

AGREEMENT BETWEEN THE VET-SCHOOL AND THE LEARNING COMPANY ABOUT THE RECOGNITION

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21st century coaching

Project: 2021-2-HU01-KA220-VET-000049510



Funded by the
Erasmus+ Programme
of the European Union

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1. Introduction

A modern and 21st-century competence-based vocational training company faces the challenge of not only performing essential entrepreneurial work and competing in the market but also of providing a significant impulse for learning, self-development, and integration within a pedagogical-social-health-promoting environment. This demands highly trained personnel in both production and education and support areas. Additionally, the company must create spaces for such support and education while being aware of the substantial added value for the company despite potential additional costs.

2. 21st learning company

A training company provides a practical vocational training. The material and personnel resources of a training company are particularly important for its suitability as a training company:

A learning company is recommended for practical training if it has all the facilities required for vocational training. This includes appropriately equipped offices, workshops and the usual social rooms. A basic set of necessary machines, tools, devices and maintenance facilities is essential. The learning company must ensure that the professional knowledge and skills can be imparted in the manner provided for in the training regulations. The above is affected by the economical sector, the type and scope of production, the range and services as well as the production and work processes.
Hans: what a long sentence

3. General requirements for cooperating learning companies

If a learning company wants to be recognised as a 21st century learning company the following requirements are important:

- Being a Modern learning company
That means a modern company profile, digital mindset, an innovative management style. The learning company is safe and in a healthy atmosphere; networking is a main objective.
- Coaching
VET-student will be assigned by a coach. As contact person; the coach will advise the VET-student and provide with assistance.
The learning plan is exactly explained; the VET-student knows about his/her activities in the learning period.
The coach is personally and pedagogically trained, in networking and committed to ethical work; according the EU-ESG criteria. Hans: explain the abbreviation
- Practical training
The practical training within the learning process is up to date; the work atmosphere is positive and motivated for education. The practical training is multifaceted and clearly structured.



- Criticism and suggestions for improvement
During the practical learning time it is allowed and stimulated to make suggestions for improving any processes and also to criticise.
- Time and process for feedback
During the practical VET-education, the VET-student will receive regular feedback (after each task) and be explained how to improve and what is already doing right.
Feedback is made by an interview; the coach takes his time and also explains how the training will continue.

4. Agreement between school and learning company

In practice, recognition of a learning company is a very important process for the school. This learning company is directly involved into the student's learning process. Both partners require a procedure of signing an agreement as the basic of the cooperation between the school and the learning company.

This agreement between school and learning company about the recognition of the learning company should have the following content:

This content is a recommendation to schools and responsible bodies, how to develop an agreement between the both partners for a cooperation for an internship of the VET-student in the 21st century.

This is not a legal document; the purpose is to define the main topics that a VET-student and a Learning company must resolve in connection with the practical details of the training.



**Agreement between
VET-school and learning company about recognition**

Agreement tools	Description														
§ 1 Personal data/information of the contractual partners	<p>Name, addresses of the school, the learning company (with the coach)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>A) VET- school</u></th> <th style="text-align: left; padding: 5px;"><u>B) Learning company</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Name of the school:</td> <td style="padding: 5px;">Name of the learning company:</td> </tr> <tr> <td style="padding: 5px;">Name of the director:</td> <td style="padding: 5px;">Name of the head of the company:</td> </tr> <tr> <td style="padding: 5px;">Name of the responsible teacher:</td> <td style="padding: 5px;">Name of the company coach, incl. his specialization and the domain of work:</td> </tr> <tr> <td style="padding: 5px;">Street, postcode, city:</td> <td style="padding: 5px;">Street, postcode, city:</td> </tr> <tr> <td style="padding: 5px;">Telephone:</td> <td style="padding: 5px;">Telephone:</td> </tr> <tr> <td style="padding: 5px;">E-Mail:</td> <td style="padding: 5px;">E-Mail:</td> </tr> </tbody> </table>	<u>A) VET- school</u>	<u>B) Learning company</u>	Name of the school:	Name of the learning company:	Name of the director:	Name of the head of the company:	Name of the responsible teacher:	Name of the company coach, incl. his specialization and the domain of work:	Street, postcode, city:	Street, postcode, city:	Telephone:	Telephone:	E-Mail:	E-Mail:
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Street, postcode, city:	Street, postcode, city:														
Telephone:	Telephone:														
E-Mail:	E-Mail:														
§ 2 Background	<p>A. The VET school aims to establish practical training as a basic part of the professional education training of its students. The aim is to acquire the relevant practical skills to be successful in the job market.</p> <p>B. The company has the facilities and wishes to support and provide students with appropriate experience and the opportunity to combine theory and practice (the “School Experience”) to support students to become qualified skilled workers and to achieve professional standards fulfil.</p> <p>C. Both parties would like to conclude an agreement that contains the terms and conditions for practical training in vocational training.</p>														



