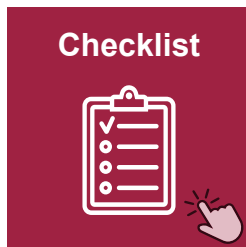
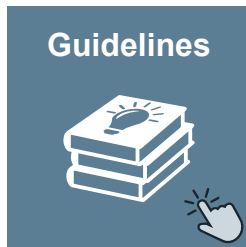


# TOOLKIT

## How to integrate private enterprises into ATVET delivery

Agricultural Technical Vocational Education and Training (ATVET)

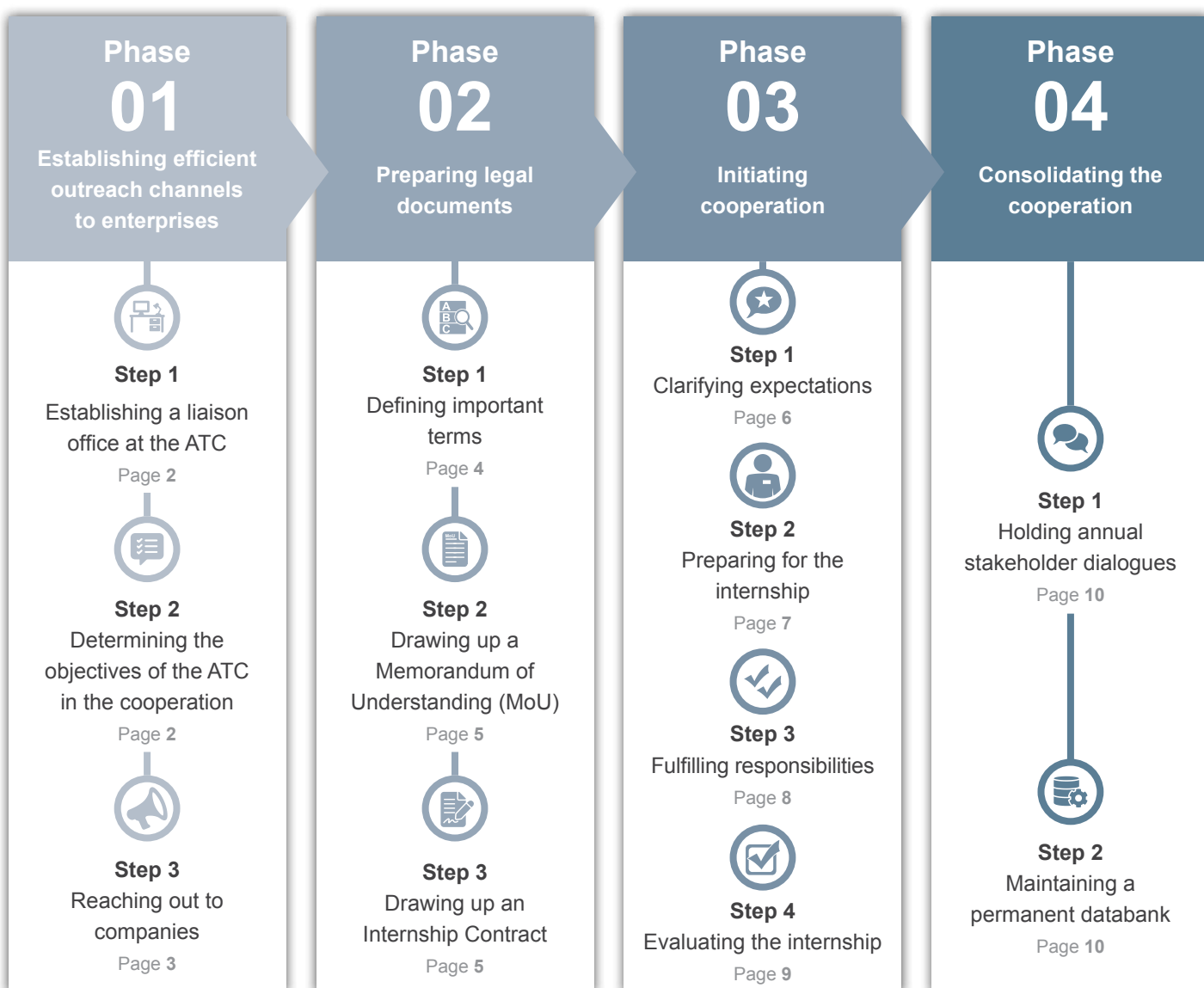




# Guidelines for cooperation between ATCs and private enterprises

This guideline is designed to help Agricultural Training Centres (ATCs) to cooperate and engage with private enterprises to create quality internship programmes. The steps given here are directed at achieving more efficient integration of enterprises in the provision of internships. The goal of the internship is to provide students with a professional learning and mentoring experience where they gain skills and new knowledge by performing tasks, working on projects and completing other on-the-job learning experiences in a professional work environment.

