: Development of demand • Criterion 2: Company capacity and training facilities • Criterion 3: Existence of high-quality technical facilities • Criterion 4: Qualification within the structure • Criterion 5: Job creation opportunities	
Social criteria	
• Criterion 1: Company motivation/success • Criterion 2: Implementation of support for the organisation • Criterion 3: Motivation for financial contribution • Criterion 4: Involvement of disadvantaged groups • Criterion 5: Improvement of working conditions	
Environmental and safety criteria	
• Criterion 1: Compliance with safety standards • Criterion 2: Contribution to the green economy	

The aim is to evaluate each company according to specific criteria (organisational, technical/economic, social, environmental and safety) and according to its field of activity, and to obtain key information on its size and position according to these criteria.

Table 7: Detailed analysis and selection matrix for companies

Categorisation/selection criteria	Category 1: Large Companies	Category 2: SMEs	Category 3: Craftsmen/Micro-enterprises	Weighting	Score (1-5)	Weighted score	Ranking (priority)	Notes/comments
Company size	>X employees	x-x employees	<x employees					
Training experience	Existing, structured training programme	Limited formal training experience	No formal training experience					
Financial resources	Strong resources	Average resources	Limited resources					
Human resources (qualified personnel)	Staff dedicated to training	Personnel involved occasionally	Training of necessary staff					
Capacity to accommodate learners	High capacity	Average capacity	Limited capacity					
Interest in dual vocational training	Strong interest, stated commitment	Moderate interest	Interest to be developed					
Financial contribution to dual vocational training	Strong interest, stated commitment	Moderate interest	Interest to be developed					
Networking and collaboration	Well-developed networking	Limited networking	Networking to be developed					
Access to technology and equipment	Excellent access	Average access	Limited access					
Inclusion and gender	Excellent	Average	Limited					
Consideration of social and cultural realities	Highly visible	Moderately visible	Not very visible					

Sources: Private sector guide, DC dVET 2025

The criteria and categories should be adapted to the specific context. Assign weights to each criterion according to the importance you give them in the context of your project. Assign a score (1 to 5) to each actor for each criterion. You can use quantitative data or qualitative assessments. Multiply the score by the weighting for each criterion. Rank the actors according to their total weighted score. The actors with the highest scores are those that should be prioritised for your project.

The proposed matrix serves as an assessment tool for selecting the private sector actors best suited to participate in a dual VET programme. Its interpretation is based on the analysis of weighted scores, which combine the importance of each criterion (weighting) with the assessment of each actor according to that criterion (score). A high weighted score indicates that the actor is well suited to the programme's needs.

In general, the high weighting given to **company size** places large companies at the top of the list. They seem to have the best assets in terms of financial and human resources dedicated to training, as well as a strong capacity to take on apprentices. However, their interest in dual VET and their capacity for collaboration may be quite low.

The criteria **of training experience and financial resources** also very often carry significant weight, highlighting the need for actors capable of ensuring the quality of training and financing their involvement.

In terms of **networking**, experience in the field shows that, although MSMEs are numerous and potentially interested, they need support to develop their networks and collaborations. Their involvement could prove crucial for a more inclusive approach.

A **balance** needs to be found **between stakeholders with significant resources and those with a strong interest** in dual vocational training. Selecting only stakeholders with significant resources could neglect the potential for collaboration with other stakeholders and limit the scope of the programme.

The matrix can thus provide an initial approach for selecting private sector actors, but it should not be exclusive. An **in-depth qualitative analysis, complementing the quantitative data** in the matrix, is essential for an informed and relevant selection of partners for the dual VET initiative.

STEP 3: Considering the social, local and cultural status of the system

Theoretical concepts

In West Africa, traditional apprenticeships, passed down from master to apprentice, remain dominant and are often considered more legitimate than formal vocational training, which limits the adoption of the dual system. Young people's choices are strongly influenced by family ties and cultural values, where manual trades are sometimes devalued. Traditional apprenticeships are often linked to strong family and community ties. Families may be reluctant to allow young people to enter a formal training system that takes them away from their family and social environment. Certain cultural values can influence perceptions of vocational training. Manual trades may be less valued than intellectual professions, creating a barrier to the attractiveness of certain training programmes. Social hierarchy can also play a role, with preferences for certain fields and professions.

Certain groups face specific obstacles:

- **Women**: gender norms, domestic responsibilities, low mobility.
- **Disadvantaged young people**: costs, lack of information, need to work.
- **Rural residents**: distance from centres, lack of infrastructure.

Mistrust between stakeholders (government, businesses, centres, communities) and communication problems complicate collaboration. Added to this are the low social value placed on vocational training and a mismatch between training provision and the labour market.

Integrating social and cultural dimensions into dual training requires a comprehensive approach that considers local realities, perceptions, and the involvement of all stakeholders. Several elements can be used as a basis:

How can stage 3 be implemented?

Taking **social status** into account and **integrating** it into dual VET programmes requires:

- ✍ **Knowledge of the socio-cultural context**
  - **Ethnological and sociological studies:** Preliminary studies (case studies, surveys, interviews) enable us to understand the values, norms, beliefs and social practices related to work and vocational training in the local context.

  - **Analysis of representations of work and training:** It is essential to analyse how communities perceive work and training: family expectations, gender roles, learning traditions and factors influencing learner engagement.

- **Demographic and socio-economic data:** Analysis of data on schooling, access to resources, unemployment, inequalities and regional disparities makes it possible to identify vulnerable groups and adapt the programme accordingly.

- **Semi-structured individual interviews:** These interviews allow for an in-depth exploration of the perceptions and experiences of stakeholders (apprentices, trainers, companies, families) regarding the integration of social and cultural dimensions into the programme. A structured interview guide ensures the consistency of the information collected.

- **Focus groups:** These offer the opportunity to gather information from a group of stakeholders by encouraging exchange and discussion. The facilitator must ensure that all participants have a chance to speak and that the discussion remains focused on the evaluation objectives.

- **Participant observation:** allows interactions and practices within the training programme to be observed by participating in activities and collecting data in the field. A detailed internal report is essential for recording observations.

- **Case study:** An in-depth study of one or more cases allows for the analysis of social and cultural aspects in a specific context. This may involve a specific company, a group of apprentices, or a community.

- **Document analysis:** Analysing documents (reports, training materials, lecture notes, etc.) can provide information on how social and cultural aspects are integrated into the programme.

- **Questionnaires:** These allow data to be collected from a large number of stakeholders in a structured manner. Questions should be clear, concise, and easy to understand. Likert scales can be used to measure opinions and perceptions.

- **Surveys:** These enable data to be collected from a representative sample of the target population to obtain generalisable results. The sample size must be calculated according to the desired level of accuracy.

- **Statistical analysis of data:** Statistical analysis of the collected data allows for the identification of trends, correlations, and significant differences between stakeholder groups.

✎ **Integrating cultural aspects into programme design:**

- **Participatory approach:** involving local communities, apprentices' families, business representatives and trainers in the design and implementation of the programme to ensure its cultural appropriateness and relevance.

- **Adaptation of training content:** Adapt training content to take cultural specificities into account, using appropriate language, incorporating concrete examples that are relevant to apprentices, and respecting local values and beliefs.

- **Timing and organisation:** Consider cultural events, agricultural seasons, religious holidays, etc., to avoid conflicts and ensure apprentice participation.

- **Appropriate teaching methods:** prioritise participatory, interactive teaching methods that are tailored to learners' learning styles, considering their level of education and previous experience.

✎ **Consideration of social aspects:**

- **Equity and inclusion:** establish mechanisms to ensure equity and inclusion for all social groups, particularly women, persons with disabilities, and young people from disadvantaged backgrounds. This may include specific support measures, grants or tailored training.

- **Social dialogue:** promoting dialogue and consultation between the various stakeholders (businesses, training centres, apprentices, families, trade unions, etc.) to ensure the programme's consistency and sustainability.

- **Working conditions:** ensuring respect for apprentices' rights, safety in the workplace, and fair working conditions.

- **Socio-professional support:** offering individualised support to apprentices to help them overcome any personal, family or professional difficulties they may encounter.

In short, integrating **social and cultural aspects** into dual VET requires a **proactive approach** and a **thorough understanding of the context**. This involves **strong involvement** from **local stakeholders** and **constant adaptation**.

It is recommended to **promote rather than formalise informal learning**, strengthen professional associations as intermediaries, and develop flexible pathways tailored to MSMEs.

Reference to practical tools for stage 3

Several tools combining quantitative and qualitative approaches can be used to assess and incorporate social and cultural aspects in a dual VET programme. The choice of tools will depend on the specific objectives of the assessment and the resources available. It is therefore possible to produce tools for conducting surveys, interviews and focus groups that consider the specific socio-cultural aspects.

In this section, we propose two (02) tools that are considered suitable for collecting and integrating social, cultural and local issues. These are:

✎ **A success story template (successful case study)**, which has the advantage of "breaking down" preconceptions, interpretations, value judgements, etc. by showing that it is possible to "succeed" in vocational training. This case can be adapted to your specific situation and context.

Table 8: Case study model on dual vocational training

Title	*(Example: "From traditional apprenticeship to skilled employment: The success story of dual training in [Name of region/country]")*
Introduction	*Briefly present the context: (Example: "Faced with high youth unemployment and a low-skilled [sector of activity] sector, [Name of region/country] has implemented an innovative dual vocational training programme. This initiative has transformed the lives of many young people, as demonstrated by the success story of [Name of company/cooperative/project].")*
Presentation of the context	*Describe the initial context and challenges: (Example: "Before the programme, training in the [Sector of activity] sector was based mainly on traditional learning methods, which were often informal and unstructured. The youth unemployment rate was [Percentage] and companies lacked qualified staff. Young graduates from traditional schools were often ill-suited to the needs of the job market.")*
Description of the dual VET programme	*Explain how the programme works: (Example: "The dual training programme, launched in [Year], offered an innovative approach combining theoretical training in [Type of training centre] and practical training in a company. It specifically targeted [Apprentice profile], offering training in [List of specialisations]. The programme emphasised [Strengths of the programme, e.g. practical learning, adaptation to market needs, social inclusion, public-private partnership]. A key aspect was [A unique element of the programme, e.g. mentoring system, training of apprenticeship supervisors, certification, participatory approach with families].")*
The success story	*Present a concrete example of a company, learner, or group of learners who have succeeded thanks to the programme: (Example: "Take [Name of company/cooperative], a company in [Sector] that has taken on [Number] learners since the programme was launched. Thanks to high-quality practical training and personalised support, these young people quickly acquired the necessary skills. [Name of learner], for example, was able to [Concrete achievements of the learner]. Today, [Name of learner] works at [Name of company] as [Position held] and attests to the quality of their training. The dual training programme has enabled [Company name] to fill a shortage of qualified staff, thereby increasing its productivity by [Percentage].")*
Results and impact	*Quantify the results of the programme as a whole: (Example: "The dual vocational training programme has improved the employment rate of young people by [percentage], reduced the unemployment rate by [percentage], and created [number] jobs in the [sector of activity] sector. The participatory approach strengthened links between the education system, businesses and local communities. The programme also contributed to [positive social impact, e.g. equal opportunity, social inclusion, local economic development].")*
Conclusion	*Summarise and highlight the key lesson: (Example: "The success of the dual vocational training programme demonstrates the importance of an innovative, adaptive and collaborative approach to training skilled young people and contributing to economic and social development. This initiative proves that dual training is an effective solution to the challenges of the labour market.")*
Call to action	*(Example: "To learn more about the dual training programme and how to get involved, visit [Web link].")*

This template is a simple suggestion and can be adapted according to the context and available information. The aim is to produce a clear, inspiring and compelling success story, backed up by figures, anecdotes and testimonials. These stories only have an impact if they are widely disseminated, particularly at fairs or similar events.

Three scenarios for promotional meetings can be organised to promote dual vocational training and integrate social, cultural and local dimensions, while involving families in the guidance of young people.