<p>§ 3 Purpose</p>	<p>The purpose of this agreement is to determine the conditions under which the practical training can be carried out. This includes, above all, the recognition of the learning company and the presence of a qualified company coach who carries out the practical training.</p> <p>Close cooperation between the VET school and the company is essential.</p> <p>1.2 Both parties acknowledge and agree to the following principles underlying this Agreement:</p> <p>1.2.1 The agreement between the school and the learning company aims to equip prospective skilled workers with the knowledge, skills and experience they need to meet professional and personal standards. Students will be supported to understand and apply the links between theory and practice that underpin the profession, becoming good practitioners capable of individual professional and personal development.</p> <p>Both partners are jointly responsible for determining the individual progress and achievements of each trainee and ensuring that all professional competencies are fully achieved.</p> <p>1.2.2 School and company accompany the development of each trainee's progress. They give the student feedback after each practical training unit and document performance development.</p>
<p>§ 4 Process overview</p>	<p>The company must undergo a process to be recognised as a learning company by the VET school. Both partners must state their responsibility in the process of practical training as part of the vocational training programme:</p> <p>A) Learning company</p> <p>The trainees begin their practical training in the learning company on the dates and training content agreed on site by the parties.</p> <p>B) Recognition as a learning company</p> <p>The company is recognized as a learning company by the VET school. He passes a procedure regulated in § 5 of this agreement. This involves checking the professional and personal suitability of the coach.</p> <p>C) Involving a Recognized coach (comment: this agreement will be signed once as a general framework, the coach is not the same every time, the specializations maybe different, we need at this point that the company confirm that will involve a recognized coach as a notion)</p>



	<p>The company coach must have the necessary qualifications and skills in the company that lead to successful practical training. The requirements are described in appendix 2.</p> <p>D) Both parties agree with the conditions for the vocational training and to regularly check its implementation based on feedback.</p>
<p>§ 5 Recognition of a learning company with the company coach</p>	<p>Vocational training in the 21st century is characterised by the fact that students have to learn to think beyond subject boundaries and understand interrelationships, as well as to acquire personal skills in addition to technical ones.</p> <p>This makes practical training in the company more important.</p> <p>To this purpose, the learning company must fulfil appropriate prerequisites to be able to train students successfully (see appendix 2):</p> <ul style="list-style-type: none"> ➤ Modern learning company ➤ Coaching ➤ Practical training ➤ Criticism and suggestions for improvement ➤ Time and process for feedback <p>The VET-school recognizes the 21st century learning company according to the criteria described:</p> <ul style="list-style-type: none"> ➤ Application Submission ➤ Evaluation and Assessment ➤ Alignment with Curriculum ➤ Quality Assurance ➤ Training Programme ➤ Student Placement ➤ Review and Recognition ➤ Ongoing Monitoring <p>Appendix 2: Conditions for a learning company</p> <p>Appendix 3: General requirements for cooperating learning companies</p>