Successful internship experiences combine training, defined tasks and project assignments. Interns need clear and defined roles to keep them motivated and learning, in addition to meeting both their own and the enterprises' objectives. Thus, a successful internship programme utilises good practices that are put in place before the arrival of the intern and sustained until the end of the internship. The process involves four main phases. These can be broken down into different steps as set out below.



## Establishing efficient outreach channels to enterprises

Before establishing direct contact with companies it is important to establish communication channels and to define the institution's general expectations of the partnership.



### Step 1 Establishing a liaison office at the ATC

A foundation for successful cooperation between companies and ATCs is the establishment of liaison offices at ATCs. A liaison officer helps ATCs to coordinate and formalise cooperation initiatives. Their responsibilities include the following tasks:

- Represent the ATC in engagements with the private sector and serve as an immediate contact person for questions regarding the cooperation.
- Initiate and facilitate dialogue between the two parties.
- Establish and monitor cooperation agreements through a Memorandum of Understanding (MoU).
- Extend and strengthen networks with companies.
- Establish databases of ATC partners as well as alumni networks.



### Step 2 Determining the objectives of the ATC in the cooperation

#### A. Define the profile of graduates the ATCs aim to produce

It is important for the management boards of ATCs to work with enterprises to define the partnership goals. Here are some questions to consider when addressing the profile of graduates:

- Are graduates trained to be employees?
- Are graduates trained to become entrepreneurs?
- Will graduates work in extension services?
- Which value chains will they engage in?
- At which position in the value chains will they work (input, supply, production, processing, distribution)?



## **B. Define the needs of ATCs for the internship programme**

Based on the determined graduate profile, ATCs must decide on the type of enterprise that will support this outcome. The following information can help with this.

- Years in business
- Field of activity
- Position in the value chain
- Human and infrastructural resources
- Number of employees
- Capacity for receiving interns
- Available resources for internships (e.g. accommodation, coaching)



## **Step 3 Reaching out to companies**

After defining the profile of graduates and matching these to company profiles. The liaison office can reach out to companies through:

### **A. Umbrella associations**

The structure of these organisations may differ from country to country. However, they represent many companies according to their field of activity, value chain and/or size.

### **B. Alumni networks**

Alumni who are employed in businesses or are agripreneurs themselves are valuable contacts for ATCs to engage in partnership with their companies. They are familiar with the programmes and can help to find suitable placements for interns.

### **C. ATC online presence**

It is also important for ATCs to be visible and accessible to companies. If ATCs have their own websites, companies can find out about their programme scope and goals and initiate partnerships when they are interested.



## Preparing legal documents

A crucial challenge in partnership-building is the lack of formalisation at the ATC level. Although there is already a considerable amount of cooperation taking place, most of it is based on informal networks and agreements. It is often unclear to companies what is expected from them by the ATCs as well as what they can expect in return. Sometimes they do not have the same understanding of important terms in the collaboration. Below is an overview of important terms regarding the cooperation from the perspective of all stakeholders.



### Step 1 Defining important terms

- **Internship:** In the current setup in Benin and Togo, an internship constitutes a first professional experience which serves as preparation for the trainee for a given job. The private sector hosts the trainee to make it possible for them to put the theoretical knowledge gained from their training into practice. It allows trainees to acquire skills related to a given profession or to prepare them for their own entrepreneurial projects.
- **Value chain (also called value link):** also called value link is the current leading concept of intervention in agriculture in Benin and Togo. The concept enables companies to bring production, processing and marketing into line to meet market needs. It is, therefore, important to design the internship in line with the position occupied in the value chain by the company and the interest shown by the intern in the value chain.
- **Memorandum of Understanding:** is a core product, a document that states all important aspects of the partnership between a chosen company and an ATC. The document provides clarity and security to all parties involved and helps to formalise the cooperation.
- **Internship contract:** is a written agreement between the trainee from the ATC and the mentor in the the hosting company that hosts the trainee. The internship contract defines the specific goals based on the professional project of the trainee. The contract states the roles of both parties in the achievement of the goals of the internship.
- **Trainee:** is a student formally registered in a major in an Agricultural Training Centre (ATC) who has a professional project\* in line with a specific value chain and is willing to take on an internship. The trainee's professional project should link to the overall goal of the internship, and take into account the skills they need and the activities that will help them achieve this goal.
- **Internship supervisor:** is a facilitator from the training staff of the trainee's ATC who supports them in defining their professional project and in acquiring the necessary skills accordingly.
- **Mentor:** is the person responsible for guiding and working closely with the trainee during their internship in the enterprise. The mentor must have a good understanding of the company and the will to work closely with the trainee.

