



Research into best practice of internships throughout Europe

Report for Policy Makers
Regarding Benefits of the
YouthEmploy Model



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1. EXECUTIVE SUMMARY

This report presents the findings of the research carried out by Tecnia during the research phase of the Project. The main goal has been to identify best practice of various internship programmes throughout Europe. This information will be assimilated into the outputs of the project.

According to the “Gateways to the Professions Collaborative Forum” an internship is “where an individual works so as to gain relevant professional experience before embarking on a career. Well managed, high-quality internships should be beneficial to both employer and intern. The intern should develop professional skills and an understanding of a profession by undertaking work of value for an employer, enhancing their future employability and creating a new, highly-talented future workforce. In addition, employers can use internship programmes to directly identify and recruit motivated and capable individuals” but the role of internship is not clear and is unequal in different EU countries, as indicated by this desk research.

This report outlines those differences based on the analysis of Internship and other workplaces based-arrangements, in order to homogenize criteria and detect good practices that could be transferable to the project model.

It must be said that the existence of such different visions has represented a real challenge for the desk research and we have focused our research in traineeship programmes as a predominant trend with a common Europe-wide vision in relation to the Internships.

We have also made special focus on the role of the organisations facilitating the communication between the employers and the interns, as we consider these organisations (mostly training centers) to be the most crucial actors of the process.

The best practices described in the report are outlined with the objective of facilitating the administrative management of the internship programmes, supporting the future professional development of the interns, assisting and monitoring the internship and its planning and demonstrating the skills and experience the interns have gained during the internship.

2. INTRODUCTION

2.1 Background to and purpose of the report

Last February 26, the European Commission published “Addressing youth unemployment in the European Union”¹. The document explains the young employment as a priority for the EU and there is an urgent need to act in this approach given that:

- More than 5 million young people aged 15-24 are unemployed in the EU today.
- This represents an unemployment rate of 21.9% (23.7% in the euro area). This means that more than one in five young Europeans on the labour market cannot find a job. In Greece and Spain, it is even one in two.
- More than 33% of unemployed people under 25 had been unemployed for more than a year in 2013. 7.5 million Young Europeans between 15 and 24 are not employed not in education and not in training (NEETs).
- The gap between the countries with the highest and the lowest unemployment rates for young people remains extremely high. There is a gap of more than 40 percentage points between the Member State with the lowest rate of youth unemployment (Germany at 7.4% in November 2014) and the Member State with the highest rate, Spain (53.5%). Spain is followed by Greece (49.8% in September 2014), Croatia (45.5% in the third quarter 2014) and Italy (43.9%).
- The unleashed potential of job mobility to help tackle youth unemployment remains to be further developed: EU surveys show that young people are the group most likely to be mobile.
- Transition phase for young people from education to the labour market has become increasingly difficult – youth are disproportionately affected by unemployment and face structural challenges in finding quality, stable employment, and to earn decent income.
- Early labour market experience such as internships and apprenticeships are useful to facilitate youth access to labour market, to ease the transition between education and employment and to develop labour market relevant skills.
- Not all pupils or students have the possibility and the necessary financial means to take part in quality work trainings (apprenticeships and internships) as part of the school curricula and university programmes, including those that are taking place abroad.
- There is mounting evidence that work placements (internships) outside formal education are frequently replacing quality employment for young people.
- Lack of clear quality guidelines undermines the main purpose of internships and apprenticeships as educational opportunities that give practical skills to young people.

¹ European Commission (2015). Addressing youth unemployment in the EU. KE-02-15-145-EN-N ISBN 978-92-79-46021-0doi: 10.2767/72799 <http://ec.europa.eu/social/BlobServlet?docId=13422&langId=en>

Even before the crisis hit, labour market segmentation was identified as a major problem in many Member States. Today's situation reflects a serious and structural problem: this is why the EU has been taking direct action on youth employment by investment in the Youth Guarantee; it was formally agreed by Member States in April 2013. It includes guidelines for setting up such schemes, covering in particular the need for stronger partnerships between all concerned public authorities (education and employment institutions), early intervention and activation, and making full use of EU funding. The Youth Guarantee is one of the most crucial and urgent structural reforms that EU Member States must introduce to address youth unemployment and inactivity, and to improve school to work transitions.

Youth employment will be given a particular focus in implementing the EU Structural and Investment Funds in the years 2014-2020. The regulations that govern these investments already include a dedicated investment priority targeting the sustainable labour market integration of young NEETs ('not in employment, education or training').