	<p>The 21st century company coach must be able to provide the following competences. These must be checked as part of the recognition of the learning company:</p> <ul style="list-style-type: none"> ➤ Communication and Collaboration; ➤ Critical, thinking, problem-solving and decision making; ➤ Workplace and educational ethics; ➤ Leadership; ➤ Life competencies for a coach; ➤ Social skills; ➤ Pedagogical skills. <p>Appendix 4: Company Coach Profile in the 21st Century</p> <p>The following procedure of recognition (see appendix 3) should be adhered to. In this recognition process, the coach is tested for his or her skills for practical training.</p> <p>Appendix 1: Roadmap: How to make the agreement to recognise the learning company</p> <p>Appendix 5: procedures for recognition of a learning company</p>
<p>§ 6 Responsibility VET-school</p>	<p>The VET-school assumes the following responsibilities as part of the practical training of students:</p> <ol style="list-style-type: none"> 1. The VET school will examine the training company according to the criteria as described in appendix 1 and approve it for practical training for vocational training. 2. The VET school will agree with the placement, time, content, objective and competence-based learning outcomes with the learning company and the coach. 3. The VET school and learning company with coach meet regularly to discuss the training goals, content, and forms. 4. The VET school will provide documents for assessment and reporting by students (e.g., weekly reports on training progress). These are discussed and evaluated together with the coach, the teacher, and the student. 5. The student will provide regular feedback on their professional and personal development. <p>The school provides a feedback form for this purpose.</p>



	<p>6. The coach will provide regular feedback on the practical training and development of the student as well as the cooperation with the school.</p> <p>7. At the end of the training in the learning company, a joint meeting will be held with the VET school, the learning company, and the student.</p>
<p>§ 7 Responsibilities learning company</p>	<p>The learning company assumes the following responsibilities as part of the practical training of students:</p> <ol style="list-style-type: none"> 1. Learning company takes responsibility for the quality assurance of the practical training. 2. Learning company ensures that the coach has sufficient time and the competence for practical training. 3. The coach has the necessary skills as described in appendix 2. 4. Learning Company ensures that the students are informed about the structure and the safety measures at the beginning of the practical training and are instructed for their training. 5. Learning company ensures that the coach takes part in the instruction/training at the VET school and has all relevant documents. 6. Learning company supervises the coach's work with students to ensure that the practical training obligations listed below are met and that the assessment of trainees is accurate. 7. Coach maintains close contact with the VET school and regularly takes part in meetings with the teacher to evaluate the practical training and compare it with the requirements of the training goal. 8. Learning company ensures that the training plan is adhered to. 9. The coach contacts the teacher regarding the student's learning progress and performance. 10. Learning company informs the school if changes are planned in the company, e.g., change of coach.



<p>§ 8 Monitoring and evaluation</p>	<p>Both partners will jointly monitor and evaluate the implementation and progress of the practical training as follows:</p> <ol style="list-style-type: none">1. The strategic monitoring and development of the practical training programs is carried out by the school management, head of learning company and the coach.2. For the improvement and further development of practical training, as an important part of vocational training, as specified in this agreement, takes place through a series of assessment processes:<ol style="list-style-type: none">2.1. Student feedback on each stage of training;2.2. Coaches feedback on the effectiveness of the professional and personal support in consideration of the student's overall development (competence based);3. Student feedback on the coach, VET school and teacher in practical training;4. Feedback of the learning company on partnership arrangements, program strengths and areas for development and any other issues requiring attention;5. External consultants (e.g., responsible body) provide regular reports on the quality of the provision and maintenance of learning standards by the learning company.6. Annual feedback reports, prepared for each program as part of the VET school's annual quality assurance cycle;7. Meetings of the VET-school training program committee with learning company.
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Appendix 1

How to make the agreement to recognise the learning company (roadmap)

The question for the school is: how I can make an agreement with the learning company? Which steps are necessary to get an agreement for the recognised learning company.