Table 9: Scenario for organising an event in dual training

Scenario 1: Open days for young people (target audience : pupils and their parents)	⇒ **Objective:** *to promote dual vocational training to young people and their families, provide information on the trades and training programmes available, and encourage encounters between young people and businesses.* ⇒ **Location:** *a large, easily accessible space (multi-purpose hall, school gymnasium, etc.) that can accommodate several stands and workshops.* ⇒ **Activities:** • **Information stands:** *stands run by companies, training organisations and funding bodies, presenting training programmes, occupations, entry requirements, career prospects and testimonials from former apprentices.* • **Practical workshops:** *Short, fun workshops allowing young people to discover the practical aspects of the professions on offer (e.g. handling tools, performing small tasks, simulations).* • **Meetings with professionals:** *opportunities for young people to talk to professionals (companies, trainers, former learners) to ask questions and discuss careers.* • **Presentations:** *short, dynamic presentations on the advantages of dual training, success stories, and future prospects.* • **Documentation:** *provision of brochures, leaflets, and other information materials on training courses, professions, and registration procedures.*
Scenario 2: The Partner forum for businesses (Target audience: Businesses, training centres, financing organisations)	⇒ **Objective:** *to encourage collaboration between the various stakeholders in dual vocational training, share best practices, identify needs and challenges, and promote the development of partnerships.* ⇒ **Location:** *a hotel, conference centre, or professional venue offering meeting rooms and networking spaces.* ⇒ **Activities:** • **Inaugural conference:** *presentation of the challenges of dual vocational training, the results achieved, and future prospects. Presentations by experts and representatives of public authorities.* • **Thematic workshops:** *workshops dedicated to specific topics (e.g. training funding, skills assessment, trainer training, programme adaptation, partnership management).* • **Round tables:** *discussions between the various stakeholders to share experiences, identify good practices and discuss the challenges ahead.* • **Exhibition:** *Exhibition of communication materials and learners' achievements, highlighting the consideration of socio-cultural aspects.* • **Networking:** *networking time to facilitate meetings and the development of partnerships between the various stakeholders.*
Scenario 3: The career fair for Dual VET (Target audience: general public, young people, companies, training centres)	⇒ **Objective:** *to promote dual vocational training to a wide audience, highlight the professions and skills of learners, and encourage contact between young people and businesses.* ⇒ **Location:** *A large space, such as an exhibition centre, capable of accommodating a large number of stands, workshops and demonstrations.* ⇒ **Activities:** • **Career stands:** *dynamic and attractive stands allowing visitors to discover the various careers available through dual vocational training. Demonstrations, simulations and interactive games may be offered.* • **Learners' area:** *an area dedicated to learners to present their achievements and projects. Learners can be involved in organising and running the stands.* • **Conferences and debates:** *conferences and debates on the challenges of dual vocational training, educational innovation and the professional integration of young people.* • **Activities:** *Activities, competitions and other fun activities to make the event attractive to the general public and young people.* • **Networking area:** *an area dedicated to networking to facilitate meetings between young people and businesses*

Source: DC dVET 2025, private sector study, inspired by the Rwanda Skills Forum fair (4–5 June 2025)

These scenarios are examples and can be adapted and combined according to the needs and resources. The important thing is to clearly define the objectives of the event, target a specific audience, and offer varied and attractive activities.

STEP 4: Strengthen collaboration with the private sector

Theoretical concepts

Collaborating with the private sector in dual VET requires an organised sector that is ready to actively engage. When this is not the case, prior capacity building is necessary. Companies must perceive the short-, medium- and long-term benefits.

Benefits for businesses [1]:

- Recruitment and retention: access to young people who are already operational, reduced training costs, improved productivity and increased retention. Commitment to training also enhances the company's image.
- Productivity and innovation: new skills, contribution to improving working methods, easier adaptation to technological developments.
- Social and economic impact: contribution to youth training, reduction in unemployment, local development, strengthening of relationships with training centres.
- Possible tax advantages depending on the country.

Collaboration also requires a clear regulatory framework, with:

- Macro level: laws, tax incentives, monitoring and steering mechanisms.
- Meso level: agreements between states, private sector projects and organisations; partnership charters; consultation frameworks; support for mentors in companies; facilitation of apprentice placements.

Private sector involvement must be structured: participation in curriculum development, definition of standards and certifications, enhanced public-private dialogue, incentives for business engagement.

The dual system is based on a quality assurance mechanism within companies: defined standards, regular monitoring of learners, constant exchanges between companies and training centres, skills assessment tools and employability indicators. The best-performing companies will be able to obtain a Training Company label, highlighting their commitment.

How can step 4 be implemented?

Strengthening collaboration with the private sector requires improving communication (exchange platforms, networking, visits, clear documentation) and co-designing programmes with the private sector. Financial, technical and logistical support must also be offered, as well as promotional activities

---

[1] See Appendix 1: List of benefits for the private sector associated with its involvement in dual vocational training

to build trust. Quality assurance in companies is based on several mechanisms:

- **Defining norms and standards** to regulate practical training (relevant tasks, supervision, skill levels, adequate equipment).
- **Implement a system of visits, supervision and feedback** to regularly assess training conditions and adjust practices.
- **Set up mentoring and monitoring systems**, including trained mentors and periodic assessments.
- **Create shared resource centres** for small businesses that do not have the capacity to train on their own.
- **Develop educational pathways** to enable further study and qualification attainment based on modular training.
- **Produce** standardised skills assessment **tools** and train businesses in their use.
- **Establish an information platform for quality assurance**, centralising performance data, placement rates and feedback from learners and companies, based on existing graduate tracking systems.

Reference to practical tools from step 4

Schematically, the tools for collaboration between the parties can be presented as follows:

Figure 7: Collaboration process between partners

1   Framework agreement with private sector organisations

2   Tripartite agreement between educational institution, organisation and company

3   Training contract between educational institution, learners and companies

4   Code of conduct for companies and learners

5   Learner monitoring/communication between institutions and companies

6   Review, lessons learned, improvement and planning

They can be classified into **five (05) main groups:** communication and monitoring tools, programme design and adaptation tools, training and support tools, communication and monitoring tools, and tools for evaluation and monitoring tools and tools for promoting the partnership.

⇒ **Communication and monitoring tools:**
- **Regular meetings** to monitor progress and resolve difficulties.
- **Online platform** for sharing documents, planning and monitoring progress.
- **Mobile application** to facilitate communication and administrative tasks.
- **Project management tool** for coordinating activities when the programme is complex.

⇒ **Programme design and adaptation tools:**
- **A collaboration guide clarifying roles**, responsibilities and procedures, developed with companies and training centres.
- **Tools for analysing needs** (questionnaires, interviews, focus groups, labour market analysis) to identify the skills sought.
- **Curriculum design tools** for developing modular and flexible programmes based on a skills-based approach.

⇒ **Training and support tools:**
- **Online training platform:** An online platform would enable the provision of training courses for corporate trainers on teaching techniques, learner supervision, and partnership management.
- **In-company trainer's guide:** A practical guide providing advice and tools to in-company trainers for supervising learners, assessing their skills, and monitoring their training.
- **Mentoring programme:** A mentoring system pairing experienced trainers with novice trainers would enable knowledge transfer and personalised support.

⇒ **Assessment and monitoring tools:**
- **Learner tracking system:** A real-time tracking system, integrated into the collaborative platform collaborative platform or mobile application, would make it possible to track apprentices' progress, identify difficulties encountered, and adjust the programme if necessary. This could also be done through monitoring logs.
- **Assessment grids:** Assessment grids to evaluate learners' skills, the quality of in-company training, and company satisfaction. These grids must be co-constructed with companies and training organisations.

⇒ **Tools for promoting the partnership:**
- **Partner company database:** A database listing participating companies
, their activities, and their training commitments. This database will highlight the private sector's commitment.
- **Certificate of recognition:** A certificate of recognition could be awarded to companies that have successfully participated in the programme, thereby highlighting their commitment.

🛠 Some practical tools

Table 10: Model internship contract for dual-type training

Between the parties:
- **[Name of company]**, represented by [Name and position of legal representative], hereinafter referred to as "the company",
- **[Name of the learner]**, born on [Date of birth], residing at [Address], hereinafter referred to as "the learner",
- **[Name of the training organisation]**, represented by [Name and position of the legal representative], hereinafter referred to as "the training centre".

Subject: This contract sets out the terms and conditions of the learner's internship within the company as part of a dual vocational training programme.

Duration of the internship: From [Start date] to [End date].

Detailed description of tasks: Describe precisely the tasks assigned to the learner, the skills to be acquired, and the educational objectives of the internship.

Training plan: Attach a training plan specifying the stages of the internship, the periods of training in the company and in the training organisation, and the assessment methods.

Insurance conditions: Specify the insurance terms and conditions for the learner during the internship.

Intellectual property clause: Define the intellectual property terms and conditions for work carried out by the learner during the internship.

Monitoring: The internship will be monitored by the company tutor and the training organisation trainer, with regular meetings [frequency of meetings].

Monitoring and assessment terms: Clearly define the terms for monitoring (meetings, activity reports, etc.) and assessing the learner's skills.

Compensation: [Amount of compensation, if applicable].

Confidentiality clause: The learner undertakes to respect the confidentiality of the company's information. **Termination clause:** The contract may be terminated at any time in the event of serious breach by either party. **Signatures** of the three (03) parties: one original copy for each party.

Note: *this template is a suggestion. It must be adapted to the context. It is recommended that you consult a legal professional to draft a contract that complies with current legislation and is tailored to your specific situation.*

Source: Private Sector Manual, DC dVET, July 2025

See also the ILO's recommendations on quality apprenticeships: Template for an apprenticeship agreement | International Labour Organisation

Table 11: Model contract for the informal sector (FASOVELO, Burkina Faso)

Between the undersigned

HOST COMPANY:
Name: …………………………………………………………
Approval: …………………………………………………
RCCM No.: …………………………………………………….
Registered office:
……………………………………………………
Postal address: ………………………………………………….
Telephone: ……………………………………………………
Email: ……………………………   Website: ….
Represented by Mr/Ms……………………………………………
Born on ……………………………………in ……………..………………………, of Burkinabe nationality, acting in the capacity of "**Master/Mistress**" of **the host company** on the one hand,

AND

APPRENTICE:
Mr/Mrs/Miss ………………………………………………………………… Born on…………………
………………………………………in………………………………………
Address………………………………………………………………………
Father's name:

Mother: ……………………………………………………
Resident at…………………………………Identity document No…………………………….. acting in the capacity of "**Apprentice**" of another
,

The following has been agreed:

Article 1 - Purpose of the contract
The purpose of this apprenticeship contract is to define the reciprocal relationship for learning the trade of **bicycle mechanic and repairer**, for the benefit of the apprentice, Mr/Mrs/Miss.. , by the master, Mr/Mrs……………………………………………………………………………….

Article 2 - Place of performance of the contract
2.1- The place of performance of the is located at ………………………….., in the premises of the Company……………………………………………………………………………….
2.2- However, for training purposes, the apprentice will have to travel back and forth between their host company and the DCTP-Dual Centre one (1) day per week to attend theoretical and practical vocational courses.

Article 3- Obligations of the host company
The host company ………………………………………………………………………:
3.1- Undertakes to provide or arrange for the provision of methodical, progressive and comprehensive vocational training for Mr/Mrs/Miss as part of his/her apprenticeship.
3.2- Undertakes to comply with all legal and regulatory requirements relating to the employment of young people and children.
3.3- Undertakes to issue to Mr/Mrs/Miss.., at the end of his/her apprenticeship, a certificate of completion of apprenticeship, certifying the performance of this contract.

Article 4- Obligations of the master
Mr/Mrs/Miss .... , the Master/Mistress:
4.1- Treat the apprentice with due care and diligence.
4.2- Only employ them for work and services related to the exercise of their trade, which is the subject of this apprenticeship contract.
4.3- Not assign them work that is beyond their capabilities.
4.4- Shall not inflict any corporal punishment on them.
4.5- Notify their parents or guardians of any serious misconduct on the part of the apprentice, as well as any absences, whether justified or not, illnesses, or any other circumstances that may warrant their intervention.
4.6- If the apprentice cannot read, write or count, or if he or she has not yet completed his or her initial religious education, t h e   master/mistress shall allow him or her the time necessary to complete his or her education.
4.7- Whenever, as part of the organisation of vocational training, vocational courses are organised for apprentices in the trade or profession covered by this contract, the master/mistress shall allow the apprentice the time and freedom to attend them.
4.8- The teacher shall ensure that the apprentice attends the aforementioned classes regularly.

Article 5 – Apprentice obligations
The apprentice, Mr/Mrs/Miss ....undertakes to:
5.1- Comply with the instructions received from his/her master.
5.2- Carry out the tasks and operations entrusted to them as part of their apprenticeship. **5.3-** Assist the master/mistress in their work, to the best of their ability and strength. **5.4-** Show loyalty, obedience and respect to the master/mistress.
5.5- Comply with the internal regulations of the host company

Article 6 – Contract duration
This apprenticeship contract is concluded for a fixed term of three (3) years. It shall take effect from October 2021 and shall expire on 30 September 2024.