To increase available EU financial support to the regions and individuals struggling most with youth employment and inactivity, the EU has also agreed to create a dedicated Youth Employment Initiative (YEI). The YEI exclusively targets young people not in employment, education or training (NEETs) aged below 25 years, and where the Member State considers relevant, also those aged below 30 years. The YEI provides additional funding to support the implementation of the Youth Guarantee. The YEI funding comprises EUR 3.2 billion from a specific EU budget line dedicated to youth employment and another at least EUR 3.2 billion from the EU Structural and Investment funds national allocations.

In parallel, the European Commission is developing a number of EU-level tools to help Member States, such as the European Alliance for Apprenticeships, the Quality Framework for Traineeships², EURES and 'your first EURES job' initiative, and helping firms to recruit young people. All these measures need to be taken forward in close partnership with the social partners and the relevant stakeholders.

The European Quality Charter of Internships³ and Apprenticeships is the initiative of the European Youth Forum; it is the platform of youth organisations in Europe. Independent, democratic and youth-led, it represents 98 National Youth Councils and International Youth Organisations from across the continent. This initiative was launched in 2011.

This Charter **defines internships as either:**

- a) part of higher education that brings credit points where interns have a student status, access to services like student loans, student housing, health insurance, scholarships etc.

² Council of the European Union: "European Alliance for Apprenticeships" October 14, 2013 http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/141424.pdf

³ http://qualityinternships.eu/wp-content/uploads/2012/01/internship_charter_EN.pdf

- b) taking place outside formal education (also after graduation) that do not bring credit points for the diploma. Some of these internships do not have a legal status or may even be considered illegal.
- c) and any other form of similar work experience that is offered to young people as a work based learning opportunity.

In 2011, this charter, in this Article 4 “urge the competent stakeholders to progressively develop the following support and monitoring policies for a better implementation of quality internships:

- Legal framework and recognition of skills
- Monitoring and statistics
- Partnership: Student and pupil organisations, trade unions should be available to provide assistance to interns throughout the internship period”

Indeed, the Council, in its Resolution on the Structured Dialogue on Youth Employment of May 2011, stated that a quality framework for internships is desirable in order to guarantee the educational value of such experience.

It is foreseen thus, that a, unified definition and framework (best practices, legal framework and monitoring tool) is needed at an European level given the wide disparity of existing concepts depending not only on the national governments but also at regional level.

Quality apprenticeships and traineeships are two core components of Youth Guarantee schemes. Effective vocational education and training systems, in particular those that include a strong work-based learning component appear to facilitate the transition of young people from education to work. It is very important to note that **in the European Union is not clearly defined the borderline between Apprenticeship , Traineeship and Internship** ; in a minority of countries an intern can make Internship within Apprenticeship in the previous or different educational levels to higher education while in other countries and organisations **the Internship can be performed inside the Traineeship**, as part of higher education or even after graduate, as a job opportunity. This latest is the prevailing trend but we don't see an homogeneity in this matter.

Many Member States include apprenticeship reform in the context of delivering Youth Guarantees. EU funding and technical expertise is available to help Member States improve their systems. So that young people can acquire high quality work experience under safe and fair conditions and to increase their employability, upon a proposal from the European Commission, in March 2014.

Member States agreed on a Quality Framework for Traineeships (QFT). **The QFT will be in important reference for the determination of a good quality traineeship under the Youth Guarantee.** It puts forward guidelines to ensure that all traineeships are based on a written agreement covering learning content and working conditions (i.e. learning objectives, mentorship, limited duration, working time, clear indication whether remuneration/compensation and social protection apply). In addition, traineeship providers are recommended to enhance transparency by disclosing already in the vacancy notice the financial conditions (compensation and social security coverage) and the share of ex-trainees

recruited in the past after their traineeship. These two latter requirements are designed to **tackle the lack of transparency on compensation (46% of vacancy notices do not indicate it), often exploited by unscrupulous traineeship providers**, and the problem of traineeships being renewed and renewed under the guise of (non-existent) hiring prospects.

The EU facilitates labour mobility, in particular by making young people aware of job opportunities in other EU countries. EURES provides information, advice and recruitment/ placement (job matching) services for the benefit of workers and employers as well as any citizen wishing to benefit from the principle of free movement of workers. EURES is a co-operation network between the European Commission, Public Employment Services (PES) of 28 Member States, and their partners. As part of this development, **the European Commission has been testing a scheme called Your first EURES Job (YfEJ) to help young people aged 18-30 to find a job in any of the 28 Member States** (remunerated, minimum 6 months contract).

