

# D3.1: Action plan to build the capacity of teachers, managers and in-company tutors

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# D3.1: Action plan to build the capacity of teachers, managers and in-company tutors

T3.1 Definition of Learning Outcomes needed by teachers, managers and in-company-tutors

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## Dissemination Level

PU - Public	
SEN - Sensitive	

### D3.1 Action plan to build the capacity of teachers and managers for EPS SJB (Benin), CFP Don Bosco (Burkina Faso) et IFPTDB (Cameroon).

Task	Theme	Target group	Analysis/Conclusions	Learning outcomes	Activities	Timeframe	Countries
T3.3 Capacity building for managers, teachers and in-company tutors focusing on Work-Based-Learning	Work based learning and alternance scheme	Managers Teachers	<p><b><u>Managers:</u></b></p> <ul style="list-style-type: none"> <li>- Most managers report that their training centres have mainly basic or intermediate knowledge of Work-Based Learning (WBL) and alternance schemes. This topic is also identified as the area where trainers most need skill development.</li> <li>- The concept most familiar to managers is “internship” and “micro-stage” (short-term placements), whereas knowledge of dual learning/apprenticeship, simulated learning environments, project-based learning with companies, and workplace learning outcomes remains limited or largely unknown.</li> <li>- Dual learning is the WBL approach that managers most frequently identify as needing reinforcement.</li> </ul> <p>Key challenges in implementing WBL across the three countries</p>	<p><b><u>Managers:</u></b></p> <ul style="list-style-type: none"> <li>→ Managers have a clear understanding of the different applications and added value of WBL models and alternance schemes.</li> <li>→ VET centres can propose curricula aligned with labour market and company needs by integrating workplace learning outcomes, real professional tasks, and sector-specific competencies.</li> <li>→ VET centres develop structured and formal partnerships with companies, including cooperation agreements defining mentoring roles and learning objectives.</li> <li>→ VET centres identify and apply strategies to increase employer engagement, motivation, and commitment to mentoring students during WBL placements.</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Online training session and follow upon identified needs.</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> <li>- Follow-up sessions according to the needs of African partners and good practices selected to be implemented by the African partners.</li> </ul>	M12-28	<p>Cameroon: strengthen relation with companies through a formal partnership</p> <p>Burkina and Benin to follow the example of Benin: organisation of post-internship meetings, where companies, teachers and sometimes parents discuss market developments</p>



include:

- Misalignment between curricula and company needs
- Low student motivation
- Limited employer engagement
- Insufficient staff training in WBL

**Teachers:**

- Most teachers report intermediate or advanced knowledge of WBL, although some (particularly in Burkina Faso) indicate basic familiarity.

- Internships are the most recognized form of WBL in all three countries. Teachers suggest additional support and training in dual learning/apprenticeships, project-based learning with companies, and, to a lesser extent, work-based assessment methods. Simulated learning environments are currently not applied in any of the centres.

Teachers assess students' learning outcomes during WBL placements using:

- Internship reports and information from hosting

→ VET centres establish quality assurance mechanisms for WBL and alternance schemes, including monitoring tools, feedback loops, and improvement actions.

**Teachers:**

→ Design learning tasks and assignments linked to real workplace activities, helping learners connect theory with practice.

→ Integrate real-life professional scenarios into teaching and preparation for WBL placements.

→ Support and motivate learners before, during, and after WBL placements, fostering responsibility, autonomy, and professional behaviour.

→ Apply mentoring techniques to guide students' learning, reflection, and skills development in workplace settings.



			<p>companies</p> <ul style="list-style-type: none"> <li>• Interviews with in-company tutors</li> <li>• On-site observations</li> <li>• Practical exercises</li> <li>• Evaluation forms or grids</li> </ul> <p>Teachers' primary expectations from job-shadowing experiences in Europe include:</p> <ul style="list-style-type: none"> <li>• Updating and modernizing professional skills</li> <li>• Applying innovation and creativity in workplace settings</li> <li>• Developing mentoring skills to guide students and foster responsibility</li> <li>• Learning new evaluation, observation, and analytical methods</li> <li>• Gaining hands-on experience in professional environments</li> <li>• Enhancing practical, digital, non-technical (life) and intercultural competencies</li> <li>• Deepening understanding of theoretical knowledge through practice</li> <li>• Acquiring new working methods and career planning insights</li> </ul>	<p>→ Collaborate effectively with company tutors, clarifying expectations, monitoring progress, and addressing challenges during placements.</p> <p>→ Use and adapt appropriate assessment methods for WBL, including observation, evaluation grids, interviews, practical exercises, and feedback from companies.</p> <p>→ Evaluate learning outcomes achieved during WBL placements, focusing on technical, digital, non-technical (life), and transversal competencies.</p> <p>→ Apply new evaluation, observation, and analytical methods inspired by European job-shadowing and international practices.</p>			
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- Exposure to modernized practices, innovation, and creativity