Article 7- Remuneration
Account of of contribution to activities and services of the reception company, Mr/Mrs/Miss... will be *"remunerated"* in line with the tasks performed and their experience.
professional training and working conditions within the company throughout the entire apprenticeship period.

Article 8 - Social obligation
The host company.. in collaboration with its partners, shall ensure that social security is provided under the occupational risks and occupational health branch for Mr/Mrs/Miss .... throughout the entire apprenticeship process.

Article 9 - Performance of the employment contract
After completing the apprenticeship, the apprentice undertakes to perform his/her professional activities on behalf of the host company ……………………………………………, for a period of.. months/years.

Article 10 - Termination of the contract
10.1- This apprenticeship contract shall terminate upon expiry of the agreed term or by mutual agreement between the parties.

10.2- This contract shall be automatically terminated in the cases provided for in Articles 18 and 19 of Joint Decree No. 2010-023/MTSS/MJE of 13 DECEMBER 2010 relating to apprenticeship contracts.

10.3- This contract may not be terminated by the unilateral decision of either party.

Article 11 - Documents produced

Sir/Madam/Miss...has produced the following documents:

- one (01) birth certificate no. …………… dated ………………………………
- one (01) medical certificate dated …………………………………and issued by… ……………………………………… certifying that the above-mentioned apprentice
  is capable of fulfilling the obligations of the apprenticeship to become a bicycle mechanic and repairer.

Article 12- For anything not provided for in this apprenticeship contract, the laws, regulations and agreements in force in BURKINA FASO shall apply.

The apprentice	**The Teacher**
"Read and	*''Read and*
…………………………………….	………………………………………
The	**FASOVELO**
	Chair of the Management Board
…………………………………….	………………………………………

Approved by the Regional Directorate for Labour and Social Security of the Centre

Source: FASOVELO, July 2025

Table 12: Model code of conduct for learners

Code of conduct: Dual vocational training Between:
- **[Name of company]**, represented by [Name and position of manager], hereinafter referred to as "the company"
- **[Name of the learner]**, hereinafter referred to as "the apprentice"

Preamble:

This charter sets out the principles of good conduct to be observed by the company and the learner during the dual vocational training programme. It aims to promote constructive, respectful and mutually beneficial collaboration between both parties.

Company commitments:
- **Supervision and support:** The company undertakes to provide the learner with high-quality supervision, with a designated tutor who will monitor and support them throughout the training programme.
- **Safety and working conditions:** The company undertakes to guarantee the learner's safety in the workplace and to provide them with working conditions that comply with current regulations.
- **Practical training:** The company undertakes to offer the learner relevant and varied practical training, enabling them to acquire the skills defined in the training programme.
- **Respect and kindness:** The company undertakes to treat the learner with respect and kindness, promoting a positive and constructive working environment.
- **Availability:** The company undertakes to devote the necessary time to supervising the learner and to actively participate in monitoring their training.
- **Communication:** The company undertakes to maintain regular communication with the learner and the training organisation to ensure effective monitoring of the training.

Commitments of the apprentice:
- **Attendance and punctuality:** The learner undertakes to attend regularly, be punctual and adhere to the defined working hours.
- **Motivation and commitment:** The learner undertakes to demonstrate motivation, commitment and seriousness in their training.
- **Compliance with rules:** The learner undertakes to comply with company rules, safety instructions and the internal code of conduct.
- **Communication:** The learner undertakes to communicate any difficulties or problems encountered to their tutor and/or the training centre.
- **Confidentiality:** The learner undertakes to respect the confidentiality of company information.
- **Active participation:** The learner undertakes to participate actively in their training and to collaborate with their tutor and the training centre.

Signature of the parties:

[Company name]: [Apprentice name]:
[Signature and stamp] [Signature] [Date]
[Date]
NB: *This template is a suggestion. It must be adapted to the specific context. It is recommended that you consult a solicitor to draw up a contract that complies with current legislation and is tailored to your specific situation.*

Table 13: Model framework agreement between a development project and a private sector organisation

Framework Protocol model framework protocol between a development project and a private sector organisation Between:

- **[Name of Development Project]**, represented by [Name and position of representative], hereinafter referred to as "the Project".
- **[Name of private sector organisation]**, represented by [Name and position of representative], hereinafter referred to as "the Organisation".

Preamble:

The Project and the Organisation share the objective of developing dual vocational training in the [Sector of activity] sector. This framework agreement sets out the principles of their collaboration for the implementation of a training programme.

Article 1: Purpose of the framework agreement

This framework agreement defines the principles and terms of collaboration between the Project and the Organisation for the implementation of a dual vocational training programme. This programme aims to [programme objectives, e.g. train skilled young people, meet the needs of businesses, improve the employability of young people].

Article 2: Commitments of the Project

The Project undertakes to:

- Provide technical and methodological support to the Organisation for the implementation of the dual training programme.
- Provide financial support for the programme in the amount of [Amount] in the form of [Type of funding].
- Assist the Organisation in recruiting and training apprentices.
- Train in-company mentors.
- Provide teaching tools and communication materials.
- Participate in the evaluation of the

programme. **Article 3: Commitments of the**

Organisation The Organisation undertakes to:

- Facilitate the flow of information to its members.
- Organise and facilitate the selection of training companies.
- Facilitate the placement of learners in member companies.
- Supervise the monitoring and assessment of learners.
- Advocate for the interests of its members and promote the sector.
- Actively contribute to the development and updating of training curricula.
- Contribute to the training and upgrading of the various stakeholders.
- Provide the necessary materials and equipment for practical training as needed.
- Participate in programme monitoring and evaluation meetings.
- Contribute to the programme's funding in the amount of [Amount] in the form of [Type of funding].
- Promote the dual training programme within its networks.

Article 4: Terms of collaboration

- Follow-up meetings will be held [Frequency of meetings] to assess the progress of the programme.
- An activity report will be produced by the Project [Frequency of reports].
- A steering committee composed of representatives from the Project and the Organisation will be set up to manage the programme.

Article 5: Intellectual property

The results of the programme shall be the joint property of the Project and the Organisation, subject to specific agreements.

Article 6: Duration and termination

This framework agreement is concluded for a term of [Term]. It may be terminated by either party with [Notice period]'s notice.

Article 7: Confidentiality

Information exchanged under this framework protocol shall be considered confidential.

Article 8: Force majeure
The parties shall be exempt from their obligations in the event of force majeure.
Article 9: Dispute resolution
Any dispute relating to the interpretation or implementation of this framework agreement shall be submitted to [Method of dispute resolution].
Done in duplicate at [Place], on [Date]. For
the Project: For the Organisation:
[Signature and stamp] [Signature and stamp]

NB: *This template is a suggestion. It must be adapted to the specific context. It is recommended that you consult a solicitor to draw up a contract that complies with current legislation and is tailored to your specific situation.*

Source: Private Sector Manual, DC dVET, July 2025

Table 14: Template for a partnership agreement between a private sector organisation and a company

Partnership agreement between a private sector organisation and a company in the context of dual vocational training
Between:
- [Name of private sector organisation], represented by [Name and position of representative], hereinafter referred to as "the Organisation".
- [Name of company], represented by [Name and position of representative], hereinafter referred to as "the Company", status, ….

Preamble:
The Organisation and the Company share the objective of developing dual vocational training and contributing to the training of skilled young people. This agreement defines the terms and conditions of the Company's participation in the dual vocational training programme set up by the Organisation.
Article 1: Purpose of the agreement
The purpose of this agreement is to define the terms and conditions of the Company's participation in the Organisation's dual vocational training programme in the [sector of activity] sector.
Article 2: Commitments of the Organisation
The Organisation undertakes to:
- Provide the Company with technical and methodological support for the implementation of dual vocational training within the company.
- Facilitate the flow of information to its members.
- Organise and facilitate the selection of training companies.
- Support the Company in the recruitment and selection of learners.
- Train company mentors in teaching techniques and skills assessment.
- Provide teaching tools and communication materials.
- Organise training sessions and workshops for tutors and learners.
- Participate in the monitoring and evaluation of training within the company.
- Promote the company's commitment to the dual vocational training programme.

Article 3: Company Commitments
The Company undertakes to:
- Welcome one or more learners to its premises.
- Appoint one or more tutors to supervise the learners.
- Provide the materials and equipment necessary for the practical training of the learners.
- Participate in meetings to monitor and evaluate the trainees' training.
- Comply with the quality standards defined by the Organisation.
- Contribute to the financing of the programme to the tune of [amount or percentage].
- Ensure that apprentices receive relevant, high-quality training.

Article 4: Monitoring and evaluation procedures
The Organisation and the Company agree to:
- Meet regularly to review the progress of the training.
- Establish a system for evaluating learners, based on agreed criteria.
- Produce regular reports on the progress of learners.

Article 5: Duration and termination
This agreement is entered into for a term of [Term]. It may be terminated by either party upon [Notice period]'s notice.

Article 6: Confidentiality
The information exchanged under this agreement shall be considered confidential.
Article 7: Force majeure
The parties shall be exempt from their obligations in the event of force majeure.
Article 8: Dispute resolution
Any dispute shall be submitted to [Method of dispute resolution, e.g. mediation, arbitration]. Done
in duplicate at [Place], on [Date].
For the Organisation: For the Company:
[Signature and stamp] [Signature and stamp]

NB: *This template is a suggestion. It must be adapted to the context. It is recommended that you consult a solicitor to draft a contract that complies with current legislation and is tailored to your specific situation.*

Source: Private Sector Manual, DC dVET, July 2025

Table 15: Template agreement between a training organisation and a company

Template 1: Agreement for collaboration between a training organisation and a company Between the parties:
- [Name of company], represented by [Name and position of legal representative], hereinafter referred to as "the company"
- [Name of the training centre], represented by [Name and position of the legal representative], hereinafter referred to as "the training centre"

Purpose: This agreement sets out the terms and conditions of collaboration between the company and the training centre for the placement of one or more apprentices as part of a dual vocational training programme.
Training programme concerned: [Name of training programme]
Number of learners: [Number]
Duration of collaboration: From [Start date] to [End date]
Company commitments:
- Welcome the learner to its premises.
- Provide a mentor to supervise the apprentice.
- Provide the necessary equipment for practical training.
- Participate in follow-up meetings.

Training centre commitments:
- Provide theoretical training for the learner.
- Provide educational monitoring for the learner.
- Participate in follow-up meetings.
- Issue training certificates.
- **Detailed description of the learner's tasks:** Details of the tasks assigned to the apprentice within the company.
- **Training plan:** A training plan specifying the skills to be acquired, the periods of training in the workplace and at the training centre, and the assessment methods.
- **Monitoring and assessment procedures:** Regular monitoring procedures (meetings, reports), skills assessment procedures, assessment criteria.
- **Safety and insurance conditions:** Details of the safety measures to be observed in the workplace and the insurance arrangements for the learner.
- **Confidentiality:** Confidentiality clause governing information exchanged between the company and the training organisation.
- **Intellectual property:** Intellectual property terms and conditions for work completed by the learner. **Article 9: Dispute resolution:** Any dispute relating to the interpretation or execution of this agreement shall be submitted to [Method of dispute resolution, e.g. mediation, arbitration].
- **Article 10: Force majeure:** The parties shall be exempt from their obligations in the event of force majeure.

Done in duplicate at [City], on [Date]. Signature of the parties
NB: *This template is a suggestion. It must be adapted to the specific context. It is recommended that you consult a legal professional to draft a contract that complies with current legislation and is tailored to your specific situation.*

Source: Private Sector Manual, DC dVET, July 2025

Table 16: Practical model for a work-study timetable (case of a CQP in Benin)

The Work-Study Timetable (CA) for the CQP profession in "Installation and Maintenance of Solar Drying and Incubation Systems".