The objective of YfEJ for the three calls launched in the period 2011-2013 is to find a job, apprenticeship or traineeship for 5,000 young people on the basis of a total budget of around EUR 12 million. As from 2013, support measures have been extended to trainees and apprentices with an enhanced mobility package (e.g. further language training support, costs with recognition of qualifications, supplementary allowance for young people with special needs, mentoring for trainees/apprentices).

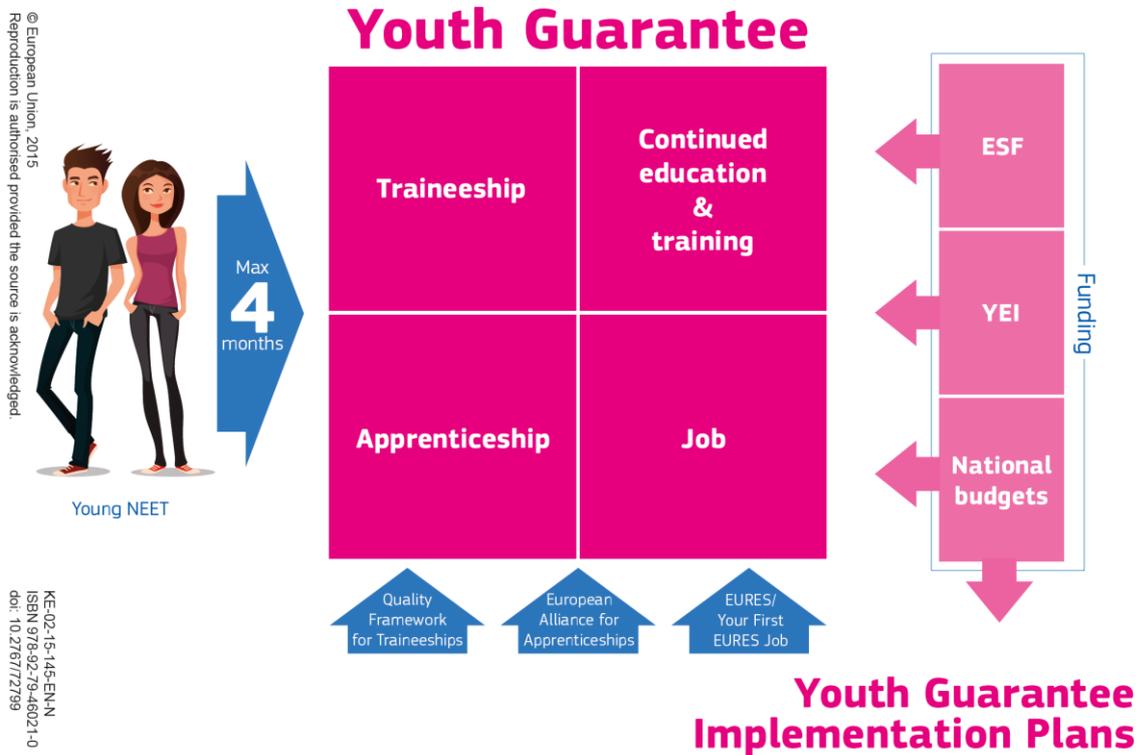
All 28 Member States submitted Youth Guarantee Implementation Plans (YGIPs) in spring 2014. Alongside the YGIPs, Member States are currently drawing up and submitting the youth-related (parts of) Operational Programmes which will be the basis for EU (ESF and YEI) financial support to the Youth Guarantee implementation.

The European Social Fund is part of the EU Structural and Investment Funds and is worth more than EUR 10 billion per year. From this envelope, the ESF has provided targeted support for youth employment since long before the crisis, and has been vital in tackling the current rise in youth unemployment. ESF projects aim to keep young people in education by combating early school leaving and by providing opportunities for re-entry into formal training or education. **Transition from school to work is facilitated through mentoring and personal advice, additional training and work placements, including traineeships and apprenticeships.**

The main objective of this report is to identify different policies and best practices on Internships (understanding Internships as the European Quality Charter of Internships and Apprenticeships description) at an European level in order to include them in YouthEmploy framework.