\* A Professional Project is a special project or business case study linked to a student's area of study, undertaken during a training programme or course at an ATC.



## Step 2 Drawing up a Memorandum of Understanding (MoU)

An MoU will set realistic expectations about goals and various aspects of the collaboration. There is no standard MoU format. The following guidelines are commonly used:

- **Introduction:** focuses on the reasons, the benefits and the means for the collaboration
- **Purpose:** states the purpose and the responsibilities of all stakeholders involved in the collaboration
- **Scope:** clarifies the role of each partner involved in the partnership as well as the duration of the agreement
- **Definitions:** describes the operational and technical terms associated with the contract regarding the stakeholders and the legal environment (any acronyms, community-specific terms, or technical aspects. See Step 1)
- **Responsibilities:** outlines the obligations of the agreement (financial obligations, schedule, frequency and means of communication)
- **Oversight:** clarifies how oversight will occur within the new partnerships (schedule of monitoring, clauses of confidentiality, recordkeeping requirements)



## Step 3 Drawing up an Internship Contract

An Internship Contract can be added to the MoU as a closer commitment between the intern and their mentor. The goal is to engage the trainee in a formal framework and relationship vis-à-vis the company and the mentor. The ATCs can design an internship contract framework with the following elements:

- Specific internship goals of the trainee regarding their professional project
- Skill development goals to be acquired through an internship
- Strategies and means available to meet the goals
- Evaluation criteria to measure improvement
- Schedule and practical arrangements for the internship



## Initiating cooperation

In the third phase, contacts have been established and legal documents are prepared to formalise the collaboration and the internship. The next steps guide the process of clarifying the roles of each partner before, during and after the internship.



### Step 1 Clarifying expectations

To be able to provide a high-quality internship, enterprises need to be informed about the framework in which the internship takes place. At the same time, ATCs need to be able to ensure the quality of the internship. Both need to be aware of:

- A. The contents of curricula:** Companies need to be aware of the level of knowledge their future interns hold through their previous training. This helps to avoid unrealistic expectations of the trainees' skills levels and enables the company to cater to the needs of trainees in the work processes. The profile of a trainee in a value chain requires mastery of a set of theoretical and practical skills. Good communication needs to be established between the Agricultural Training Centre (ATC) and the company to agree on the practical experience needed from the enterprises to match the theoretical background of the trainee. The Internship Contract can help play a role in addressing this issue.
- B. The subsidies and incentives (if present):** It may be possible for companies to receive benefits from the government for hosting trainees. This may differ from country to country. A crucial point in this regard is the possibility of insurance provision. If companies are insured, they are more willing to accept the risk of hosting interns, who might damage machinery or be injured. The liaison office should be aware of these benefits and should support the company in the application process.
- C. The capacities of the company to host trainees:** The company should clarify in which field and which positions of the value chain they are involved. This also includes the types of machinery available to them and whether they are willing to teach interns to use these. This helps both parties to find out whether these expectations can be met. Companies should indicate how many interns they can host. The following questions can be useful:
  - How many interns can the company accommodate in their facilities in terms of living arrangements? This is especially important in rural areas where accommodation cannot easily be outsourced, and which might be too far for commuting.
  - Is there sufficient capacity among the staff members to supervise the trainees?





## Step 2 Preparing for the internship

This step is crucial for the success of the partnership. Entrepreneurs need to have clarity on what is expected from them. It also makes it possible for the ATC to check whether the goals of the internship have been achieved. As many of the trainees do not have in-company experience yet, it is important to prepare them for the internship period. They should be aware of what is expected from them, but also what they can expect.



**The trainee:** After it is clear to both parties which prerequisites are in place, it should be jointly determined which knowledge gaps are present and how the internship can help to address them. These should include all main tasks that are part of the companies' activities. Several months (at least 2 months) before, the trainee should:

- Write a professional project
- Look for a company that matches the professional project
- Gather the information needed for the internship contract
- Participate in the internship preparation training
- Have the internship contract signed



**The mentor (company):** Before applying to internships, trainees should be familiar with the company staff. This should be achieved through individual interviews between applicants and enterprises. This would also help to find the best suited and most motivated trainees. It would allow the company to pick their candidates themselves and vice-versa. As this may not always be possible, the internship coach may consider the following:

- Design an internship handbook including the company policy, rules, clauses of non-disclosure, security requirements, etc.
- Design an internship as part of the professional project of the trainee
- Participate in the conceptualisation of the internship contract
- Establish a schedule of tasks that are part of the acquirement of skills for the trainee as specified in their professional project
- Prepare suitable conditions to host the trainee as specified in the internship contract
- Ensure that the internship supervisor is aware of what the trainee does



**The internship supervisor (ATC):** The internship supervisor is a facilitator at the ATC who works closely with several trainees on their professional project, ensuring that what they do in the company meets their needs. The roles and tasks to be carried out by the internship supervisor can be as follows:

- Support the trainee in writing their professional project
- Guide the trainee when necessary to choose the company to work in
- Define the objectives, content and conditions for carrying out the internship in the company
- Prepare and have the internship contract signed
- Ensure the psychological preparation of the trainee (working schedule, respect of rules, social interaction, clauses of non-disclosure, reporting, etc.)