Key:

Compétences particulières : essentiellement en entreprise	(blue)	Compétences générales : essentiellement en centre	(yellow)

Educational phases	Modules																			Month
	18	14	13	12	9	4	3	19	17	16	15	11	10	8	7	6	5	2	1	
	M18	M14	M13	M12	M9	M4	M3	M19	M17	M16	M15	M11	M10	M8	M7	M6	M5	M2	M1	
Phase 1: The basics of Systems drying and incubation systems								Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	1
								B		B	B	B	B						B	2
									Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		3
Phase 2: Implementation, Commissioning and technical aspects Maintenance									B		B	B	B							4
									B		B	B	B							5
						Y	Y			Y				Y	Y	Y	Y	Y		6
		B	B	B	B								B							7
		B	B	B	B								B							8
						Y	Y							Y	Y	Y	Y	Y		9
			B	B						B										10
			B	B		Y	Y			B					Y	Y	Y	Y		11
Phase 3: Marketing and Maintenance						Y	Y		B		B							Y		12
			B	B						B	B									13
			B	B					B											14
	B		B	B	B															15
	B	B	B		B				B			B								16
	B		B		B				B											17

M1: Quality, Hygiene, Health, Safety and Environmental Protection Rules
M2: Applied Mathematics
M3: Applied Electricity and Electronics
M4: Applied Thermal Engineering and Air Conditioning
M5: Use of Diagrams, Drawings and Plans M6: Communication in a Socio-Professional Environment
M7: Use of Information and Communication Technology Tools M8: Civics, Professional Ethics and Personal Development
M9: Commissioning
M10: Wiring Solar Drying and Incubation Systems
M11: Preventive Maintenance of a Solar Drying or Incubation System
M12: Construction of a Solar Collector
M13: Construction of the Conditioning Chamber
M14: Assembly of Conditioning Chambers and Solar Collectors
M15: Assessment of Requirements for the Implementation of Drying or Incubation Systems M16: Entrepreneurship
M17: Corrective Maintenance of a Solar Drying or Incubation System
M18: Marketing of Solar Drying or Incubation Equipment M19: Knowledge of the Training Company

<u>Source</u>: Project XX, Benin

Table 17: Model content for a dual training learner's progress report

Learner's name:
Date of birth:
Address/contact details:
Occupation/speciality:
Host company:
Company tutor:
Training organisation:
Trainer, supervisor:
Monitoring period: From [Start date] to [End date]

Final assessment:
General comments from the tutor and trainer
General observations:
General observations on the course of the internship and the learner's progress

Date	Activities carried out in the company	Skills acquired/developed	Difficulties encountered	Corrective actions taken	Mentor's observations	Trainer's assessment	Supervisor's signature	Trainer's signature
[Date]								
[Date]								
[Date]								
[Date]								

Signatures:

Learner: _____   Company tutor: _____   Trainer: _____

Date: _____   Date: _____   Date: _____

NB*: This template is a suggestion. It must be adapted to the specific context. It is recommended that you consult a legal professional to draft a contract that complies with current legislation and is tailored to your specific situation.*
<u>Source</u>: Private Sector Manual, DC dVET, July 2025

Table 18: Content template for learner assessment

Name of learner:
Occupation/Speciality:
Assessment period: From [Start date] to [End date] **Assessment**
criteria: (Weighting in brackets) **Technical skills (X%)**

📄 **Mastery of basic techniques:** (X%) [Description of basic techniques for the occupation. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Grade: _____

📄 **Application of techniques in practical situations:** (X%) [Description of practical situations where techniques are applied. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Note: _____

📄 **Technical problem solving:** (X%) [Description of technical problem-solving skills. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Score: _____

Professional Skills (X%)

📄 **Compliance with safety rules:** (X%) [Description of safety rules and compliance with them. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Note: _____

📄 **Organisation and working methods:** (X%) [Description of organisation and working methods. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Score: _____

📄 **Relationships with the team:** (X%) [Description of relationships with the work team. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Score: _____

III. Personal Skills (X%)

      o **Motivation and commitment:** (X%) [Description of the learner's motivation and commitment. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Note: _____

      o **Punctuality and attendance:** (X%) [Description of the learner's punctuality and attendance. Rating: 1-Insufficient, 2-Poor, 3-Satisfactory, 4-Good, 5-Excellent] Score: _____

Calculation of final mark:
(Grade I * X) + (Grade II * X) + (Grade III * X) = Final grade /100
Final grade _____ /100
Overall assessment:
General comments on the learner's performance, strengths, weaknesses, and prospects for improvement.
Tutor's signature: _____
Trainer's signature: _____
Learner's signature: _____
Date: _____

Source: Private Sector Manual, DC dVET, July 2025

Table 19: Model partnership agreement between the State and a development project

Partnership agreement between the State of [Name of country] and [Name of development project] for the implementation of a dual vocational training programme
Article 1: Contracting parties
- The State of [Country name], represented by [Name and position of State representative], hereinafter referred to as "the State".
- [Name of development project], represented by [Name and position of project representative], hereinafter referred to as "the Project".

Article 2: Purpose of the agreement
The purpose of this agreement is to define the terms of partnership between the State and the Project for the implementation of a dual vocational training programme in the [Sector of activity] sector. This programme aims to [Programme objectives, e.g. train skilled young people, strengthen business skills, reduce unemployment].

Article 3: Commitments of the State
The State undertakes to:
- Provide the legal and regulatory framework necessary for the implementation of the programme.
- Provide financial support for the programme in the amount of [Amount] over [Period].
- Provide human resources for programme monitoring and evaluation.
- Promote the programme to businesses and young people.
- Recognise and certify the skills acquired by apprentices.

Article 4: Project Commitments
The Project undertakes to:

- Develop and implement the dual training programme.
- Recruit and train learners.
- Select and support partner companies.
- Train trainers in the workplace.
- Monitor and evaluate the programme.
- Produce regular reports on the programme's progress.
- Contribute to the funding of the programme in the amount of [Amount] over [Period].

Article 5: Monitoring and evaluation

The programme will be monitored and evaluated jointly by the State and the Project. Monitoring meetings will be held [Frequency of meetings]. An evaluation report will be produced at the end of the project.

Article 6: Intellectual property

The results of the programme shall be the joint property of the State and the Project. Specific agreements may be concluded for the dissemination of the results.

Article 7: Term and termination

This agreement is concluded for a term of [Term]. It may be terminated by either party with [Notice period]'s notice.

Article 8: Confidentiality clause

The information exchanged under this agreement shall be considered confidential.

Article 9: Dispute resolution

Any dispute relating to the interpretation or performance of this agreement shall be submitted to [Method of dispute resolution, e.g. mediation, arbitration].

Article 10: Force majeure

The parties shall be exempt from their obligations in the event of force majeure.

Done in duplicate at [City], on [Date]. Signature of the State:

Signature of the Project:

NB: *This template is a suggestion. It must be adapted to the context. It is recommended that you consult a legal professional to draft a contract that complies with current legislation and is tailored to your specific situation.*

Source: Private Sector Manual, DC dVET, July 2025

Figure 8: Text on work-based learning (WBL) under school status (Côte d'Ivoire)

PRESIDENCE DE LA REPUBLIQUE
REPUBLIQUE DE COTE D'IVOIRE
Union – Discipline – Travail

DECRET N° 2023-773 DU 28 SEPTEMBRE 2023
RELATIF A LA FORMATION PAR ALTERNANCE SOUS STATUT
SCOLAIRE DANS L'ENSEIGNEMENT ET LA FORMATION TECHNIQUES
ET PROFESSIONNELS

LE PRESIDENT DE LA REPUBLIQUE,

Sur rapport du Ministre de l'Enseignement Technique, de la Formation
Professionnelle et de l'Apprentissage,

Vu la Constitution ;

Vu la loi n°95-696 du 07 septembre 1995 relative à l'enseignement, telle que modifiée par
la loi n°2015-635 du 17 septembre 2015 ;

Vu la loi n°2022-795 du 13 octobre 2022 d'orientation de l'Enseignement et la Formation
Techniques et Professionnels ;

Vu le décret n°2016-1101 du 07 décembre 2016 portant création, organisation et
fonctionnement du Comité Paritaire de Pilotage du Partenariat en matière de
Formation Professionnelle et Technique, en abrégé CPP ;

Vu le décret n°2018-074 du 22 novembre 2018 portant attributions, organisation et
fonctionnement des établissements de Formation Professionnelle ;

Vu le décret n°2019-118 du 06 février 2019 relatif à la Formation Professionnelle par
Apprentissage ;

Vu le décret n°2021-480 du 06 septembre 2021 portant organisation du Ministère de
l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage ;

Vu le décret n°2022-289 du 19 avril 2022 portant nomination du Premier Ministre, Chef du
Gouvernement ;

Vu le décret n°2022-270 du 20 avril 2022 portant nomination des Membres du
Gouvernement, tel que modifié par le décret n°2022-785 du 30 septembre 2022 ;

Vu le décret n°2022-301 du 04 mai 2022 portant attributions des Membres du
Gouvernement ;

Vu la Convention-cadre de partenariat du 23 octobre 2009 entre le Ministère de
l'Enseignement Technique et de la Formation Professionnelle, le Secteur Privé Ivoirien
et les Chambres consulaires ;

LE CONSEIL DES MINISTRES ENTENDU,

DECRETE :

CHAPITRE I : DISPOSITIONS GENERALES

Article 1 : Au sens du présent décret, on entend par :

- apprenant, tout élève, stagiaire ou étudiant régulièrement inscrit dans une
structure ou dans un programme d'enseignement et de formation
techniques et professionnels pour y recevoir une formation par alternance,
entre un établissement de formation et une entreprise ;
- chef d'entreprise, le responsable habilité à contracter au nom de
l'entreprise ;
- convention d'alternance, le contrat écrit qui précise les termes et les
conditions de la collaboration entre l'établissement de formation et
l'entreprise, et qui définit, au titre d'une action de formation par alternance,
les rôles et les obligations des parties prenantes et de l'apprenant ;
- encadreur pédagogique, tout formateur de l'établissement de formation,
responsable du suivi de l'apprenant placé en alternance au sein d'une
entreprise ;
- entreprise, toute entité de production de biens et services, constituée
conformément à la législation et à la réglementation en vigueur, dans
laquelle se déroule la formation pratique des apprenants ;
- établissement de formation, tout établissement, institut ou organisme,
public ou privé, créé ou habilité par l'Etat pour dispenser une formation
technique et/ou professionnelle ;
- formation initiale, la formation réalisée au terme d'un cycle d'étude ;
- formation par alternance, le mode de formation, organisé par
l'établissement de formation en concertation avec les milieux
professionnels, qui vise à dispenser aux apprenants des connaissances
générales, professionnelles et technologiques, leur permettant d'acquérir
une qualification professionnelle par l'exercice d'une activité au sein d'une
entreprise ;
- formation pratique, la séquence de la formation par alternance qui est
effectuée au sein de l'entreprise, et qui consiste pour l'apprenant à mettre
en pratique en observant et en exécutant des gestes professionnels sous
la supervision d'une personne mandatée ;
- formation résidentielle, le mode de formation caractérisé par l'intégralité
de l'enseignement, théorique et pratique, au sein de l'établissement de
formation, accompagné de stages de courte durée au sein des entreprises ;

- tableau de stratégie d'alternance, l'outil qui décrit de manière synthétique
la stratégie en matière d'alternance, en répartissant les activités à réaliser
entre l'entreprise et l'établissement de formation technique et
professionnelle, selon une acquisition progressive des compétences ;
- tuteur, toute personne qualifiée qui est directement responsable de la
formation de l'apprenant au sein de l'entreprise.

Article 2 : Le présent décret a pour objet de déterminer les modalités de mise en œuvre
de la formation par alternance sous statut scolaire, dans l'enseignement et la
formation techniques et professionnels.

Article 3 : La formation par alternance vise à assurer au demandeur de formation initiale,
un niveau de qualification dans la spécialité choisie, par la mise en œuvre d'un
programme de formation, associant l'établissement de formation et l'entreprise.

CHAPITRE II : ORGANISATION DE LA FORMATION PAR ALTERNANCE

Article 4 : L'Etat met en place un dispositif approprié pour une formation par alternance
de qualité, garantissant la fiabilité des titres et diplômes délivrés.

A ce titre, le Ministère en charge de l'Enseignement Technique et de la
Formation Professionnelle est notamment chargé, en matière de formation par
alternance :

- de mettre en place une stratégie de développement de la formation par
alternance associant tous les acteurs concernés ;
- de veiller à l'implication effective du secteur productif et de tous les
partenaires concernés ;
- de veiller à l'information et à la sensibilisation des populations sur les offres
de formation et l'orientation des candidats ;
- de suivre le recrutement des apprenants ;
- de suivre la mise en œuvre des formations par alternance ;
- de veiller à l'élaboration du tableau de stratégie d'alternance ;
- de contribuer à la recherche de financements, en liaison avec les autres
ministères techniques, les chambres consulaires, les organisations
professionnelles d'employeurs et les partenaires techniques et financiers ;
- de veiller à la mise en œuvre des programmes appropriés de formation des
formateurs, du personnel d'encadrement, ainsi que des tuteurs en
pédagogie de la formation par alternance ;
- d'encourager des partenariats nationaux et internationaux pour le
développement de la formation par alternance ;
- de prendre toute mesure ou d'initier toute action susceptible d'améliorer
l'organisation et la qualité de la formation par alternance.