The conclusions on these policies and best practices are compared and contrasted with practical experience of project partners and expert`s opinion on the matter, so we have not only an academic view of the object of analysis but a practical and professional perspective of it.

Figure: Youth Guarantee



In view of the expansion of apprenticeship and traineeship programmes, the Commission published in 2012 two major EU-wide studies⁴⁵ on apprenticeship supply and traineeship arrangements which provide a comprehensive overview of such schemes across the EU. Both studies identified information gaps, including different degrees of data availability for apprenticeship and traineeship schemes and between different Member States. Likewise, they pointed to a dearth of aggregate and comparable data across the EU, especially in relation to traineeships but also to certain apprenticeship-type schemes. Despite the growing importance and incidence of apprenticeships and traineeships, the availability and quality of relevant information remains inconsistent across the EU.

⁴ European Commission, (2012). Apprenticeship Supply in the Member States of the European Union, Report prepared by IKEI Research & Consultancy for DG EMPL

⁵ European Commission, (2012). Study on a Comprehensive Overview on Traineeship Arrangements in Member States, Report prepared by IES, IRS and BIBB for DG EMPL

What is the meaning to our project the fact that the European Commission set (and finance) two programs: apprenticeship and traineeship? Where is the Internship?

The role of internship is unclear and inconsistent in different EU countries, as indicated by this desk research.

Steedman, in report for International Labour Organisation (2014; 2012) developed a comparison between apprenticeship and other workplaces based-arrangements, **including internship**.

	Wage	Legislative Framework	Workplace based	Programme of learning	On-the-job training	Off-the-job training	Formal assessment	Recognized certification	Duration
Traineeship	Maybe	No	Yes	No	Maybe	No	No	No	Variable
Internship	No	No	Yes	No	Maybe	No	No	No	Variable
Informal Apprenticeship	Pocket money or in kind	No	Yes	No	Maybe	No	No	No	Variable
Work-place Learning	yes	No	Yes	No	Maybe	No	No	No	Variable
Apprenticeship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Fixed

Table: Principal attributes of internship compared to apprenticeship and other workplace arrangements

Some points seem to be similar in most of the countries but other points have significant differences. There is a need for more research and labour market monitoring in this area. **Internship and other workplaces based-arrangements, have been taking into consideration in this report in order to analyse and detect good practices that could be transferable to the project model.**

Some Points that should be taken into account and included in YouthEmploy framework are:

- The providers of internships and apprenticeships should **commit to quality standards and to apply a clear and coherent code of conduct**, leading by example.
- European countries, European institutions and social partners should **commit to establish (or where applicable reinforce already existing) legal quality frameworks for internships and apprenticeships**.
- Internship and apprenticeship providers and public decision makers **should adopt a system of certification and ensure the recognition of the knowledge and skills acquired through internships and apprenticeships**.

Also it has been found necessary to show the main differences between apprenticeships and Internships due to their importance in the report and the fact that in some countries differences are not so evident.

Apprenticeship or Internship

Apprenticeships	Internships:
Traditionally associated with blue-collar industries such as construction or manual labour. Last years also in professional services.	Traditionally office based, white-collar work , such as publishing or healthcare. Internships are not often paid , but can be. For example in medicine and law, as higher education fields and for students. In many countries and organisations, like European Commission, Internships may be offered as Traineeship. ⁶ .
Last for an extended period of time (1 or 2 years)	Last for a shorter period of time . This could be just a few weeks to one year
Type of formal training, monitored by the government	Are less formal as they have nothing to do with the government. This situation is not equal for all of countries.
Apprentices gain a qualification at the end of it (NVQ, GNVQ or Foundation Degree)	In any careers, the intern doesn't gain any formal qualifications at the end of the internship, but there is a chance of being offered a job . In Medicine and other healthcare careers, the internship is regulate in many countries and practical skills are assessed.
Give people a chance to learn and earn on the job	Sometimes are offered as a 'probation period' for a full time position.
Provide a route to a career, as lot of people stay with their employer after completion of the training. An apprenticeship (almost) guarantees you a high paying job once you successfully complete it.	Give people a chance to explore different career options, to gain experience and improve their CV . Interns may not be performing tasks relevant to the job. There is no guarantee of a job at the end of the internship.

Table: Principal differences between apprenticeships and internships

Many employers don't know the difference between apprenticeships and internships and so, during recruitment stage, are unsure of which pathway would be most beneficial to their business. There are, in fact, quite a few differences between the two regarding wage, time period, and qualifications gained.

