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ERASMUS-EDU-2024-CB-VET

SPARKLE

D3.4 MODEL MEMORANDUM OF UNDERSTANDING – TYPE 1

Cooperation among TVET Organisations for an Integrated and Labour-Market Responsive Training Offer

Supporting Productive jobs, Awareness and Resilience through Knowledge and Learning for Electrotechnicians

Proposal number: 101182990

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MEMORANDUM OF UNDERSTANDING

between

[**Name of TVET Organisation 1**], having its registered office at [address], represented by [name, position], hereinafter referred to as "TVET Organisation 1",

and

[**Name of TVET Organisation 2**], having its registered office at [address], represented by [name, position], hereinafter referred to as "TVET Organisation 2",

jointly referred to as "the Parties".

Preamble

This Memorandum of Understanding is developed within the framework of SPARKLE, an Erasmus+ Capacity Building in the Field of Vocational Education and Training project aimed at strengthening the capacity of TVET organisations to respond effectively to labour-market and community needs.

SPARKLE promotes a demand-driven and locally led approach to vocational education and training, strengthening the capacity of TVET providers to engage with local communities, employers, enterprises, business organisations, public authorities, civil society and other relevant stakeholders in skills assessment, anticipation and training development.

The Project specifically aims to strengthen mixed collaborative networks among TVET institutions, tertiary education organisations and third-sector entities and to promote synergies capable of diversifying training provision in response to labour-market needs.

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Within this framework, the Parties recognise that effective TVET provision requires cooperation among training institutions rather than isolated institutional responses. Such cooperation should allow institutions to combine their respective expertise, facilities, trainers, learning resources, stakeholder relations and labour-market intelligence in order to develop a progressively more integrated, complementary and labour-market responsive training offer.

During SPARKLE, this cooperation shall be particularly tested and strengthened through the electrotechnology training pathway developed by the Project. The cooperation framework established by this MoU is, however, intended to be applicable to other occupational profiles, economic sectors and training areas identified by the Parties on the basis of evolving skills needs.

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The Parties therefore agree as follows.

Article 1 – Purpose

The purpose of this Memorandum of Understanding is to establish a structured framework for cooperation between the Parties aimed at strengthening the quality, relevance, accessibility and responsiveness of TVET provision.
In particular, the Parties intend to move from potentially fragmented institution-based training provision towards a more coordinated and complementary approach, while maintaining their respective institutional autonomy.
The cooperation shall seek to:
a. strengthen institutional cooperation and exchange of knowledge and expertise;
b. improve the capacity of the Parties to identify and anticipate labour-market and skills needs;
c. promote complementarity between existing and future training programmes;
d. support the joint development, adaptation and improvement of curricula, modules and learning resources;
e. strengthen cooperation with employers and other local stakeholders;
f. improve practical and work-related learning opportunities;
g. promote the sharing and efficient use of available expertise, equipment, facilities and learning resources;
h. support trainer professional development and peer learning;
i. strengthen learners' transition towards employment, self-employment and further education and training;
j. establish a sustainable mechanism for cooperation extending beyond the duration of the SPARKLE Project.

Article 2 – Guiding Principles

Cooperation under this MoU shall be guided by the principles of:

- **Local ownership**. Priorities and cooperation activities shall be determined according to local and national needs and the mandates of the Parties.
- **Complementarity**. Cooperation shall seek to build upon the respective strengths and capacities of each institution and reduce unnecessary duplication.
- **Labour-market relevance**. Training provision shall be informed, to the extent possible, by evidence concerning current and emerging occupational and skills needs.
- **Stakeholder participation**. Employers, businesses, public institutions, civil society organisations, education and training actors and other relevant stakeholders shall be engaged, where appropriate, in the identification of needs and development and review of training provision.
- **Quality and continuous improvement**. The Parties shall promote systematic

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feedback, monitoring and periodic review of their cooperation and training provision.

- **Inclusion and equal opportunity**. Particular attention shall be given to equitable access to TVET, including for women, young people facing socio-economic barriers, persons with disabilities and other groups experiencing barriers to education, training or employment.
- **Sustainability**. Cooperation mechanisms shall, wherever possible, be embedded in the ordinary institutional practices of the Parties.