**General considerations:**

- VET centres require greater engagement from company tutors to provide effective mentoring and support for students during internships.
- In Cameroon, partnerships with companies could be strengthened through formal and more structured agreements.
- Training programmes should incorporate more real-life professional scenarios to help learners apply theoretical knowledge effectively in the workplace.
- Learners currently do not receive basic equipment kits before placements, which could enhance their autonomy and effectiveness in practical tasks.
- Greater emphasis could be placed on real working conditions, such as organizing visits to construction sites, to better familiarize learners with the



			realities of the profession.				
T3.4 Capacity building for managers to lead a VET center in terms of : green and digital transition, social inclusion, gender equality, entrepreneurship, common values	Green transition	Managers	<ul style="list-style-type: none"> <li>- The majority of respondents across the three countries report that their training centre have only basic or no knowledge of the green transition.</li> <li>- All respondents agree that trainers need to further develop their expertise in green transition-related topics.</li> <li>- The current integration of green transition actions within training centres is assessed as minimal to moderate.</li> <li>- Some awareness-raising activities on environmental protection and green practices are implemented in the three centres; however, good practices from European partners could add significant value according to the respondents.</li> <li>- The need for trained staff, access to updated training programmes, and appropriate materials and infrastructure has been identified.</li> <li>- Training centres in all three</li> </ul>	<ul style="list-style-type: none"> <li>→ VET centres reinforce their knowledge regarding the green transition.</li> <li>→ VET centres strengthen trainers' expertise in green transition-related topics.</li> <li>→ VET centres enhance the integration of green transition initiatives into their curricula and operations.</li> <li>→ VET centres integrate some best practices from European partners to enhance environmental awareness and sustainable practices.</li> <li>→ Vocational training centres provide staff with access to better, up-to-date training materials, programmes and the infrastructure needed to support green initiatives.</li> <li>→ VET centres are able to foster partnerships with local organizations and NGOs to promote and implement green transition projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> <li>- Online training session (Synchronous and asynchronous)</li> </ul>	M12-18	<p>Basic or no knowledge especially Burkina and Bénin</p> <p>Only Benin has a designated person responsible for managing green/environmental topics in the school</p>

			countries actively collaborate with local associations and NGOs on green transition-related topics.				
Digital transition	Managers	<ul style="list-style-type: none"> <li>- The majority of respondents across the three countries report that their training centres have only basic or no knowledge of the digital transition.</li> <li>- All respondents agree that trainers should further develop their expertise in digital skills.</li> <li>- The level of integration of digital tools by staff and teachers is assessed as low to medium in Benin, very low to medium in Burkina Faso, and medium to good in Cameroon.</li> <li>- Beyond digital student management systems, the most commonly used digital tools in teaching are online learning platforms such as Moodle and Google Classroom, etc.</li> <li>- Digital tools are rarely used for student assessment, virtual laboratories, simulations, or digital content creation.</li> </ul>	<ul style="list-style-type: none"> <li>→ VET centres strengthen their overall understanding of the digital transition and its relevance to vocational training.</li> <li>→ VET centres try to enhance trainers' digital competencies to ensure effective integration of technology in teaching.</li> <li>→ VET centres support the adoption and consistent use of digital tools across staff and teaching activities.</li> <li>→ VET centres promote the expansion and diversification of the use of digital platforms and resources to enrich teaching and learning processes.</li> <li>→ VET centres promote the application of digital tools for assessment, simulations, virtual labs, and interactive learning.</li> <li>→ VET centres promote the creation and integration of digital content and e-learning</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Online training session (Synchronous and asynchronous)</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> </ul>	M12-18	Cameroon: intermediate use of digital tools in practical/technical training is	