The following overview (roadmap) will be described the steps for a successful agreement between the VET-school and the learning company (recognition):

	Step	Description
Find the goal and profile for a learning company	definition / profile of the learning company	See appendix 2: Profile of 21st century learning company
	General requirements for cooperating learning companies	See appendix 3: General requirements for cooperating learning companies
Discussion within the VET-school	The director and responsible teacher(s) discuss the goal of the practical education in the company	Goal: Learning program: Recommendations:
Advice with the responsible body	contact the responsible body for recognition	If is necessary, if you need advice for the recognition, you should contact the responsible body (it can be the Ministry)
	Fix the date and time	
Discussion with the potential learning company	General overview of the learning company (structure, branches of professions, team)	The director or the responsible teacher(s) meet the head (and the coach) of the company to answer the question: if this company able to educate VET-students
	Profile of the learning company and profile of the company coach	The VET-school check finally, if this company (with the company coach) able for the practical education (report)
	Final decision for the recognition of the learning company	Based on the report the director with the responsible teacher(s) will decide about the agreement.
Arrange a meeting	meeting VET-school and learning company with coach	Recommendations, goal of the student's internship, program,



		student level and level want to be developed
		Final Report
Use the template	preparation of the agreement	The VET-school prepare the agreement, signed by the director and the responsible teacher of the VET-school and by the head and the company coach of the learning company
Agreement ready for signing	agreement signed by school (teacher) company with coach and student	



Appendix 2

Profile of 21st century learning company

The company or organisation is deemed to:

1. offer a good apprenticeship and activities within their own work organisation that are part of the work processes of the profession for which the student is being trained;
2. have a good apprenticeship in (socially) safe conditions available for every student;
3. provide sufficient and expert coaching, aimed at the student. The work placement company appoints and facilitates an expert workplace trainer. The profile for workplace trainer is used as a benchmark
5. agree to the listing of the company and contact details in the public register of work placement companies (if such a register exist).



Appendix 3

General requirements for cooperating learning companies

If you want to recognise a 21st century learning company the following requirements are important:

- **Modern learning company**
That means a modern company profile, digital mindset, an innovative management style. The learning company is safe and in a healthy atmosphere; networking is a main objective.
- **Coaching**
VET-student will be assigned by a coach, as the contact person; the coach will advise the VET-student and provide all needed assistance.
The learning plan is exactly explained; the VET-student knows about his activities in the learning period.
The coach is personally and pedagogically trained, is skilled in networking and committed to ethical work; he is following the EU-ESG criteria.
- **Practical training**
the practical training within the learning process is up to date; the working atmosphere is positive and motivated for education. The practical training is multifaceted and clearly structured.
- **Criticism and suggestions for improvement**
During the practical learning time it is allowed for the student to make suggestions for improving any processes and also to criticise.
- **Time and process for feedback**
During the practical VET-education the VET-student will receive regular feedback (after each task) and be explained how to improve and what is already going well.
Feedback is made by an interview; the coach takes his time and also explains how the training will continue.



Appendix 4

21st century Company Coach Profile

A company coach is a professional who works with students within an organization to improve their skills, performance, and overall effectiveness. The coach provides guidance, support, and feedback to help them to achieve their goals and objectives.

The company coach in the 21st century must be able to provide the following competences. these are explained below:

a. Communication and Collaboration

Communication and Collaboration includes oral and written communication with individuals as well as groups, and goal-oriented teamwork with various functional areas within the team. Three competencies are subdivided: "Provide clear and constructive feedback," "Effective communication," and "Collaboration between student-teacher-coach."

b. Critical, thinking, problem-solving and decision making

Critical thinking is the ability to think in an organized and rational manner in order to understand connections between ideas and/or facts. It helps you decide what to believe in. In other words, it's "thinking about thinking"—identifying, analysing, and then fixing defects in the way we think. Three competencies are subdivided: "Different coaching/teaching style", "Problem solving" and "Workplace Adaptability".