Article 3 – Areas of Cooperation

The Parties may cooperate in one or more of the following areas:
a. labour-market intelligence and skills-needs assessment;
b. mapping and review of existing training provision;
c. curriculum and programme development or adaptation;
d. development of learning outcomes, training modules and teaching resources;
e. development of practical and work-based learning opportunities;
f. exchange of trainers, instructors and technical staff;
g. continuous professional development of trainers;
h. sharing or coordinated use of workshops, laboratories, equipment and training facilities, subject to availability and institutional rules;
i. learner guidance and referral;
j. cooperation with employers, enterprises, business associations, public institutions and civil society;
k. entrepreneurship and self-employment support;
l. quality assurance and evaluation;
m. inclusion, accessibility and gender-responsive TVET;
n. digital and innovative teaching methodologies;
o. dissemination and exchange of good practices;
p. other areas jointly identified by the Parties.

Article 4 – Integrated and Complementary Training Provision

The Parties shall cooperate towards the progressive development of an integrated and complementary TVET offer at national and local level.
For this purpose, the Parties shall periodically map their respective training programmes, technical expertise, teaching capacities, facilities, equipment, learning resources and relationships with employers and other stakeholders.
The mapping shall help identify complementarities, gaps, unnecessary overlaps, opportunities for specialisation and areas in which joint development would add value.
On the basis of such mapping and available labour-market evidence, the Parties shall seek to:
a. coordinate the development and updating of training programmes in shared strategic areas;
b. reduce unnecessary duplication while preserving institutional autonomy;

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c. identify emerging occupations, competencies and skills requirements;
d. develop common or mutually complementary learning modules and training pathways, where appropriate;
e. enable learners, where feasible and permitted under applicable institutional and national rules, to benefit from expertise, equipment, facilities or learning opportunities available within either institution;
f. share or jointly develop teaching and learning resources;
g. facilitate cooperation and peer learning among trainers and technical staff;
h. explore learner referral and progression arrangements between complementary training opportunities;
i. involve employers and other relevant stakeholders in the design, review and validation of training provision;
j. develop coordinated responses to identified local and national skills needs.
Nothing in this Article shall be interpreted as creating a merger between the Parties, a new legal entity or an obligation to transfer institutional authority from one Party to the other.

Article 5 – Joint Training Planning Cycle

The Parties shall endeavour to establish a common planning and review process based on the following cycle:
Labour-market intelligence → Joint skills-needs analysis → Mapping of existing training provision → Identification of gaps and overlaps → Co-design or adaptation of training → Delivery → Employer and learner feedback → Review and improvement of training provision.
The cycle shall be implemented periodically and proportionately to the Parties' available resources and institutional capacities.
Information collected through cooperation with local stakeholders shall constitute an important input to this process.

Article 6 – Labour-Market Intelligence and Skills Anticipation

The Parties shall cooperate in collecting, exchanging and analysing information concerning labour-market developments and current and emerging skills needs.
Sources may include:
a. employers and enterprises;
b. business and employer associations;
c. entrepreneurs and MSMEs;
d. local and national public authorities;
e. labour-market and development agencies;
f. civil society organisations;
g. education and training organisations;
h. graduates and learners;
i. sector experts and professionals;
j. relevant studies, statistics and labour-market information.

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The Parties shall use such evidence, where appropriate, to inform the design, revision and prioritisation of training provision.

Article 7 – Stakeholder Engagement

The Parties recognise that stakeholder engagement is an integral component of an effective TVET system.

They shall therefore seek to develop and maintain structured relationships with relevant local stakeholders, including employers, companies, entrepreneurs, business associations, public authorities, local development actors, civil society organisations, education and training actors and policy makers.

Stakeholder engagement may include:

a. skills-needs consultations;
b. validation of occupational profiles and learning outcomes;
c. curriculum review;
d. participation of professionals in training;
e. workplace visits;
f. internships, apprenticeships or other forms of work-based learning, where applicable;
g. access to technical expertise and equipment;
h. career guidance and employment information;
i. feedback on graduates' skills and preparedness;
j. identification of barriers to participation in training and employment.

Stakeholder cooperation may be formalised through the **SPARKLE Model Memorandum of Understanding – Type 2: Cooperation between TVET Organisations and Local Stakeholders**.

Article 8 – Cooperation in Electrotechnology and Other Training Areas

During the SPARKLE implementation period, the Parties shall give particular attention to cooperation concerning the electrotechnology pathway developed within the Project.

The Parties may cooperate in reviewing occupational requirements, adapting training content, strengthening practical learning, developing trainers' technical and pedagogical capacities and engaging relevant employers and industry actors.

The cooperation framework established by this MoU shall not, however, be restricted to electrotechnology.

It may progressively be extended to other occupational profiles and sectors according to identified labour-market needs.

In Sierra Leone, SPARKLE identifies, inter alia, mining, construction and manufacturing as relevant sectors for electrotechnical skills. In Uganda, relevant sectors identified include energy, construction, hotels and tourism, manufacturing and agro-processing.