Apprenticeship is one of the oldest social institutions but 'modern' apprenticeship has ambitious aims – to enhance general education and to develop technical knowledge and skills to internationally competitive standards. Its implementation in complex modern labour markets requires high levels of trust and cooperative behavior between public authorities, employers and the young person.

⁶ EU internships. "There are several structured internship schemes - most based in Brussels and Luxembourg. These are called "traineeships" or "stages. ". The majority of these are salaried - at about €1200 a month tax free but some are unpaid.

Apprenticeships benefit society and the economy by much more than just improving employment prospects for young people, important though that is. Apprenticeships match the supply of skills with demand from employers much more efficiently than is possible with a system of school-based full-time vocational education. They develop high level skills identified by employers as necessary for growth and increased productivity. To the extent that skills developed in apprenticeship promote higher value-added economic activity they are good for growth and for general welfare. The higher earnings associated with higher productivity provide higher tax take which governments can use for health, education and other general welfare measures.

But, what is an internship?

“An internship is where an individual works so as to gain relevant professional experience before embarking on a career. Well managed, high-quality internships should be beneficial to both employer and intern. The intern should develop professional skills and an understanding of a profession by undertaking work of value for an employer, enhancing their future employability and creating a new, highly-talented future workforce. In addition, employers can use internship programmes to directly identify and recruit motivated and capable individuals”⁷

The duration of high-quality internships can vary from at least six weeks to no longer than 12 months (one year), but will typically last around three months depending on individual needs. **A high-quality internship** can be based on a specific project, and **can include the following:**

- **undergraduate, graduate and postgraduate placements:** internships may take place during vacation periods, in between courses or after a student has finished higher education
- students in further education, such as **sixth-form, tertiary and specialist colleges, and adult education institutes:** internships may take place during vacation periods, in between courses or after a student has finished further education
- **adults wishing to pursue a new career** path: people in this category may or may not have attended further or higher education.

The fact that the **European Union** have not yet a common point of view about the **Internship in relation to apprenticeship and traineeship** may be due to many causes, ranging from the different educational systems to legal frameworks, among many others that are not a direct objective of Youthemploy project. It must be said that the existence of such different visions, or the lack of data in some cases, has represented a real challenge for the desk research and has practical implications for the scope of the project.

⁷ Trades Union Congress on behalf of the Gateways to the Professions Collaborative Forum. “Common Best Practice Code for High-Quality Internship”. September , 2013. <http://bit.ly/1zHUZS4> (Accessed in April 28, 2015)

Considering the above facts, the report will only include topics related to apprenticeship if it's directly related to the internship good practices and will **focus on traineeship as a predominant trend in relation to the Internship.**

2.2 An introduction to the methodological approach

Research was initiated in the early stages of the project. Internship programmes and practices from 10 countries throughout Europe have been reviewed.

Research has taken the form of a desk research and has been supplemented with information provided by the partners of the consortium as regards their own internship experience in their organisations. As we have said before we want this report to have not only an academic approach but a practical perspective too.

The methodology employed for the literature review involved searching academic databases and websites of relevant organisations for publications considering Internship programmes and practices within Europe, either as main focus or in connection with one or more of the themes agreed with the sponsor for the purposes of this study. Further references were also added by the team based on the consortium contacts and expertise. Once this material had been collated, an outline was drafted to guide the completion of the report and to be reviewed and discussed by all the partners.

Further references were drawn from the literature to address issues and questions that emerged as the report was being drafted. The list of references used directly for this report is listed in the reference section.

This review of the literature can be seen as a scoping exercise that aims to capture the different aspects of the Internship programmes and practices, so providing a broad picture of the different cases and its possible application.

It's expected that the results of this research will go on to inform the development of the YouthEmplot Model. This report has included also some findings revealed after the piloting phase of the project so that it includes the best practice as identified by the YouthEmploy project experience. These findings are described in the section 5 of the report.

There have also been relevant benefits arising from the piloting of the YouthEmploy platform. These benefits are:

- Facilitation of the administrative management
- Assistance with internship planning
- Pedagogical monitoring of the interns
- Demonstration of internship skills and experience
- Supporting professional development

3. METHODOLOGY

3.1 The research questions

The report consists of a review of the literature on Internship programmes and practices within Europe with a specific focus on the role of the organisations that facilitates the interactions between the employers and the employees.