c. Workplace and educational ethics

Work and educational ethic is a set of values based on discipline, moral values, corporate standards and hard work. It affects how you handle your responsibilities and how seriously you take your work at school or in the workplace. The ability to make the right decisions at school or in the workplace, doing the 'right' thing even if it is not legally enforced. Three competencies are subdivided: "Integrity & Inclusivity", "Responsibility" and "Tolerance & Patience".

d. Leadership

Leadership is the ability to guide, inspire, and influence others towards a common goal or vision. A leader sets direction, makes decisions, and motivates individuals or teams to achieve their full potential. Effective leadership involves strong communication skills, empathy, and a strategic mindset. Three competencies are subdivided: "Inspire and motivate others", "Inspire respect and loyalty", "Short and long planning".

e. Life competencies for a coach

A cluster of related abilities, commitments, knowledge, and skills that enable a person to act effectively in a life situation. These are personal, transversal skills that are transferable to each situation and include personality traits and attitudes that enable someone to act in a wide variety of situations. Two competencies are subdivided: "Learning to learn" and "Self-Motivational",



f. Social skills

Social skills refer to a set of abilities that enable effective communication, collaboration, and interaction with others in various social contexts. These skills include adaptability, humour, responsiveness and could find in communication or ethical behaviour. Two competencies are subdivided: “Adaptability (General)”, “Humour”, “Responsiveness”, “Enthusiasm” and “Sincerity and honesty”.

g. Pedagogical skills

Pedagogical skills include; “Lesson planning”, “collegial counselling”, “Goalsetting”, “Self-learning tools”.



Appendix 5

Procedures for recognition of a learning company by the VET-school

Recognition of a learning company by a Vocational Education and Training (VET) school involves a formal process to evaluate and certify that a company provides an excellent learning environment for students to acquire practical skills and knowledge related to their chosen field of study. The process typically includes the following procedures. It could be changed or extend depends on the country.

Process	Description
Application Submission	The company which is interested in becoming a recognized learning company applies to the VET school expressing their willingness to participate in the program. The application may require information about the company's industry, the specific vocational area in which they can offer training, and their commitment to providing a supportive learning environment.
Evaluation and Assessment	The director and / or the responsible teacher if the VET school assesses the company's suitability to be a learning company. This evaluation involves a thorough examination of the company's facilities, training resources, safety measures, and the availability of skilled trainers or mentors who can guide and support the students during their training period.
Alignment with Curriculum	The company's training offers are compared with the VET school's curriculum to ensure that the practical training provided aligns with the learning objectives of the students' vocational courses. The aim is to bridge the gap between theoretical knowledge gained at the school and practical experience gained at the learning company.
Quality Assurance	The VET school reviews the company's quality assurance processes to ensure that the training provided, meets the required standards. This may involve looking at the company's track record in previous student placements, feedback from former students, and any industry certifications or awards they have received. The required standards depend on the country and various on the legal requirements.
Training Plan	The VET school and the learning company collaborate to develop a training plan that outlines the specific skills and competencies students will acquire during their placement at the company. The plan may include the duration of the training, the learning objectives, assessment methods, and the roles and responsibilities of the company and school during the training period.
Student Placement	Once the learning company is approved, students from the VET school are placed with the company for practical training. During the placement, the students' progress is monitored and evaluated by both the company's trainers and the VET school's representatives.
Review and Recognition	At the end of the student placement, the VET school reviews the training outcomes and evaluates whether the learning company has successfully



	provided the required learning experience. If the company meets the established criteria, they are officially recognized as a learning company by the VET school.
Ongoing Monitoring	After recognition, the VET school may conduct periodic reviews to ensure that the learning company maintains its standards and continues to provide valuable training opportunities for students.

The recognition of a learning company is a mutually beneficial arrangement, as it allows VET students to gain real-world experience while benefitting the company by having access to potential future skilled employees.