## Step 3 Fulfilling responsibilities

All actors involved in the internship process bear responsibilities to ensure that expectations are met from all sides during the internship.



**The trainee:** should align with the internship handbook and the advice of the mentor to integrate into the company. The trainee is commonly expected to write an internship report which is part of the internship assessment. During the internship, the trainee should:

- Respect the rules in the company and the content of the internship contract
- Comply with the health and safety rules implemented by the company
- Participate in the company's activities regarding their professional project
- Appreciate day-to-day achievements of new knowledge and skills
- Keep the mentor and the internship supervisor updated of any progress or challenge
- Provide a monthly evaluation sheet (can differ regarding the stakeholders)



**The mentor (company):** The mentor supports and works closely with the intern throughout the entire internship. Their responsibility is to ensure that all agreements with the ATC are fulfilled. They should:

- **Introduce the company:** guide the trainee through their first contact with people and the rules of the company
- **Interact:** guide the trainee on how they must socialise to succeed in working with all employees and achieve their purpose
- **Organise:** design tasks and suitable work situations for the trainee in the company
- **Evaluate:** collect the feedback of people who worked with the trainee during their internship for a final evaluation



**The internship supervisor (ATC):** the internship supervisor is responsible for monitoring the internship process which includes field visits, as well as evaluation at the end. They should organise regular meetings with the mentor and the trainee to:

- Evaluate the internship in relation to the content of the internship contract
- Identify the challenges and suggest solutions in consultation with others
- Provide technical and moral assistance to the trainee





## Step 4 Evaluating the internship

All actors involved in the internship process should take part in the evaluation of the internship.



**The intern:** must write a report on the internship with a focus on the skills acquired. Here are some guidelines for the trainee:

- Tasks accomplished
- Activities scheduled
- Behaviours needed
- Difficulties encountered
- Coping strategies
- Challenges



**The mentor (the company):** evaluates the performance of the intern in relation to the content set in the MoU and the internship contract. The objective of this evaluation is not to judge the trainee, but rather to help them adopt behaviours and attitudes that will be favourable to their professional life. The evaluation can be based on the following main points:

- Punctuality
- Proactivity
- Professionalism
- Perseverance
- Resilience
- Teamwork
- Integrity



**The internship supervisor:** uses the feedback from the mentor and the trainee to evaluate whether the internship met all the criteria set in the internship contract. The mentor and the internship supervisor should then perform an exit interview with the intern to see if the internship has provided skills and inputs in line with their professional project, and to get feedback on how the internship experience can be improved. The results of this interview should be incorporated into the evaluation. Additionally, a certificate of completion should be given out to the intern by the host company after all evaluations.



## Consolidating the cooperation



### Step 1 Holding annual stakeholder dialogues

The liaison office should organise annual stakeholder dialogues in which companies with existing ties to the ATCs as well as potential new partners are invited to participate. The personal contact between the parties involved is crucial for open and transparent communication and feedback. They serve to:

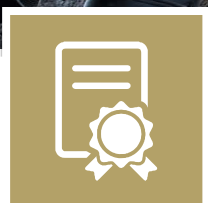
- Provide an overall evaluation of existing cooperation
- Suggest aspects of improvements to the cooperation
- Extend cooperation into other fields
- Add inputs for better Memoranda of Understanding



### Step 2 Maintaining a permanent databank

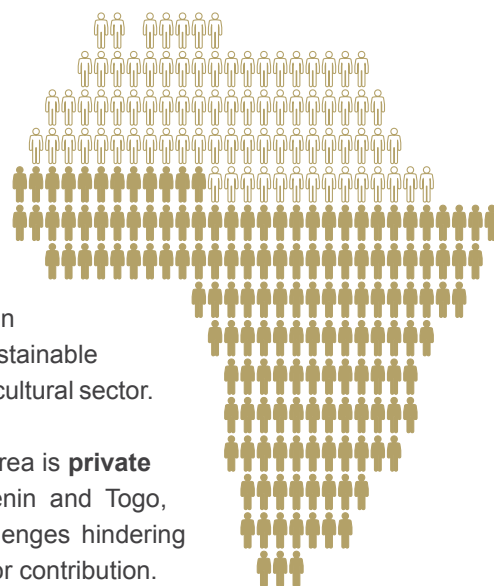
An important tool for the liaison office is a well-maintained database in which all relevant private sector contacts are saved. This includes the information on companies as well as tracer studies on the alumni who enter the job market after completion of their studies.