			<ul style="list-style-type: none"> <li>- The development of digital content and e-learning materials remains basic in all three countries, and the use of digital tools in practical and technical training is low.</li> <li>- The most relevant digital capacity-building activity identified is training trainers in digital pedagogy.</li> </ul>	<p>materials, including practical and technical training contexts.</p> <p>→ VET centres support capacity-building activities that train educators in effective digital pedagogy.</p>			
	Social inclusion	Managers	<ul style="list-style-type: none"> <li>- The majority of respondents across the three countries indicate that their training centres have only basic knowledge on social inclusion (only Cameroun declares intermediate/advanced knowledge).</li> <li>- All respondents agree on the need for additional training on social inclusion and especially inclusion of students with disabilities.</li> <li>- In Burkina Faso, training centres express the need to improve the inclusion of students with visual impairments, which they are currently unable to adequately support.</li> <li>- Although teachers apply certain</li> </ul>	<p>→ VET centres are able to strengthen their capacity to provide inclusive support for students with visual impairments.</p> <p>→ VET centres are able to implement comprehensive training and awareness initiatives to promote inclusive teaching practices for students with disabilities.</p> <p>→ VET centres are able to expand and deepen partnerships with associations, NGOs, and other stakeholders to enhance inclusion initiatives.</p>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Online training session (Synchronous and asynchronous)</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> </ul>	M12-18	Cameroun declares intermediate/advanced knowledge

			<p>inclusive strategies—such as adapted learning materials, flexible examination arrangements and additional time for exams—there is a clear need for further training and awareness-raising on the inclusion of students with disabilities.</p> <p>- All three centres collaborate with external partners (associations, NGOs, etc.); however, these collaborations could be further strengthened to better support inclusion initiatives.</p>			
Entrepreneurship	Managers	<p>- Entrepreneurship is included in the training programmes of the 3 VET centres. The skills generally taught include self-confidence, initiative, business plan development, business creation and management, and support in drafting entrepreneurial projects.</p> <p>- Burkina Faso does not have a dedicated service or team for entrepreneurial support. In the other countries, staff are available to address entrepreneurship-related topics, although this is not their sole responsibility.</p> <p>- There is a need to strengthen</p>	<p>→ Trainers are able to transfer to learners basic entrepreneurial skills, and build self-confidence, initiative, business planning, and understanding the principles of starting and managing a business.</p> <p>→. VET centres organize or strengthen support for learners' entrepreneurial development through appropriately identified human resources.</p> <p>→ VET centres provide learners with the capability to design, structure, and implement a viable entrepreneurial project.</p>	<p>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</p> <p>- Online training session (Synchronous and asynchronous)</p> <p>- Sharing of good practices, tools and</p>	M12-18	Cameroon Benin Burkina Faso



			<p>skills related to business creation and management, business plan development, project financing, and leadership, as many learners aspire to entrepreneurship but relatively few succeed in implementing their projects.</p> <ul style="list-style-type: none"> <li>- Some partners have established partnerships that encourage business creation, including, in some cases, the involvement of coaches or representatives from companies.</li> </ul>	<p>→ VET centres are able to establish and leverage partnerships with economic actors to foster and support learners' entrepreneurial activities.</p>	<p>methods by French and Italian experts.</p> <ul style="list-style-type: none"> <li>- Follow-up sessions according to the needs of African partners and good practices selected to be implemented by the African partners.</li> </ul>		
Gender equality	Managers	<ul style="list-style-type: none"> <li>- Some female learners in Burkina Faso report experiencing stigmatisation from men within their professional fields.</li> <li>- Three quarters of respondents implement awareness-raising activities aimed at promoting women's participation in vocational education and training.</li> <li>- An increasing number of respondents have reduced or eliminated tuition fees for girls and have observed a rise in female enrolment as a result.</li> <li>- Respondents in Cameroon and</li> </ul>	<p>→ VET centres are able to design and implement complementary activities to promote gender equality.</p> <p>→ VET centres are able to identify and challenge stereotypes and stigma against girls in male-dominated professions.</p> <p>→ VET centres are able to establish inclusive and gender-sensitive measures to facilitate access, participation, and retention of female learners, especially those from vulnerable backgrounds, including in male-</p>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> <li>- Online follow up</li> </ul>	M12-18	<p>Respondents in Burkina Faso do not wish to carry out additional activities to promote gender equality.</p> <p>The other two countries do.</p>	



			<p>Benin express the intention to introduce additional activities to further strengthen gender equality within VET centres.</p> <ul style="list-style-type: none"> <li>- In Benin, the VET centre applies a 20% reduction in tuition fees for girls, provide personalised support, encourage their involvement in decision-making processes, and have adopted a gender policy to improve learning conditions.</li> <li>- In Cameroon, support measures include scholarships for girls, priority given to women in the recruitment of trainers, and a 25% reduction in tuition fees for female learners.</li> <li>- In Burkina Faso, the training centre provides full scholarships to learners from vulnerable families, including girls; however, no gender-specific programmes are currently in place.</li> </ul>	dominated fields. Including for female learners and female staff.	sessions upon identified needs		
Common values	Managers	<ul style="list-style-type: none"> <li>- Participants express a desire to learn more about European culture and social norms.</li> <li>- Participants are interested in professional integration in</li> </ul>	<ul style="list-style-type: none"> <li>→ VET centres are able to understand key aspects of European culture and workplace norms.</li> <li>→ VET centres are able to understand the European</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR.</li> </ul>	M12-18	Analysis mainly drawn from partners in Benin and Cameroon	