Article 5 : Les établissements de formation contribuent à la mise en œuvre de la formation
par alternance.

A ce titre, ils sont notamment chargés :

- de contribuer à l'information et à la sensibilisation des populations sur les
offres de formation par alternance ;
- d'assurer les enseignements généraux, professionnels, techniques,
technologiques et pratiques des curricula de formation selon le tableau de
stratégie d'alternance ;
- d'initier, de négocier et de conclure des conventions d'alternance ;
- de procéder au placement des apprenants en milieu professionnel, en
collaboration avec les acteurs concernés ;
- de contribuer à l'élaboration et au développement de la stratégie
d'alternance, notamment du tableau de stratégie d'alternance ;
- d'assurer le suivi régulier des apprenants pendant la formation en
entreprise ;
- de désigner les formateurs susceptibles d'assurer les fonctions
d'encadreurs pédagogiques ;
- d'assurer la sécurité et la santé des apprenants pendant la formation
théorique au sein de l'établissement ;
- de participer à l'évaluation des apprenants.

Article 6 : Les entreprises participent au développement et à la mise en œuvre de la
formation par alternance.

A ce titre, elles sont chargées notamment :

- de contribuer à l'élaboration et au développement de la stratégie
d'alternance, notamment du tableau de stratégie d'alternance ;
- de participer à la promotion de la formation par alternance ;
- d'accueillir des apprenants selon leurs disponibilités ;
- d'organiser et de réaliser la formation pratique des apprenants ;
- de contribuer à l'adaptation et à la rénovation des curricula de formation ;
- de désigner les tuteurs pour assurer le suivi des apprenants en entreprise ;
- d'assurer l'évaluation des apprenants pendant leur formation pratique en
entreprise ;
- de mettre à disposition les équipements et matériels nécessaires pour la
formation pratique des apprenants ;
- d'assurer la sécurité et la santé au travail des apprenants pendant leur
formation pratique en entreprise.

Article 7 : Les branches professionnelles, les chambres consulaires et les organisations
d'employeurs œuvrent au développement de la formation par alternance.
A ce titre, elles sont associées à la définition de l'offre, à la promotion et à la

gestion de la formation par alternance en tenant compte des spécificités des secteurs d'activités et des métiers.

CHAPITRE III: MISE EN OEUVRE DE LA FORMATION PAR ALTERNANCE

Article 8 : Le recrutement des apprenants dans les établissements publics de formation, se fait dans les mêmes conditions que ceux de la formation résidentielle initiale, conformément aux textes en vigueur.

La formation par alternance obéit aux mêmes parcours de formation que la formation résidentielle.

Les titres et diplômes délivrés en formation résidentielle tels que prévus, par les dispositions en vigueur, sont aussi délivrés en formation par alternance.

Article 9 : Les actions de formation par alternance réalisées par des établissements privés de formation, sont soumises à l'agrément préalable ainsi qu'au contrôle technique et pédagogique des services compétents du Ministère en charge de l'Enseignement Technique et de la Formation Professionnelle.

Les conditions et les modalités de délivrance de l'agrément ainsi que les modalités pratiques de mise en oeuvre de la formation par alternance par les établissements privés de formation, sont déterminées par arrêté du Ministre chargé de l'Enseignement Technique et de la Formation Professionnelle.

Article 10 : La formation par alternance est fondée sur des séquences alternées de formation de l'apprenant, à raison de 40% de temps de formation dans un établissement de formation, et 60% de temps de formation pratique en entreprise.

Article 11 : Peut être admis à la formation par alternance, tout apprenant âgé d'au moins 14 ans, satisfaisant aux conditions spécifiques prévues pour chaque métier par les lois et règlements en vigueur, et déclaré apte, à la suite d'un examen médical.

Article 12 : Nul apprenant ne peut être admis en formation par alternance s'il n'est couvert par une assurance contre les accidents du travail et les maladies professionnelles.

Article 13 : La mise en oeuvre d'une action de formation par alternance fait l'objet d'une convention d'alternance conclue entre l'établissement de formation et l'entreprise d'accueil, conformément à un modèle établi par les services compétents du Ministère en charge de l'Enseignement Technique et de la Formation Professionnelle.

L'établissement de formation est tenu d'informer l'apprenant et de lui remettre une copie signée de la convention d'alternance.

Article 14 : L'entreprise est tenue d'assurer l'accueil et l'encadrement des apprenants pendant leur séjour en milieu professionnel.

A ce titre, elle désigne en son sein, pour chaque apprenant ou groupe d'apprenants, un ou plusieurs tuteurs choisis en raison de leurs compétences.

Le tuteur désigné par l'entreprise est garant du respect des stipulations de la convention d'alternance.

Il assure, conjointement avec l'encadreur désigné par l'établissement de formation, le suivi régulier de la formation théorique et pratique de l'apprenant.

Article 15 : Peut être désigné comme tuteur, toute personne qui satisfait aux conditions suivantes :

- être majeure ;
- n'avoir pas fait l'objet d'une condamnation pour crime ou délit ou portant atteinte à la moralité publique ;
- justifier d'une compétence professionnelle et technique dans sa spécialité.

Article 16 : L'apprenant est tenu de suivre la formation en entreprise en se conformant, notamment au règlement intérieur de celle-ci et aux instructions du Chef d'entreprise et de son tuteur.

Il doit exécuter les travaux qui lui sont confiés dans le cadre de sa formation et prendre soin des installations ainsi que des équipements et des outils qui sont mis à sa disposition pour sa formation.

Article 17 : L'apprenant bénéficie des mêmes avantages et est tenu des mêmes obligations que tous les élèves et étudiants en formation résidentielle.

Il peut bénéficier d'une bourse d'étude de l'enseignement technique et de la formation professionnelle, conformément aux dispositions en vigueur.

Article 18 : Les entreprises peuvent recevoir des apprenants en situation de handicap si elles disposent de postes appropriés à la nature du handicap.

CHAPITRE IV: SUIVI ET EVALUATION DE LA FORMATION PAR ALTERNANCE

Article 19 : Le dispositif de formation par alternance fait l'objet d'une évaluation périodique. Cette évaluation est assurée par les services compétents du Ministère en charge de l'Enseignement Technique et de la Formation Professionnelle, en collaboration avec le secteur productif.

Article 20 : Le suivi de l'apprenant est assuré au moyen de visites en entreprise initiées par l'encadreur pédagogique ou des représentants de l'établissement de formation, et d'un cahier de liaison, dénommé « livret de l'alternance », délivré par l'établissement de formation.

CHAPITRE V : FINANCEMENT DE LA FORMATION PAR ALTERNANCE

Article 21 : Les sources de financement de la formation par alternance proviennent, notamment :

- des dotations et subventions du budget de l'Etat ;
- des subventions sur la taxe d'apprentissage ;
- des subventions d'organismes publics ou privés nationaux ou internationaux ;
- des fonds provenant d'aides extérieures ;
- des frais d'inscription des apprenants ;
- des autres redevances versées par les usagers ;
- des dons et legs.

Article 22 : Les dépenses de la formation par alternance sont constituées :

- des dépenses de fonctionnement ;
- des dépenses d'investissement et d'équipement ;
- des coûts des études de faisabilité ;
- des frais de formation des tuteurs et des personnels d'encadrement ;
- des frais d'ingénierie de la formation.

CHAPITRE VI : DISPOSITION FINALE

Article 23 : Le Ministre de l'Enseignement Technique, de la Formation Professionnelle et de l'Apprentissage est chargé de l'exécution du présent décret qui sera publié au Journal officiel de la République de Côte d'Ivoire.

Fait à Abidjan, le 28 septembre 2023

Copie certifiée conforme à l'original
Le Secrétaire Général du Gouvernement

Roger Charlemagne DAH
Magistrat Hors Hiérarchie

Alassane OUATTARA

STEP 5: Strengthen private sector capacity

Theoretical concepts

Taking into account the context of the reference countries, dominated by a strong presence of informal businesses with limited access to resources, it is important to put in place mechanisms to **strengthen the capacities** of these actors. This occurs on two (02) levels:

📑 **Strengthening private sector organisations**, in particular developing the skills and advocacy of the leaders of these organisations, and establishing appropriate structural financing so that the organised private sector can play its role in transforming and approving the dual-type TVET system.

📑 **Developing the entrepreneurial spirit of the companies** themselves. This means strengthening their skills in their field and ensuring access to financing for their activities (connecting them with financial institutions such as banks).

Types of training to be deployed:

Table 20: Types of training to be deployed

Knowledge	Strengthening financial and managerial capacities Support in equipment Health and safety Support for certification Incentives (taxes) Improvement of framework conditions
Know-how	Networking of training companies Platforms/framework for consultation Training of trainers
Soft skills	Training in pedagogy and andragogy Mentoring and coaching Permanent communication capacity Local cultures and practices

Schematically, this representation is as follows:

Figure 9: Diagram illustrating private sector capacity building

Scheme for strengthening private sector capacity, DC dVET 2025
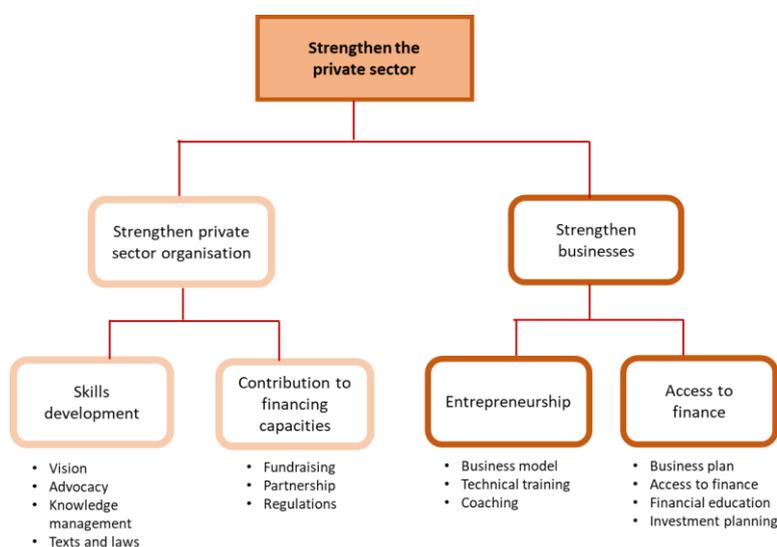
In dual vocational training, trainers play a decisive role. A distinction must be made between trainers in training centres, trainers in companies and administrative staff, as their skills and responsibilities differ.

In-company trainers (apprentice masters, craftsmen, tutors) must above all have solid practical experience. They will receive training focused on mentoring, pedagogy, assessment and psychosocial support.

Trainers in training institutions must combine technical and pedagogical skills. Their training will include advanced modules in pedagogy, assessment and classroom management, as well as regular work placements to maintain and update their skills.

How can stage 5 be implemented?

The following phases are necessary for the implementation of an effective approach to strengthening business capacity

Phase 1: Analysis and planning
- **Needs analysis:** in-depth analysis of skills needs in the formal and informal private sectors.
- **Definition of objectives:** Set clear, measurable, achievable, relevant and time-bound (SMART) objectives for capacity building.
- **Identification of stakeholders:** Identify all stakeholders involved (enterprises, training centres, master craftsmen, professional associations, public authorities, etc.) and define their roles and responsibilities.
- **Choice of strategies:** Define the most appropriate strategies and teaching approaches for each type of stakeholder (face-to-face training, distance learning, peer learning, mentoring, etc.).
- **Mobilisation of resources:** Identify and mobilise the necessary resources (financial, human, material) for the implementation of the capacity building plan.
- **Development of an action plan:** Develop a detailed action plan, specifying activities, deadlines, responsible parties, and performance indicators.

Phase 2: Implementation of capacity-building actions

- **Development of teaching tools:** Design and develop the necessary teaching tools (training materials, manuals, online platforms, etc.), adapting content and methods to the specific needs of formal and informal stakeholders.
- **Training of trainers:** Train trainers (in training institutions and companies) in teaching techniques, skills assessment methods and apprentice supervision.
- **Implementation of training courses:** Organise and deliver training courses for private sector stakeholders, using the teaching tools developed.

- **Support and follow-up:** Provide regular support and follow-up for participants after the training courses to help them put the skills they have acquired into practice and overcome any difficulties they encounter.
- **Networking:** Encourage networking between businesses and master craftsmen so that they can share their experiences, best practices and difficulties.