## Dynamic approaches to the integration of private enterprises into ATVET delivery

Over 65% of Africa's labour force finds employment in the agricultural sector, with the majority representing smallholder farmers with little to no formal or non-formal training. Across the continent, many rural families still depend on agriculture as their sole source of income, while at the same time economies rely heavily on the sector as a key contributor to the gross domestic product (GDP). However, the agricultural sector in many African countries is not yet sufficiently professionalised to realise its potential for poverty alleviation, food security and economic growth. In this context, the African Union Development Agency (AUDA-NEPAD) promotes Agricultural Technical Vocational Education and Training (ATVET) and ATVET for Women in 12 member states to foster sustainable agricultural skills development and strengthen a professional and productive agricultural sector.



Several years of experience have shown that one crucial, yet often neglected area is **private sector engagement** in ATVET. This paper, based on experiences from Benin and Togo, highlights the possible roles for private companies in ATVET, the major challenges hindering cooperation, and recommendations to enhance and accelerate the private sector contribution.

### A mismatch between training and agricultural labour needs

Despite high unemployment rates in many African countries, the high demand for a qualified workforce in the agricultural sector is not sufficiently met. This is due in part to a mismatch between the general education system and the needs of the labour market which requires practical skills and work experience. ATVET aims to equip young people with practical skills critical to professionalise agricultural production in Africa and boost processing for value addition. Special curricula, training equipment and facilities on the ground, and a strong focus on practical instruction at Agricultural Training Centres (ATCs) and in the industry are integral elements of the programme.

## The private sector has a role to play

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**Closer linkages between agricultural enterprises and ATCs are an important step towards resolving the mismatch.** Engaging companies in education and training has great potential for enhancing the skills of trainees and also gears the training towards the needs of the labour market. Below is an overview of types and levels of cooperation currently practised in Benin and Togo.

### Existing cooperation between ATCs and private companies



#### Internships

In the current setup in Benin and Togo, an internship constitutes the first professional experience which serves as preparation for the trainee for a given job. The private sector hosts the trainees to make it possible for them to put the theoretical knowledge gained through their training into practice. It allows trainees to acquire skills related to a given profession or to prepare them for their own entrepreneurial project.



#### Curricula Development

The contribution of entrepreneurs and professionals in the agricultural and agrifood trade in the development of curricula is a form of cooperation that is increasingly explored. This form of cooperation ensures that training programmes meet the needs of the agricultural market.



#### Training Delivery

In some instances, private sector representatives are involved in the training delivery at ATCs by running training courses or sharing their entrepreneurial experiences. In the new dynamic of training for entrepreneurship, learning from established entrepreneurs is an important condition for effective preparation of young people starting out on their own.



#### Mentoring

Mentoring refers to an interpersonal relationship of support, exchanges and learning between individuals. An experienced person, the mentor, offers their acquired experience and expertise to promote the development of another person, the mentee, who needs to acquire skills or knowledge and achieve professional goals.



#### Management

Management means that private sector representatives are involved in the management of ATCs. It is a very rare form of cooperation. Individuals or companies from the private sector may also be involved in the management of training by providing machinery, infrastructure or financial support.

## Advantages of collaboration

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### 1. Partnerships inspire youth to become engaged in agriculture

**Existing cooperation with private enterprises addresses two main challenges related to the production of a skilled agricultural labour force.**

- **The provision of internship opportunities:** By hosting interns, enterprises expose trainees to real-life industry contexts, including skills needed and machinery used. A major challenge is that ATCs have limited capacities to provide learning that includes solid practical elements. This is partially due to limited access to the machinery needed



- for intensified agriculture, which is very expensive when used for non-commercial purposes. At the same time, there are specific skills that trainees cannot gain or practise in an institutional environment, but only through real-life exposure in the industry.
- **Exposure to role models:** Agricultural entrepreneurs provide an understanding of agriculture as a market-oriented business to which young and skilled people can make a significant contribution and generate revenue. These role models can inspire youth to engage in agriculture as a profitable business and to become entrepreneurs by sharing their stories, challenges and experiences.

## 2. Collaboration brings benefits to companies

- **Companies gain skilled employees:** The influence of companies and their participation in ATVET enable them to fit the training to their needs. The most relevant forms of cooperation are internship provision, participation in curriculum development and training delivery. All three elements are geared towards producing workers who are fit for the labour market. By taking part in curriculum development, for example, companies can influence the quality of teaching content in their sector, and contribute to the development of the value chain.
- **Collaboration provides incentives for enterprises:** The professionalisation and development of the sector are key incentives which need to be strengthened further.