Article 9 – Trainers, Staff and Knowledge Exchange

The Parties shall encourage cooperation among trainers, instructors, managers and technical staff.

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Activities may include peer learning, joint workshops, technical demonstrations, co-development of learning materials, exchange of methodologies, observation of training activities and other forms of professional development.
Where appropriate, expertise and tools developed through SPARKLE shall be integrated into these activities.

Article 10 – Learner Opportunities

Subject to applicable national regulations and institutional procedures, the Parties may cooperate to expand opportunities available to learners through:
a. access to complementary training activities;
b. practical workshops and laboratories;
c. joint seminars and technical sessions;
d. career guidance;
e. exposure to employers and workplaces;
f. entrepreneurship initiatives;
g. referrals to complementary learning opportunities.
Any formal recognition, certification or transfer of learning shall remain subject to the applicable national regulatory framework and the competent authorities.

Article 11 – Coordination Mechanism

Each Party shall appoint at least one MoU Focal Point responsible for facilitating implementation.
The Focal Points shall periodically review:

- activities undertaken;
- information received from stakeholders;
- emerging skills needs;
- opportunities for joint training activities;
- implementation constraints;
- results and lessons learned;
- priorities for the following period.

The Parties may establish a small Joint Coordination Group where this is considered useful.
The coordination mechanism shall remain light and shall not create a new legal or administrative entity.

Article 12 – Inclusion, Gender Equality, Accessibility and Safeguarding

The Parties shall promote equal access to the opportunities arising from this cooperation and shall seek to remove barriers affecting participation in TVET.
Special attention shall be given, where relevant, to women, vulnerable young people, persons with disabilities and persons experiencing socio-economic disadvantage.
All activities involving learners shall comply with applicable safeguarding, occupational health and safety and institutional requirements.

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Article 13 – Monitoring and Review

The Parties shall periodically review implementation of this MoU.
Monitoring may consider, as relevant:

- joint activities implemented;
- programmes or modules reviewed or developed;
- trainers involved;
- learners benefiting from cooperation;
- stakeholders engaged;
- labour-market information collected;
- resources or facilities shared;
- practical learning opportunities generated;
- improvements introduced in training provision.

Monitoring shall primarily support institutional learning and continuous improvement.

Article 14 – Financial Arrangements

This MoU does not in itself create any financial obligation between the Parties.
Activities requiring financial resources shall be implemented subject to the availability of funds and, where necessary, shall be governed by separate written arrangements.
Each Party shall normally bear its own costs unless otherwise agreed in writing.

Article 15 – Confidentiality, Data and Information

The Parties shall handle confidential information and personal data exchanged under this cooperation in accordance with applicable laws, regulations and institutional policies.
Information identified as confidential shall not be disclosed to third parties without the prior consent of the originating Party, unless disclosure is required by law.

Article 16 – Intellectual Property and Use of Materials

Each Party shall retain ownership of materials, methodologies and intellectual property developed independently prior to this MoU.
The ownership and permitted use of jointly developed materials shall be agreed between the Parties, taking into consideration any applicable SPARKLE and Erasmus+ requirements.

Article 17 – Nature of the Memorandum

This Memorandum expresses the Parties' intention to cooperate in the areas described herein.
Unless expressly stated otherwise in a separate written agreement, it does not create a partnership, joint venture, employment relationship or separate legal entity.

Article 18 – Duration, Amendment and Withdrawal

This MoU shall enter into effect on the date of the last signature and shall remain valid for [three/five] years, unless otherwise agreed.

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It may be renewed or amended by written agreement of the Parties.
Either Party may withdraw from the MoU by providing [60/90] days' written notice to the other Party.
Where possible, withdrawal shall not adversely affect activities already underway involving learners or third parties.

Article 19 – Settlement of Differences

Any difference concerning the interpretation or implementation of this MoU shall be addressed through consultation and dialogue between the Parties.
The Parties shall seek an amicable solution consistent with the cooperative nature of this Memorandum.

Article 20 – Sustainability

The Parties shall endeavour to maintain the cooperation mechanisms, stakeholder relationships, information flows and joint planning practices developed under this MoU beyond the duration of the SPARKLE Project.

Signatures

For TVET Organisation 1
Institution:
Name:
Position:
Date:
Signature:

For TVET Organisation 2
Institution:
Name:
Position:
Date:
Signature:

Application under SPARKLE
Uganda: Shoreline Technical Institute (STI) – Namulanda Technical Institute (NATI)
Sierra Leone: Milton Margai Technical University (MMTU) – Freetown Polytechnic, Kissy Campus (FP).
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