Phase 3: Evaluation and continuous improvement
- **Evaluation of results:** Regularly evaluate the impact of capacity-building actions on participants' skills, the quality of dual training, and the professional integration of apprentices.
- **Continuous improvement:** Adapt and improve the capacity-building plan based on the results of the evaluation. It is important to take into account feedback from the various stakeholders.
- **Dissemination of results:** Disseminate the results of the evaluation and good practices to the various stakeholders to ensure continuous improvement and knowledge sharing.

This approach combines planning, implementation and evaluation. It is essential for sustainable and effective capacity building in the formal and informal private sector in dual vocational training. The approach must be participatory, involving the relevant stakeholders at every stage.

References to practical tools in step 5

Table presenting tools for private sector capacity building in dual vocational training, classified by category and according to their suitability for the formal and informal sectors:

Table 21: Matrix of tools for capacity building in private sector enterprises

Tool	Category	Suitability Formal Sector	Suitability for the informal sector	Description	Advantages	Disadvantages
Training manual	Teaching materials	Suitable	Highly suitable	Printed or digital document serving as a reference for training.	Easy to access, constant reference	May be less appealing than digital media, requires regular updating.
E-learning platform	Distance learning	Highly suitable	Suitable (with adaptations)	Online platform for the delivery of training modules, progress tracking, etc. (e.g. Moodle, Coursera)	Flexibility, accessibility, individualised monitoring	Requires internet access, digital skills, may be less engaging than face-to-face training.

Mentoring	Support	Highly suitable	Highly suitable	Personalised support from an expert.	Individualised support, skills transfer	Requires significant human resources.
Videos, tutorials	Teaching materials	Highly suitable	Suitable	Visual aids to illustrate concepts and techniques.	Clear, concise, easy to understand	Requires technical skills to create, may be less interactive.
Face-to-face training	Face-to-face training	Highly suitable	Suitable	Small group training sessions with practical workshops.	Direct interaction, learning through experience	Expensive, less flexible, difficult to access for geographically dispersed participants.
Peer learning	Teaching method	Suitable	Highly suitable	Sharing of experiences and best practices among participants.	Strengthens collaboration, boosts motivation	Requires a structured framework; effectiveness depends on participant motivation.
Collaborative platform	Communication/Collaboration	Highly suitable	Suitable (with adaptations)	Shared workspace for communication, document sharing and project management (e.g. Google Workspace, Microsoft Teams).	Improves communication, facilitates monitoring	Requires internet access and digital skills.
Professional social networks	Communication/Collaboration	Suitable	Suitable	Platforms for information sharing and networking (e.g. LinkedIn, dedicated Facebook groups Facebook groups).	Wide dissemination of information, network creation	Limited control over dissemination, may be less structured.
Self-assessment grids	Assessment	Suitable	Highly suitable	Tools to enable participants to assess their own skills.	Easy to use, encourages personal reflection	Subjectivity of assessments, requires a framework for interpretation.
Tests and questionnaires	Assessment	Highly suitable	Suitable	Tools for measuring the acquisition of knowledge and skills.	Objective assessment	May not assess all skills; requires good design.
Follow-up visits	Support	Suitable	Highly suitable	Regular field visits to monitor and support participants.	Adaptation to specific needs, personalised support	Requires significant human and financial resources.

<u>Source</u>: Private Sector Manual, DC dVET, July 2025

Table 22: Model tools for advocacy by a private sector organisation

For example: advocacy on financing, taxes, resource mobilisation, implementation of appropriate legislation, etc.

Phase 1: Preparation

- Identification of the key advocacy message
- Documentary and field analysis to better understand the issue and formulate it more effectively
- Workshop for sharing and reaching a common understanding
  - ✓ Organisation of the message: Advocacy goal, advocacy issues, advocacy objectives, arguments, advocacy messages and advocacy targets.
  - ✓ Organisational form: advocacy coordination committee, advocacy group members, thematic sub-groups, advocacy group allies, advocacy group pressure group.
  - ✓ In addition, the forms of presentation of the message, the overall communication plan, the communication media, the overall duration and implementation period, and the advocacy budget must be defined.

Phase 2: Implementation

- Meeting and negotiation
- Awareness campaign
- The team may seek specific external expertise depending on the advocacy messages.

- Advocacy summary table (under message and objectives)

Under massage	Objectives	Expected results

- Detailed advocacy message table

Activities	Sub-activities	Primary target audiences	Secondary target audiences	Message/ Argument	Communication means	Presentation format of advocaty	Person in charge	Deadline

- Table of roles and responsibilities of stakeholders

Actors	Tasks/roles	Expected deliverables	Observations

Phase 3: Monitoring and evaluation

- Periodic meetings of the various monitoring committees
- Self-evaluation
- External evaluation of results
- Joint sharing workshop (review and follow-up)

Possible types of drivers (effective holding of hearings (date/participants/results), number of decision-makers met, level of commitment of decision-makers to the advocacy issue, number and nature of decisions taken, number and nature of decisions taken and implemented, number of materials produced by type, number of materials delivered by type, effectiveness of decision implementation, compliance with deadlines, impact on stakeholders, effective achievement of advocacy objectives)

Phase 4: Consolidation and sustainability

Work to institutionalise advocacy gains in public policy through negotiations, participation in working groups, and monitoring of policy decisions.

Source: Private Sector Handbook, DC dVET, July 2025

STEP 6: Ensuring sustainable financing for the private sector

Theoretical concepts

To participate in dual vocational training, a company must have sufficient technical and material capacities: suitable infrastructure, adequate equipment, competent staff and experienced apprenticeship supervisors.

It must also have a minimum level of internal structure and rely on training standards that comply with regulations. A company is considered viable if it can operate sustainably, develop and adapt to its economic, social and ecological environment.

In the **context of West Africa**, ensuring sustainable financing for dual vocational training means working on the viability of the companies involved. The training system must be **flexible** enough to integrate these actors, provided they meet certain **minimum criteria**. The financial sustainability of dual vocational training depends on a **diversified and sustainable financing system**, including public and private contributions. Funding comes from several key sources:

- **Government grants**, **direct contributions from companies, contributions from training institutions**, **contributions from beneficiaries and support from technical and financial partners (TFPs).**
- **National funds**: The organised private sector can advocate for the raising of funds (employer contributions or specific taxes) to provide dual vocational training.
- **Promotion of self-financing in training institutions**: Training institutions can develop their own income to supplement their funding, in particular through paid services (continuing education, equipment rental, technical services). Contributions from learners can also play a part. These resources strengthen their financial autonomy while supporting the local economy.
- **Mobilisation of local authorities**: Local authorities can be mobilised to improve access to training in rural areas. They can contribute to funding by establishing public-private partnerships and supporting the development of training infrastructure tailored to local needs.
- **The tax benefits and financial incentives** granted to companies participating in dual vocational training vary considerably depending on the country and the regulations in force. However, here are some examples of possible incentives:
- **Tax reduction: corporate tax reduction:** A reduction in the corporate tax rate for companies that invest in dual training. The percentage reduction may vary depending on the number of apprentices trained, the type of training, and the size of the company. **Tax credit:** A tax credit allowing part of the training costs to be deducted from taxable profits. This credit can cover part of the apprentices' wages, teaching costs, or equipment costs. **Exemption from certain taxes:** Exemption from certain local or regional taxes for companies participating in dual training.

- **Direct financial assistance: subsidies:** Direct subsidies to cover part of the costs of training apprentices. The amount of the subsidies may vary depending on the number of apprentices, the type of training, and the results achieved. **Scholarships for apprentices:** Scholarships for apprentices to cover part of their training costs or remuneration. **Hiring bonuses:** Bonuses for hiring apprentices at the end of their training, to encourage companies to recruit them.

- **Other incentives: covering tutor training costs:** The government could cover part of the costs of training tutors in companies. **Public-private partnerships:** Partnerships between the government and companies or organisations make it possible to combine public and private funding. This allows more resources to be mobilised and responsibilities to be shared. **Technical and methodological support:** Technical and methodological support for companies, particularly in the development of training programmes and the assessment of apprentices' skills. **Acceleration of administrative procedures:** Simplification of administrative procedures for setting up training contracts and monitoring apprentices. **Easier access to credit:** Companies participating in dual training could benefit from easier access to credit to finance their training investments. **Communication and promotion of companies:** The government could promote companies that engage in dual training, particularly through communication campaigns and publications. **Sponsorship:** Companies or organisations can sponsor apprentices by covering some or all of their training costs. This helps to support young people from disadvantaged backgrounds and promote dual training. **Crowdfunding:** Some crowdfunding platforms allow organisations to raise funds from the general public to support dual training. This method provides additional funding and encourages mobilisation around the project.

Terms and conditions: The granting of these tax benefits and financial incentives is often subject to specific terms and conditions. For example:

- **Compliance with quality standards:** Companies must comply with quality standards for apprentice training.

- **Implementation of a monitoring and evaluation system:** Companies must implement a system for monitoring and evaluating apprentices' skills.

- **Minimum number of learners:** A minimum number of apprentices must be trained by the company to benefit from the incentives.

- **Duration of training:** The duration of the training must comply with the requirements set out in the regulations.

How to implement step 6

To establish sustainable financing mechanisms for a private sector organisation involved in dual vocational training, follow these steps:

Phase 1: Analysis and planning

- ✎ **Analysis of funding needs:** Determine precisely the organisation's funding needs over a given period (3, 5, 10 years). Calculate operating costs (salaries, rent, equipment, etc.), training programme costs, and necessary investments.
- ✎ **Identification of potential funding sources:** Identify all potential funding sources, both public and private (government, businesses, foundations, international organisations, etc.). Analyse funding opportunities (grants, donations, loans, public-private partnerships, etc.) and the conditions for access.
- ✎ **Financial feasibility assessment:** Assess the financial feasibility of the project, taking into account financing needs, potential sources, and financial risks. Simulate different financing scenarios and analyse their impact on the project's sustainability.
- ✎ **Development of a financing plan:** Develop a multi-year financing plan that outlines the various sources of financing, revenue and expenditure projections, and financial management mechanisms. This plan must be realistic, detailed, and precise.
- ✎ **Defining performance indicators:** Define performance indicators to monitor the progress of financing and the effectiveness of the mechanisms put in place.

Phase 2: Implementation of financing mechanisms

- ✎ **Negotiation with donors:** Negotiate with public and private donors to obtain the necessary funding. Present a solid and convincing case that justifies the funding needs and presents a sustainable financing plan.
- ✎ **Establishment of fundraising mechanisms:** Establish the necessary mechanisms for raising funds (company contribution system, crowdfunding platform, etc.).
- ✎ **Financial management:** Establish a rigorous and transparent financial management system to ensure proper management of funds, compliance with accounting rules, and regular financial reporting.
- ✎ **Communication and transparency:** Communicate regularly on the use of funds and the results achieved to strengthen the confidence of partners and donors.

Phase 3: Monitoring and evaluation

- ✎ **Regular monitoring of funding:** Regularly monitor the progress of funding and identify potential difficulties or shortfalls. Adjust the funding plan if necessary.
- ✎ **Evaluation of the effectiveness of funding mechanisms:** Regularly evaluate the effectiveness of the funding mechanisms put in place, using the defined performance indicators. Identify the strengths and weaknesses of the system to improve its performance.
- ✎ **Adaptation of the funding plan:** Adapt the funding plan based on the results of the evaluation and changes in the economic and political context.