## Challenges to cooperation and collaboration

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**Despite positive experiences with collaboration and a solid foundation of motivated actors, the current cooperative environment does not live up to its potential.** This is mostly due to a lack of resources and organisational challenges which complicate enterprise engagement.

- **Lack of formalisation at the ATC level:** Although there is already a considerable amount of cooperation taking place, most of it is based on informal networks and agreements. The lack of Memoranda of Understanding (MoUs), as well as a clearly designated contact person in ATCs, such as a liaison officer, makes it difficult for companies to engage on a long-term basis.
- **Lack of resources on both sides:** To host interns, companies need to invest time, material, financial and human resources. These short-term costs can exceed the medium- to long-term benefits gained by cooperation and thus limit the willingness of companies to engage in long-term relationships with ATCs or hinder the initiation of a partnership. Additionally, companies take risks during internships, as there is often no insurance in place to cover inexperienced personnel using complex machinery.

### Approaches that can enhance and accelerate private enterprise involvement

The issues outlined above hinder the strengthening of existing partnerships and make it more difficult to engage in new ones. To address these challenges, it is key to provide easy access and a secure framework with which companies can engage. This can be done at the level of ATCs with the support of higher-level leadership or by national actors.

### Cooperation at the ATC level

- **Support the formalisation of cooperation processes:** A crucial element of this process is the establishment of liaison offices at ATCs. Their responsibilities should include initiating and strengthening formal relationships with companies through the following instruments:
  - Draw up Memoranda of Understanding: MoUs between ATCs and private sector companies should set realistic expectations about goals and objectives for the collaboration, as well as setting dates for review and evaluation.

- Establish a database of enterprises and an alumni network: A database helps ATCs, as well as steering institutions, improve their knowledge management for existing or potential partnerships. Tracer studies should be conducted to improve knowledge management for alumni. This strengthens the networks between the private sector and ATVET institutions.

### Cooperation at the national level

- **Provide incentives for the private sector:** The short-term investment that companies must make to host interns can pose serious barriers to deepening or even engaging in cooperation. Tax breaks or infrastructure subsidisation in return for hosting interns or engaging in curriculum development will increase the willingness of the private sector to form long-lasting relationships.
- **Incentivise flexible courses hosted by private sector actors:** Providing more flexibility in the curricula should be considered to enable private sector actors to provide short courses. These short courses can in turn be developed into longer, practical, skills-based modules.
- **Strengthen exchange between actors:** Regular dialogue events provide great opportunities to monitor and review the implementation of MoUs, and also to review any sector developments that may have an impact on curricula delivery and refinement.
- **Consolidate the cooperation:** Especially in the initial stages, the contribution of Ministries helps to underline the importance of regular dialogue events and to strengthen the capacity of ATC liaison offices to formalise cooperation processes. This can be achieved through:
  - Stakeholder dialogue facilitation
  - Developing and maintaining communication channels
  - Database management and monitoring
  - Establishment and monitoring of MoUs.
- **Cluster the umbrella associations of value chains:** Associations help to cluster several different actors according to their value chain. A closer linkage between national ATVET bodies, such as technical working groups and umbrella organisations, makes exchanges more efficient and thus provides a good basis for knowledge management and efficient communication.
- **Offer free training in pedagogy to entrepreneurs in cooperation:** Not all entrepreneurs in companies can train and transfer their knowledge and skills to interns. Interns should not be sent to enterprises where there has been no input on improving pedagogical skills. To participate effectively, those in charge of interns should understand how curricula are taught, what their roles are as intern hosts, and how they are able to complement the training process.
- **Set up an ATVET fund for ATCs:** Collaboration with the private sector cannot solve crucial issues such as lack of accommodation and infrastructure for practical instruction at ATCs. Countries need to increase investment in agriculture in general and agricultural training in particular. For this to be effective, it should be coordinated at the continental level.
- **Promote ATVET among girls and women:** Governments can support better integration of women in professional agriculture by setting up grants to enable female trainees to conduct internships, on the condition that they participate in mentorship programmes or become ATVET ambassadors after their graduation.

Having a large population of young people in developing African countries can serve to stimulate economic development with improved human capital capabilities, but only if there is intentional investment in quality and adequate training. As we think about investing in the needs of the youth, we must look at where the greatest opportunities for development exist. Investing in appropriate education and training programmes will give young people the skills they need to transition smoothly into the labour force. This is critical for farming and agribusinesses. The future of agriculture and its sustainability will depend on the quality of training provided to the youth.