			<p>Europe..</p> <ul style="list-style-type: none"> <li>- Participants wish to improve their understanding of the European labour market, including its characteristics, opportunities and expectations.</li> </ul>	<p>professional environments. → VET centres are able to identify the main characteristics and opportunities of the European labour market.</p>	<p>Training sessions and coaching of African managers according to identified learning outcomes.</p> <ul style="list-style-type: none"> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> </ul>		
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<p>T3.5 Capacity building for teachers focusing on digital teaching</p>	<p>Digital teaching</p>	<p>Teachers</p>	<p>Digital tools are mainly used to support lessons and conduct research, with limited application beyond these functions.</p> <p>The use of digital tools could be expanded to complement and enhance traditional teaching, support the assessment of formal and informal learning, and serve as inclusive tools for students with learning disabilities. There is also a need for deeper exploration of artificial intelligence.</p> <p>The proportion of learning activities delivered using digital tools—both by teachers and through student assignments—ranges from low to moderate.</p> <p>Students are introduced to certain specific digital programmes, particularly for drawing and programming, but overall exposure remains limited.</p> <p>Digital repositories where students can access all course-related digital materials are not commonly in place.</p> <p>All respondents agree that</p>	<p>→ Trainers can expand the use of digital tools beyond lesson support and research, integrating them into assessment, inclusive learning, and practical applications.</p> <p>→ Trainers can incorporate digital tools to complement and enhance traditional teaching methods and engage students in diverse learning activities.</p> <p>→ Trainers can increase the proportion of learning activities delivered using digital tools, both in teaching and student assignments.</p> <p>→ Trainers introduce students to a broader range of digital programs, including advanced applications for drawing, programming, and technical skills.</p> <p>→ Trainers develop and maintain digital repositories to ensure students have consistent access to all course-related materials.</p> <p>→ Trainers enhance their digital</p>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Online training session (Synchronous and asynchronous)</li> <li>- Sharing of good practices, tools and methods by French and Italian managers.</li> </ul>	<p>M18-28</p>	<p>Cameroon Benin Burkina Faso</p>
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improving teachers' digital teaching skills would increase student engagement and enhance learning performance.

A clear need has been identified for continuous training of teachers, particularly in artificial intelligence and emerging digital technologies.

teaching skills to improve student engagement and learning outcomes.

→ Trainers develop their knowledge of artificial intelligence and emerging digital technologies in order to keep their digital skills up to date.

<p>T3.6 Capacity building for teachers focusing on innovative pedagogical approach (support training for learners with special needs, skills-based assessment....)</p>	<p>Innovative teaching approach</p>	<p>Teachers</p>	<ul style="list-style-type: none"> <li>- The majority of teachers report integrating some innovative teaching practices, most commonly the use of AI support tools, educational games, and activities that promote collaboration among students.</li> <li>- Learner-centred teaching approaches are the most frequently used, followed by teacher-centred approaches.</li> <li>- Only a small number of trainers apply inclusive pedagogical approaches such as cooperative learning, differentiated or individualised instruction, and flexible grouping, and training materials addressing dyslexia and other special educational needs remain scarce or insufficient.</li> <li>- Design thinking approaches, experiential learning (such as simulations and fieldwork), and project-based learning (hands-on projects and case studies) are largely absent or insufficiently applied.</li> <li>- Collaborative lesson planning between teachers, including co-</li> </ul>	<ul style="list-style-type: none"> <li>→ Trainers integrate innovative teaching practices, including AI-supported tools, educational games, and collaborative activities, into their lessons.</li> <li>→ Trainers apply learner-centred teaching approaches effectively while balancing teacher-centred strategies when appropriate.</li> <li>→ Trainers implement inclusive pedagogical approaches, such as cooperative learning, differentiated instruction, flexible grouping, and materials supporting students with special educational needs.</li> <li>→ Trainers incorporate experiential learning methods such as design thinking, and project-based learning, including simulations, fieldwork, hands-on projects, and case studies.</li> <li>→ Trainers know how to better collaborate with colleagues in lesson planning and co-teaching arrangements to enhance teaching quality and learner outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadowing for African staff to VET providers to Italy, Scuola Centrale Formazione and to France, SEPR. Training sessions and coaching of African managers according to identified learning outcomes.</li> <li>- Online training session (Synchronous and asynchronous)</li> <li>- Sharing of good practices, tools and methods by French and Italian managers</li> </ul>	<p>M18-28</p>	<p>Cameroon Benin Burkina Faso</p>
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			teaching arrangements that combine classes, is rarely practiced.				
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### D3.1 Action plan to build the capacity of in-company tutors in Benin, Burkina Faso and Cameroon.