Reference to practical tools in step 6

Table 23: Different financing tools to be promoted by a private sector organisation

Tool	Category	Type of action	Advantages	Disadvantages	Suitability for the formal sector	Suitability for the informal sector
Contributions from businesses	Private funding	Contributions, partnerships	Regular funding, business engagement, improved collaboration.	Level of contribution varies depending on the company, need for good communication and incentives.	High	Medium
Service provision	Own revenue	Services	Generates own income, ensures a certain degree of financial autonomy, promotes the organisation's skills.	Requires development of commercial skills, competition with other players.	High	Medium
Resource marketing	Own revenue	Sale of products/services	Generates own revenue, enhances educational resources, diversifies funding sources.	Requires development of commercial skills, management of intellectual property.	High	Low
Public-private partnerships	Mixed funding	Mixed	Mobilises more resources, shares responsibilities, ensures sustainability.	Complex negotiations, sharing responsibilities can lead to difficulties.	High	Medium
Impact studies (cost-benefit analysis)	Demonstration of profitability	Quantitative study	Objective demonstration of the profitability of training, justification of investments.	Expensive, requires specific methodological skills.	High	Average
Company testimonials	Demonstration of profitability	Qualitative communication	Strengthens credibility, sharing of concrete experiences.	Subjectivity, difficulty in generalising.	High	Average
Business networking	Demonstration of profitability	Collaboration	Sharing best practices, pooling resources, mutual support.	Requires organisation; effectiveness depends on participant commitment.	Top	Medium
Training subsidies	Direct financial incentive	Financial assistance	Direct funding reduces training costs for businesses.	Dependence on the state, potentially unsustainable in the long term, subject to strict criteria.	High	Medium
Tax credit for training	Direct financial incentive	Tax relief	Reduction in tax burdens for businesses, incentive to invest in training.	Administrative complexity, impact may be limited.	High	Low

Bonuses for hiring learners	Direct financial incentive	Financial assistance	Incentive to hire apprentices, improved professional integration.	Cost to the State, does not guarantee long-term employment.	High	Medium
Easier access to credit	Indirect financial incentive	Financial support	Facilitates investment in training and infrastructure improvements.	Requires access to the banking system, risk of excessive debt.	High	Low
Training of company mentors	Indirect financial incentive	Training assistance	Improved quality of supervision, better support for apprentices.	Cost to the State or training organisations, availability of training courses.	High	Medium
Technical and methodological support	Indirect financial incentive	Support	Improvement of teaching practices, implementation of assessment systems, etc.	Requires human and technical resources, may be perceived as insufficient by companies.	High	Medium
Training promotion campaigns	Promotion	Communication	Raising awareness among companies of the benefits of dual training, strengthening image.	Requires a good communication strategy; difficulty in measuring impact.	High	Medium
Training funds by sector	Collective funding	Contribution from companies	Sector-specific funding, collective resource management, improved inter-company collaboration.	Requires strong organisation and complex implementation.	High	Low
Crowdfunding	Private funding	Donations, micro-financing	Mobilisation of local stakeholders, additional funding, transparency.	Variable amount raised, significant communication effort.	Medium	Medium
Sponsorship (foundations, companies)	Private funding	Donations	Additional funding, image enhancement.	Dependence on donors, unpredictable funding.	Medium	Medium

Table 24: Typical project funding models

Private sector organisation	Signing agreements, selecting companies, referring learners, training members, advocating and providing advice on curriculum adaptation, recognising companies, monitoring and capitalising.
State	Signing agreements, legal framework and consultation framework
Projects and programmes	Facilitate the multi-stakeholder process, provide material resources and funding
Training structures	Signing internship contracts, theoretical training, collaboration with companies, monitoring and evaluation of learners
Private companies	Signing internship contracts, practical training, collaboration with training structures, practical assessment of learners
Learners	Signing of a code of conduct, internship contract, monitoring of the work-study programme: dual
Educational and certification institutions	Collaborating with other stakeholders, adapting study programmes, assessment and certification

Funding institutions	Evaluate business plans and finance companies involved in dual vocational training.

Figure 10: Standard contract with a training company (FASOVELO, Burkina Faso)

COLLABORATION AGREEMENT FOR THE DCTP-DUAL IN VELOMECHANICS

No. ..../2023/FP/VA/FV/EDCTP/PC

Between the undersigned:

1. The company FASOVELO, created in 2017 and registered under RCCM XXX, headquartered in OUAGADOUGOU, 10 BP: XXX Ouagadougou Tel: XXXXX Represented, in his capacity as Chairman of the Board, by **Mr XXXX**

Hereinafter referred to as "**Faso Vélo**"

And

2. The bicycle assembly and repair garage known as "XXXXXXX", with its registered office in **OUAGADOUGOU,** represented by **XXXXX** CNIB No. XXXX of Burkinabe nationality (Tel. No.: XXXX) hereinafter referred to as

Hereinafter referred to **as "Service Provider",**

The following has been agreed and settled:

Article 1: Purpose
The purpose of this collaboration agreement is to train apprentice **bicycle mechanics and repairers** as part of a dual vocational training programme based on the development of technical and professional skills (DCTP), on an experimental basis in the **CENTRE** region**,** Municipality of OUAGADOGOU.

Article 2: Commitments of the contracting parties
The **Service Provider** hereby undertakes to:
1. Make its facilities available for practical training;
2. To welcome apprentices one day a week;
3. Strictly adhere to the set course days and timetables;
4. Make appropriate use of the resources made available for the operation of XXX.
5. Write mid-term and end-of-training reports;
6. Be available to the bodies responsible for supervising, monitoring and evaluating the training;
7. Receive periodic visits from professional commissioners;
8. Receive visits for educational supervision, monitoring and evaluation;
9. Collaborate with host companies (workshops/garages) as part of the work-study programme

Faso Vélo, for its part, undertakes to:

1. Provide XXX with the resources necessary to carry out the training[2] ;
2. Mandate XXXX Sarl to provide its expertise in the implementation of dual and practical training tools;
3. Provide XXXX with training materials through the XXXX Office.

Article 3: Place and timeframe for implementation

This collaboration agreement, which will be implemented in the Municipality of OUAGADOUGOU, is agreed and accepted for a period of six (06) months, comprising one hundred and forty-four (144) hours of practical training at the XXXX Centre. This period shall commence on the date of signature of the agreement. This agreement, which concerns the profession of **bicycle mechanic and repairer,** may be revised, subject to the agreement of the parties, in the form of an amendment.

Article 4: Type of contract

This agreement is a lump sum contract.

Article 5: Amount of the tender and scope of the work

The unit prices indicated in the lump sum price structure are assessed taking into account the cost of labour (fees), including the cost of teaching materials and the service provider's various overheads **(attach the budget in the appendix)** and are set at …………………. **(…**...**) CFA francs**.
Any amendment to this agreement relating to the scope of work shall be the subject of a signed addendum between the contracting parties.

Article 6: Cost, schedule and terms of payment

A. Total cost of the assignment

This collaboration agreement is entered into for a total sum of ……………………………….
(............................ **) CFA francs,** which the principal undertakes to pay in accordance with the schedule and conditions described in the following points (points B and C).

B. Payment schedule

The payment schedule is as follows:
-   The first instalment of 40% of the amount, i.e. **……………………… (…**.............**) CFA francs**, shall be paid upon signing of the agreement;
-   The second instalment of 40% of the amount, i.e. **………………………. (…**.............**) CFA francs**, is paid after submission and acceptance of the mid-term report by the EDRIC office;
-   The third and final instalment of 20% of the amount, i.e. **……………………… (…**...................... **) CFA francs,** shall be paid after receipt and validation of the end-of-training report by FasoVélo and EDRIC.

Article 7: Failure of the service provider

In the event of default by the service provider, Faso Vélo and EDRIC Sarl may, without prejudice to any other rights or remedies, terminate the agreement by written notice served on the service provider. The latter shall be at fault if:
1.   He refuses to accommodate and/or train apprentices in accordance with the agreed schedule;
2.   It refuses to allocate financial resources (costs of materials, teaching consumables, etc.) for their intended purposes;
3.   It persists in ignoring the concerns raised by FasoVélo and the EDRIC Office regarding a situation that could limit the quality and/or reduce the performance of the system;
4.   It violates the provisions of this collaboration agreement.

---

[2] These include teaching and administrative costs and training reports.

Article 8: **dispute resolution**

Any dispute arising during the course of this collaboration agreement shall be resolved quickly and by mutual agreement between the parties involved. Each party hereby undertakes to abide by the consensus reached.

However, failure by either party to comply with its commitments shall be notified in writing, which may take the form of a warning or termination and/or suspension of the agreement.

Article 9: **Conditions relating to the end of the collaboration**

This collaboration agreement shall terminate at the end of the agreed term; By mutual agreement;

Upon request by either party after duly informing the other party within a reasonable time frame.

Article 10: **Effective date**

This agreement shall take effect upon signature by the various parties.

Article 11: **Arbitration clauses**

Any dispute arising from this agreement shall first be submitted to an amicable resolution procedure.

Article 12: **Termination clauses**

The parties agree that this collaboration agreement shall be terminated and nullified by operation of law if either party fails to honour its commitment under this agreement, under the terms set out and fifteen days after formal notice has been given and has remained without effect.

The parties have signed this collaboration agreement on the days and years mentioned below.

Read and accepted by the Service Provider

Date: ……. /……/…………

Read and accepted by Faso Vélo

*Date: ……. /……/…………*

Approved by XXXXX

STEP 7: Strengthen knowledge monitoring and management with the private sector

Theoretical concepts

Overall, monitoring and evaluation systems are designed to collect data, track indicators and evaluate performance according to OECD criteria (relevance, coherence, effectiveness, efficiency, impact and sustainability). The overall framework is as follows:

Figure 11: Project and programme monitoring and evaluation cycle
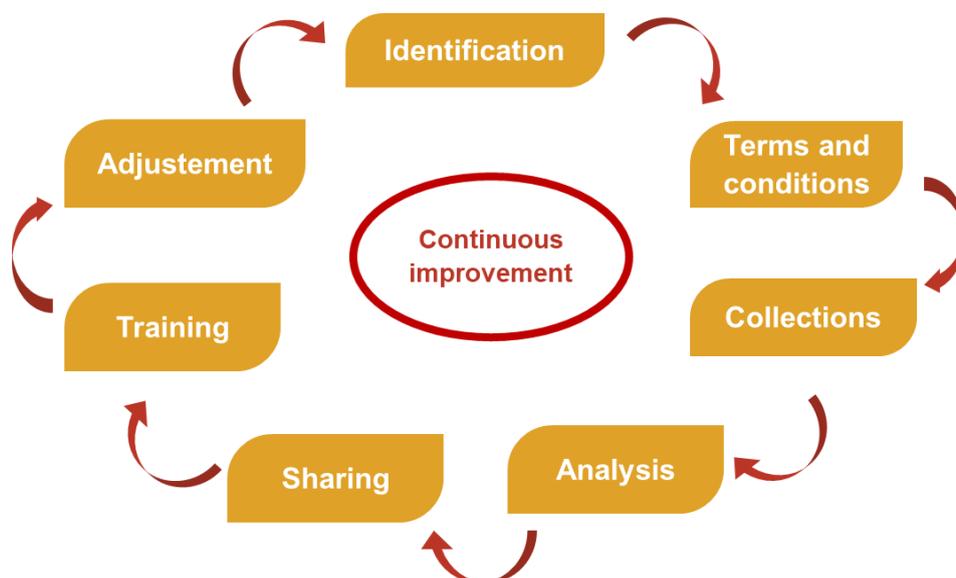
To ensure the quality of dual training, it is essential to define performance indicators relating to graduate integration, employer satisfaction and skills development. Post-training monitoring should gather feedback from graduates and employers in order to adjust programmes. Indicators must be SMART and reflect the real impact of the programme, including employability, consideration of socio-cultural aspects, and the participation of women and minority groups. Monitoring tools (surveys, questionnaires, employer feedback) will ensure continuous improvement and the alignment of training with employment.

How can step 7 be implemented?

To establish an effective monitoring and evaluation system, the following process can be followed.

- ✎ **Definition of objectives and indicators**
- • **Clear and measurable objectives:** define clear and measurable objectives in line with the objectives of the dual vocational training programme. These objectives should relate to the acquisition of skills by learners, company satisfaction, the professional integration of learners, and the effectiveness of the system as a whole.

- **Performance indicators:** define performance indicators (quantitative and qualitative) to measure the achievement of objectives. These indicators must be relevant, reliable, and easy to collect.

✎ **Design of the monitoring system:**
- **Data collection system:** Set up a simple, reliable data collection system shared between companies, training organisations and learners. The information collected must be relevant and of high quality. This collection can be based on digital tools (platforms, applications) or on paper media (logbooks).
- **Data collection frequency:** define the frequency of data collection (regularly, at the end of each module, at the end of the training course). Regular monitoring allows problems to be identified quickly problems and provide solutions.
- **Responsibilities:** clearly define the responsibilities of each actor in data collection and transmission.

✎ **Private sector involvement:**
- **Participation in design:** involve companies from the design stage of the monitoring and evaluation system to ensure that it meets their needs and reflects their realities.
- **Role of company mentors:** define the role of company mentors in monitoring learners and collecting data (regular assessments, activity reports, etc.). Ensure that mentors receive adequate training on monitoring and evaluation tools and methods.
- **Communication with companies:** establish regular communication with companies to ensure effective monitoring and gather their feedback.
- **Participation in the analysis of results:** involve companies in the analysis of results to identify the strengths and weaknesses of the system. Companies can thus contribute their expertise and help improve the programme.