# Checklist for Cooperation between ATCs and Private Enterprises

## 1. Establish Efficient Outreach Channels to Enterprises

- 1.1. **Establish liaison office:** for coordination and communication with companies.
- 1.2. **Determine the goals of the ATC in the partnership:** define the skills that trainees should acquire and what is needed from the partnership to fulfil this goal.
- 1.3. **Determine the types of company that can achieve this goal:** i.e. field of activity, size, available resources, etc.
- 1.4. **Reach out to companies:** possibly through umbrella value chain associations or alumni networks.

## 2. Prepare Legal Documents

- 2.1. **Clarify important terms for the cooperation:** e.g. value chain, Memorandum of Understanding, Internship Contract, internship, trainee supervisor, mentor.
- 2.2. **Design a Memorandum of Understanding (MoU):** examples of standard inputs are an introduction, purpose, scope, definitions, responsibilities, oversight.
- 2.3. **Design an Internship Contract:** as a closer legal commitment between the trainees and their mentor in the company.

## 3. Initiate Cooperation

- 3.1. **Clarify expectations regarding the internship:** the mutual expectations should be clarified through the:
  - **Contents of curricula:** clarify to the companies the skills and knowledge the trainees already hold.
  - **Existing subsidies and incentives** (if present)
  - **Capacity of the company to host trainees**
- 3.2. **Prepare for the internship**
  - **Define the tasks of the trainees:** mainly provide a professional project regarding the internship.
  - **Define the tasks of the mentor (Company):** design an internship handbook and establish a work schedule.
  - **Define the tasks of the internship supervisor (ATC):** mainly the following-up of the internship.
- 3.3. **Fulfil responsibilities**
  - **The trainee:** respect the rules and work according to the schedule of the mentor.
  - **The mentor (Company):** introduce the company, interact, organise and follow-up the trainee regularly.
  - **The internship supervisor (ATC):** monitor the internship and organise regular field meetings.

## 4. Evaluate Internship

- 4.1. **The trainee:** write a report on the internship with a focus on the skills acquired.
- 4.2. **The mentor:** evaluate the performance of the trainee based on the content of the internship contract.
- 4.3. **The internship supervisor:** use the feedback from the mentor and the trainee to evaluate the overall internship.

## 5. Consolidate Cooperation

- 5.1. **Organise annual stakeholder dialogue:** for companies with existing ties to the ATCs as well as potential new partners to interact and evaluate the collaboration.
- 5.2. **Establish a permanent databank:** for companies and ATC graduates who become entrepreneurs.





*Name of country*

*Name and logo  
of spearheading ministry*

*Name and logo  
of spearheading ministry*

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## **PARTNERSHIP AGREEMENT**

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Proposed by:

*Name of relevant body/department*

*Name of place and date*



*Logo of the  
Agricultural Training Centre*

*Logo of the  
Host Institution*

*Partnership Agreement*

between

..... *(Full name of the Agricultural Training Centre)*

and

..... *(Full name of the Host Institution)*

*Month and Year*



This partnership agreement is hereby drawn up

**between**

The ..... (*Name of the Agricultural Training Centre*), represented by its ..... (*title of the representative*) residing in ..... (*address*) hereinafter referred to as Agricultural Training Centre, on the one hand,

**and**

The ..... (*Name of the Host Institution*), represented by its ..... (*title of the representative*) residing in ..... (*address*) hereinafter referred to as Host Institution on the other hand, with the following content:

### **Article 1: Purpose of partnership**

The general objective of this partnership agreement is to set the conditions of collaboration for the conduct of work placement for trainees and capacity building for the instructors of ..... (*Name of the Agricultural Training Centre*).

### **Article 2: Specific objectives of the partnership**

The specific objectives of this partnership agreement are as follows:

- To define the roles and responsibilities of the parties involved in the conduct of work placements;
- To take into account the specific conditions of the stakeholders involved in the conduct of internships.

### **Article 3: Scope of Agreement**

The partnership agreement is academic, scientific and technological. It mainly covers agricultural areas of common interest and will be carried out through the following tasks:

- Organise and ensure the conduct of work placements for the trainees of the Agricultural Training Centre;
- Reinforce/upgrade the capacities of teachers of the Agricultural Training Centre;
- Strengthen the capacities of the staff of the Host Institution;
- Ensure correct monitoring and evaluation of internships;
- Maximise and document the achievements of the partnership.

The partnership may also extend to other areas of expertise of either party which will agree to develop collaborative projects aiming at strengthening their capacities and those of the beneficiaries.

### **Article 4: Principles of collaboration**

The partnership between the stakeholders is based on the following principles:

- Transparency and mutual trust;
- Fulfillment of the commitments made (including the provision of technically qualified human resources, material resources and others).