Task	Theme	Target group	Analysis/Conclusions	Learning outcomes	Activities	Timeframe	Countries
T3.3 Capacity building for managers, teachers and in-company tutors focusing on Work-Based-Learning	Work based learning and alternance scheme	In-company tutors	<ul style="list-style-type: none"> <li>- Well-established collaboration between VET centres and companies. Recognised value of partnerships with VET centres, but need for strengthening.</li> <li>- Despite collaborating with VET centres on average more than 5 years (in some cases even 10 years), companies do not collaborate in developing and adaptation of curricula (especially in Cameroon and Benin).</li> <li>- Companies face difficulties when recruiting graduates due to limited professional experience, insufficient soft skills, and additional costs required for workplace training.</li> <li>- Training programmes do not always sufficiently reflect current labour market needs and workplace realities, creating a gap between training and employment.</li> </ul> <p><u>Special needs for each countries:</u></p> <ul style="list-style-type: none"> <li>- <b>Benin:</b> Companies need better integration of internships into training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>→ VET centres and companies are able to strengthen structured and sustainable partnerships that better support learners' employability.</li> <li>→ Companies learn how to better communicate labour market needs and workplace realities to training providers to improve programme relevance.</li> <li>→ Companies in Benin are able to better design and host structured internships aligned with training programmes.</li> <li>→ Companies in Cameroon are able to better engage directly with students through practical activities and workplace-based exchanges.</li> <li>→ Companies in Burkina Faso learn how to better initiate and formalise partnerships with training centres to strengthen professional networks.</li> <li>→ Companies learn how to collaborate more closely with</li> </ul>	<ul style="list-style-type: none"> <li>- Online training session(s)</li> <li>- Sharing of good practices, tools and methods by French and Italian experts.</li> <li>- Follow-up sessions according to the needs of African stakeholders and good practices selected to be implemented by the African stakeholders</li> </ul>	M12-28	Benin, Cameroon and Burkina Faso  Cameroon and Benin: no collaboration with companies in developing and modifying curricula



			<ul style="list-style-type: none"> <li>- <b>Cameroon:</b> Companies need more direct practical exchanges with students.</li> <li>- <b>Burkina Faso:</b> Companies need greater awareness and easier partnerships to strengthen professional networks.</li> </ul>	<p>schools to share professional and entrepreneurial experience, raise learners' awareness of career opportunities, and promote health, safety and environmental standards.</p>			
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## Annexes

Documents	Source or Link/Location
Training Needs on Transversal Topics (Teachers) - VET-POWER	<a href="https://docs.google.com/forms/d/e/1FAIpQLSfwhlPeEbeshaVPcOYn1E0gpK9ULh_WkYiy_LywYC0TzFr5Q/viewform?usp=preview">https://docs.google.com/forms/d/e/1FAIpQLSfwhlPeEbeshaVPcOYn1E0gpK9ULh_WkYiy_LywYC0TzFr5Q/viewform?usp=preview</a>
Training Needs on Transversal Topics (Managers) - VET-POWER	<a href="https://docs.google.com/forms/d/e/1FAIpQLSc1f41MS7SzcPTZwOTyS4eq6iEdA6TH7JYlw5rVXR0Jrf_t9iA/viewform?usp=preview">https://docs.google.com/forms/d/e/1FAIpQLSc1f41MS7SzcPTZwOTyS4eq6iEdA6TH7JYlw5rVXR0Jrf_t9iA/viewform?usp=preview</a>
Company questionnaire - VET-POWER	<a href="https://docs.google.com/forms/d/e/1FAIpQLSenutLAdEEROUCM8d4k2hGLBbuFPIE6boouWtCJMQR1QgVUJw/viewform?usp=preview">https://docs.google.com/forms/d/e/1FAIpQLSenutLAdEEROUCM8d4k2hGLBbuFPIE6boouWtCJMQR1QgVUJw/viewform?usp=preview</a>
Deliverable 2.1: <i>Skills gap analysis in Electricity and Recommendations</i> - VET-POWER	<a href="https://drive.google.com/file/d/1T0nhP9r-wC1hJFd0WWm1JgVOcufLQ7U2/view?usp=sharing">https://drive.google.com/file/d/1T0nhP9r-wC1hJFd0WWm1JgVOcufLQ7U2/view?usp=sharing</a>