✎ **Assessment methods**
- **Observations:** the tutor can regularly observe the learner to assess their performance and identify their strengths and weaknesses.
- **Practical tests:** Practical tests can be used to assess the learner's mastery of technical skills.
- **Projects:** Completing projects allows the learner's ability to apply their skills in real-life situations to be assessed.
- **Frequency of assessments:** define the frequency of assessments (weekly, monthly, etc.) according to objectives and needs.
- **Reporting system:** set up a simple and effective reporting system to communicate information between the tutor, the learner and the training centre.
- **Feedback and support:** Provide regular feedback to the learner to support them and help them progress.
- **Process improvement:** Use the data collected to improve the training process and support for apprentices.
- **Assessment of learners' skills:** Implement methods for assessing learners' skills, including assessments in the workplace and in the training facility. Use a variety of assessment tools (tests, observations, role-playing, etc.).
- **Assessing the quality of workplace training:** Assess the quality of workplace training, taking

into account pedagogical aspects, the quality of materials and supervision.

- **Satisfaction assessment:** gather feedback from learners and companies on their satisfaction with the dual training programme. Use questionnaires, interviews and focus groups.

✎ **Data analysis and dissemination of results:**
- **Data analysis:** analyse the data collected to identify the strengths and weaknesses of the dual vocational training system, its successes and the difficulties encountered.
- **Dissemination of results:** disseminate the results of the monitoring and evaluation to the various stakeholders (companies, training centres, public authorities, learners) to contribute to the improvement of the system. Use a variety of communication tools (reports, presentations, fact sheets, etc.).

It is important that the system is simplified and practicable, and it is crucial that the data collected is reliable and of high quality.

Reference to practical tools in step 7

The choice of tools and indicators must be tailored to the objectives of the assessment and the specific context of the dual vocational training programme. It is important to ensure methodological rigour, data protection and interpretation of results in their socio-cultural context. Different types of tools can be considered.

- **Learner monitoring system:** A real-time monitoring system, integrated into the collaborative platform or a mobile application, makes it possible to track apprentices' progress, identify difficulties encountered, and adjust the programme if necessary.
- **Assessment grids:** Assessment grids to evaluate learners' skills, the quality of in-company training, and company satisfaction. These grids must be co-constructed with companies and training organisations.
- **Paper monitoring logs:** These enable regular monitoring of learners, recording the activities carried out, the skills acquired, the difficulties encountered, and the assessments made by the in-company tutor.
- **Paper assessment grids:** A tool for assessing learners' skills, to be used by the company tutor and the centre trainer. These must be clear, concise, and define the assessment criteria.

- **Partner company database:** a database listing participating companies, their activities, and their training commitments. This database will highlight the private sector's commitment.
- **Written activity reports:** Learners and tutors can write regular reports on training activities and progress. These enable a more narrative assessment and individualised monitoring.
- **Interviews and focus groups:** Qualitative tools for gathering apprentices' and tutors' perceptions of the training, its strengths and weaknesses. Provide a better understanding of the process.
- **Digital platforms with integration of traditional tools:** collaborative platforms at the micro, meso or macro level can be used to centralise data from traditional tools (*e.g. GUIDE INSERJEUNE: a tool for monitoring integration to support the management of TVET*)

Figure 12: Logic framework model

⚒ **Context**
- *Low private sector engagement in dual vocational training*
- *Poor collaboration between training institutions and businesses*
- *Mismatch between skills taught and labour market needs*
- *Limited capacity of private sector organisations to fulfil their role*
- *Dependence on external donors for funding*

⚒ **Type of vision**
A sustainable dual vocational training system in which the private sector takes ownership of the process, plays a central role in governance, funding and implementation, ensuring the employability of young people and the competitiveness of businesses.

⚒ **Logical framework**
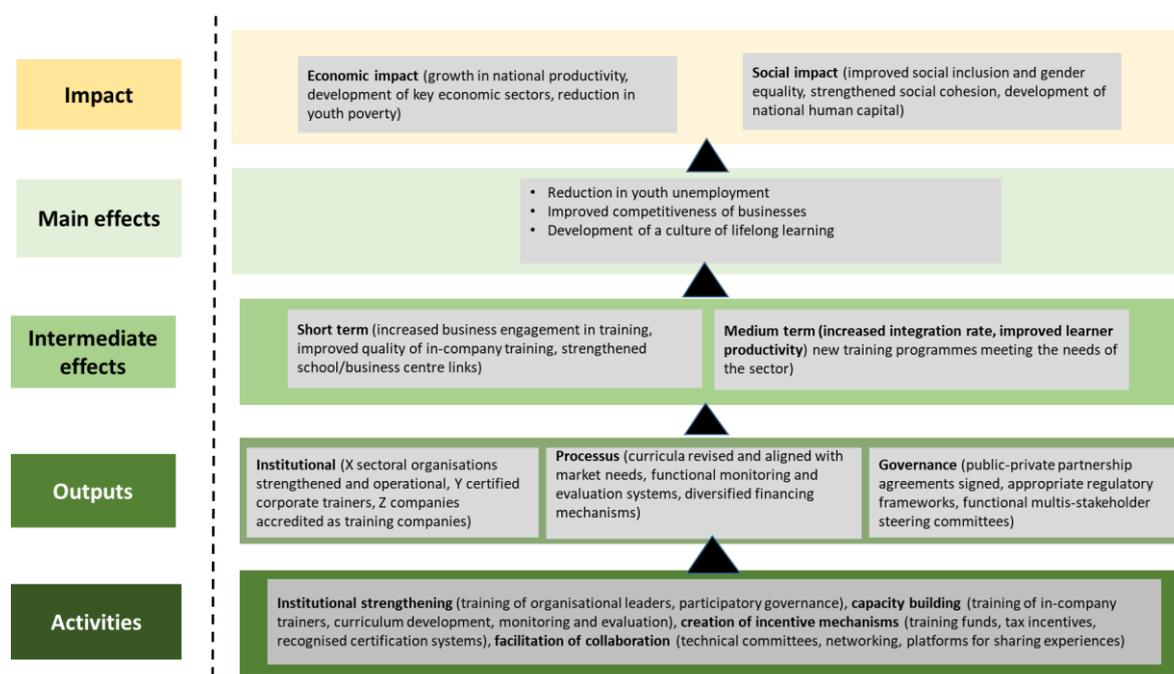
⚒ Prerequisites

- State willing to share governance with the private sector
- Companies recognise the value of investing in training
- Sector organisations have the capacity to evolve and adapt
- Donors are willing to support innovative approaches

⚒ Recommended process

- Launch of pilot programmes in 2-3 priority sectors
- Development and testing of incentive mechanisms
- Expansion to other sectors
- Institutionalisation of the mechanisms developed
- Consolidation and continuous improvement
- Replication in other contexts

LIST OF REFERENCES

[1] DC dVET. (2023). Guide for Companies: How to implement dual vocational training. Swisscontact Foundation, 25 pages.

[2] DJIGRI, Estelle, and Adjéi KPONON. "Regional workshop on strengthening apprenticeship systems: Benin becomes the focal point for apprenticeships in Africa". *EDUC'ACTIONS*, 27 February 2023, eduactions.org/atelier-regional-sur-le-renforcement-des-systèmes, 10p

[3] DC dVET. *DC dVET Benin Report V1*. 14 March 2023.

[4] Gewer, Anthony. *Formal and informal vocational training in sub-Saharan Africa: Overview, perspectives and role of dual VET*. DC dVET, 2021.

[5] Euler, Dieter. *Involving the economy in vocational training: A working tool for policy dialogue and project design in development cooperation, Part 1: Study*. 2nd rev. ed., DC dVET, 2018.

[6] Euler, Dieter. *Involving the economy in vocational education and training: A working tool for policy dialogue and project design in development cooperation, Part 2: Questionnaire*. DC dVET, 2019.

[7] Donors Committee for Dual Vocational Education *and Training* (DC dVET). *Vocational education and training (VET) systems: classification and terminology. Summary note from the Donors Committee for Dual Vocational Education and Training (DC dVET)*. DC dVET, 2022. www.dcdualvet.org.

[8] Decree No. 2023-773 of 28 September 2023 on work-based learning in technical and vocational education and training. *Official Journal of the Republic of Côte d'Ivoire*, Presidency of the Republic, 28 Sept. 2023.

[9] Bankole, Rubain, Nouatin Guy Sourou, and Esaïe Gandonou. *The Dual Apprenticeship in Benin: Strategic Actors and Roles*. Working Papers, no. 18, KOF Swiss Economic Institute, ETH Zurich / Université Abomey-Calavi, Jan. 2020.

[10] Bankolé, Rubain A., and Guy Sourou Nouatin. "Dual Apprenticeship in Benin: Between Theory and Practice." *African Educational Research Journal*, vol. 8, no. 1, Mar. 2020, pp. 46-56. DOI: 10.30918/AERJ.81.19.054.

[11] UNESCO. "Adapting TVET for Local Economies: Building Inclusive, Demand-Driven Partnerships with the Private Sector." UNESCO-UNEVOC, 2022, pp. 1-47.

[12] Burkina Faso. Conseil National du Patronat Burkinabè. "Study on the Identification of Employment and Training Needs in Priority Sectors: The Case of Agro-Sylvo-Pastoralism and Crafts." May 2022, 89 p.

[13] Francophonie Institute for Education and Training (IFEF). "Inserjeune Guide: A Tool for Monitoring Integration in the Service of EFTP Management." 2022, 19 p.

[14] Euler, Dieter. "Companies Active in Dual Vocational Training: What Role Do Financial Incentives Play?" Donors' Committee for Dual Vocational Education and Training (DC dVET), 2019, 18 p.

[15] DC dVET. (2023). Next steps on Benin Conference March 2023 [PowerPoint presentation]. 15 pages.

[16] Wanklin, L. (2024). Dual VET and Informality: Upgrading informal skills development to break the cycle of low-skills, low-productivity, low-income. Donor Committee for Dual Vocational Education and Training (DC dVET). 40 pages.

[17] Nazan Consulting. (2023). Report on the capitalisation of experiences from the dual PAFPA [Provisional report version 3]. Burkina Faso. 68 pages.

[18] SDC (Swiss Agency for Development and Cooperation). (2019). Supplement on the DCP typology: Dual VET System (EFPd) [Technical document]. 2 pages.

[19] IIEP-Dakar Centre & IFEF. (2019). *Actors and partnerships in the vocational training sector* (157 p.). UNESCO. ISBN 978-92-803-2416-7

Appendix

1. List of benefits for the private sector associated with its involvement in dual vocational training

For the private sector to collaborate, it is important that it perceives its **short-, medium- and long-term interests**. The private sector can derive many benefits from collaborating in a dual vocational training programme. These benefits can be classified into several categories:

⇒ **Benefits related to recruitment and staff retention**

- **Uses qualified talent:** Dual vocational training enables companies to recruit young people who are already trained and suited to their specific needs. Learners have acquired theoretical and practical skills, which reduces internal training costs and speeds up their integration.
- **Staff quality:** Trained learners benefit from high-quality supervision, combining theory and practice, which ensures a high level of skills. This translates into improved productivity and reduced employment-related risks.
- **Staff retention:** Companies that invest in training their future employees improve their retention rates. Apprentices have a strong sense of belonging to the company and are more likely to stay there after their training.
- **Brand image:** By engaging in dual training, companies strengthen their brand image by demonstrating their social responsibility and commitment to developing the skills of young people. This can be an asset in attracting new talent and improving their reputation with customers.

⇒ **Productivity and innovation benefits:**

- **New skills:** Learners can bring new ideas and skills to the company, contributing to innovation and continuous improvement.
- **Increased productivity:** Learners are operational as soon as they join the company and help to increase production. They can also help to modernise working methods by applying the new techniques they have learnt.
- **Adaptation to new technologies:** Dual training enables companies to adapt to technological developments and remain competitive. Learners are trained in the latest techniques and technologies, enabling companies to modernise.

⇒ **Social and economic benefits:**

- **Social responsibility:** By participating in dual training, companies commit to a social responsibility initiative, contributing to the development of young people's skills and the reduction of unemployment.
- **Support for local economic development:** Dual training helps to develop local skills and contributes to the economic development of the region.
- **Improved relations with training institutions:** Collaboration with training institutions enables companies to forge links and build networks. This aspect is crucial for the sustainability of the programme and for anticipating future skills needs.

⇒ **Tax benefits and incentives (depending on the country)**

In some countries, companies that participate in dual training benefit from tax advantages and financial incentives from the government.

One of the prerequisites for private sector collaboration is the existence of a **favourable regulatory framework** governing the implementation of dual vocational training at **national**, **regional, provincial** or **local level**.