### **Article 5: Parties covered by the partnership agreement**

The following stakeholders are covered by this partnership agreement:

- Agricultural Training Centre;
- Trainees and/or their parents/guardians;
- Host institution.



## Article 6: Roles and obligations of the stakeholders

The parties involved agree to perform the following roles and obligations:

### Roles and obligations of the Agricultural Training Centre:

- Establish and submit to the Host Institution at the beginning of the year, a plan for the conduct of internships;
- Establish the internship programmes by considering the specificities of the different specialisation fields of the Agricultural Training Centre in relation to the schedule of activities of the Host Institution;
- Contribute to the running expenses of the Host Institution by paying an agreed amount in lump sum at the end of the internship;
- Involve the professionals of the Host Institution in the theoretical and practical training programmes of the Agricultural Training Centre;
- Inform the trainees and their parents/guardians of the provisions that apply to them in this partnership agreement;
- Inform the trainees and their parents/guardians of the specific conditions of stay in the Host Institution;
- Send the internship scoring model to the Host Institution;
- Take into account the marks given to the student by the Host Institution in the final assessment of the internship;
- Carry out a technical follow-up on the trainees' internship.

### Roles and obligations of the Host Institution:

- Agree to welcome trainees and instructors from the Agricultural Training Centre and offer them facilities for the smooth running of their internship;
- Place the trainees in good learning conditions;
- Create avenues for debate and exchange of ideas with the trainees;
- Ensure proper follow-up of trainees;
- Agree to welcome on its facilities or facilitate the implementation of educational outings organised by the Agricultural Training Centre;
- Provide the Agricultural Training Centre with the internal rules and regulations in written form and the specific rules of conduct for trainees within the Host Institution;
- Introduce the trainee interns to the Host Institution and its rules of conduct;
- Involve its professionals in the supervision of trainees in capacity-building programmes organised by the Agricultural Training Centre;
- Agree to involve its professionals in subjects taught at the Agricultural Training Centre in response to requests;
- Send the intern's evaluation score in a sealed envelope to the Agricultural Training Centre;
- Collaborate with the Agricultural Training Centre on all other matters of common interest.

### Roles and obligations of trainees and/or their parents/guardians:

- Demonstrate a commitment to abide by the internal rules and regulations and the specific rules of conduct laid down by the Host Institution;
- Write their internship report and submit it to the supervising Agricultural Training Centre;
- Commit to bear the cost of their stay on the internship site;
- Commit to taking responsibility for all damage caused by the trainee during their internship.

## Article 7: Capacity building of Host Institutions

To enable the partner Host Institution to benefit from the funding set up by the State to strengthen the capacities of companies hosting trainees, the Agricultural Training Centre should commit itself to contribute to its eligibility.



## Article 8: Communication and publicity

The Agricultural Training Centre should commit itself to highlight the Host Institution through profile-raising measures in the sector of agricultural science and technology, in its press releases both on a national and international level, via its website, publications and its organised events.

The Agricultural Training Centre and the Host Institution may mention this partnership in their communication materials, their press releases and more broadly in all promotion or communication actions, after express and prior agreement from the other party.

## Article 9: Specific conditions of stakeholders

Each party, independently of the provisions of this agreement, may state its specific conditions. Compromises will then be sought in relation to these specific conditions and transferred to the contract.

## Article 10: Duration of the partnership agreement and renewal

The partnership agreement is concluded and signed for a period of THREE (3) renewable years. It is renewed by implied consent, unless one of the parties pulls out of the terms of the contract after giving THREE (3) months' prior notice to the other party before the expiry date of the current agreement.

## Article 11: Modification of the partnership agreement

This partnership agreement is subject to modification by an amendment which will be annexed to it. The party taking the initiative for the modification must, however, inform the other party at least ONE (1) month before the date scheduled for the enforcement of the desired modifications.

The parties will then begin negotiations in order to conclude an agreement.

## Article 12: Code of conduct

Any trainee or instructor on a visit or an internship, when engaged in any activity under the auspices of the Agricultural Training Centre, is deemed to be an enrolled student or a member of the staff of the Host Institution. Therefore, the student or the staff member should abide by the code of conduct of the Host Institution.

## Article 13: Disputes settlement

In the event of any dispute as to the application of this contract, amicable agreement must be favoured. However, for any dispute that cannot be resolved amicably, the parties agree to refer it to the competent jurisdictions of .....  
(*name of country*).

## Article 14: Commencement

This partnership agreement comes into effect from the date of signature by both parties.

Signed on THREE (3) original copies at ..... (*Place of signature*), on ..... (*Date of signature*)

The signatories:

**The Agricultural Training Centre**

**The Host Institution**

Signature:.....

Signature:.....

Name in full:.....

Name in full:.....

Title/Designation:.....

Title/Designation:.....