The aim of the review is to provide an answer to the following research questions:

- What are the most relevant characteristics of the Internship programs and practices?
- What are the characteristics of the best practices identified that can nurture the Youth Employ Framework?
- Which are the Best Practices on Internships Programmes within Europe?
- What makes a successful concrete Internship Programme?

3.2 Identifying and selecting relevant studies

Relevant studies were identified by searching academic databases and websites of relevant organisations with the aim of covering both academic and grey literature. Some academic journals were also searched manually given their relevance.

Hand searching, database queries, citation trackings and other search strategies by reading the titles and abstracts were used in order to identify relevant information for the study.

After that, two experienced researchers (Maite Moreno and Jorge García) retrieved and read the full-text of the retained studies, papers articles and reports.

Finally, all the information was summarised and integrated into this report.

3.3 Consultation

The process of consultation for this review and the research approach and objectives of the report were agreed at Derio (Spain) during the second partner meeting held on March 2015 in Tecnalia's Headquarters.

3.4 Overview

This study can be seen as a scoping review which aims to map the literature and evidence base available on Internship programmes and practices within Europe in order to extract good practices to apply to YouthEmploy framework. The process consisted of defining a research question or matter; identifying and selecting relevant studies; summarising and integrating the material; and consulting with experts. These stages were repeated during the process and some of them continued to be in operation throughout the project.

4. STATE OF THE ART

4.1 Introduction

Apprenticeships are in general much more clearly and consistently defined across the EU than traineeships. In most Member States there is a generally or formally recognised definition for Apprenticeships. At EU level, the Commission has used the definition put forward by the recent EU-wide study on apprenticeship supply.

“Apprenticeships are those forms of IVET that formally combine and alternate company based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/ practical education followed in a school or training centre), and whose successful completion leads to nationally recognised IVET certification degrees. Most often there is a contractual relationship between the employer and the apprentice”⁸

This definition highlights some of the key distinctive features of apprenticeships.

- They are a component of a formal education and training programme, typically at upper secondary level.
- Second, they provide systematic, long-term training by combining practical work-related training at the workplace (either company or school-based) with theoretical education in an educational institution or training centre. Based on a pre-defined training plan, their pedagogical content seeks to help learners acquire over time the full set of knowledge, skills and competences required for a specific occupation.
- Third, all aspects of apprenticeships (e.g. occupational profile duration, skills and competences to be acquired, terms and conditions,) are explicitly defined in the apprenticeship contract. This legally-binding document, which is typically a fixed-term employment contract, is concluded either directly between the apprentice and the employer, or via the educational institution.
- Fourth, linked to this, apprentices typically obtain the status of an employee or a contracted/employed apprentice. As such, they receive remuneration, the precise amount of which is either collectively negotiated or set by law.
- Fifth, apprentices who successfully complete the scheme are awarded accredited IVET qualifications or certificates which, in turn, qualify them to work in a specific occupation or group of occupations.
- Sixth, apprenticeships are more tightly regulated and monitored than other forms of alternance-based education, often with relevant provisions included in education and training-related legislation or regulations.

⁸ European Commission, (2012). *Invitation to Tender n° VT/2012/0039 – Providing Targeted Advice on ESF Support to Apprenticeship and Traineeship Schemes*. In: **Apprenticeship and Traineeship Schemes in EU27: Key Success Factors A Guidebook for Policy Planners and Practitioners** (2013). http://www.bibb.de/dokumente/pdf/Guidebook_Apprenticeship_Schemes_EU27.pdf

- Seventh, the involvement of social partners in apprenticeships is, in many cases, extensive.

For example, according to a recent EU-wide study, 24 Member States have apprenticeship systems which could be characterised as mainly company-based, meaning that more than 50% of training activities take place in a work setting. However, the distribution of company- and school-based training in main national programmes varies greatly: from 66-90% of company-based training in Denmark and 60% in Germany, to only 20-30% in Spain. Interestingly, in 18 countries (including the Netherlands, Finland, France, Hungary, Latvia, Sweden and the UK), predominantly school-based programmes co-exist with work-based programmes.

In the case of traineeships, that as mentioned in section 2.1 of this report **is the model this report is focused in**, two different types can be distinguished:

- Traineeships associated with educational programmes: traineeships which form an optional or compulsory part of study curricula, typically in upper secondary and tertiary initial vocational education and training (IVET). However, they are also increasingly integrated into the curricula of general/academic studies in both secondary and tertiary education.
- Traineeships associated with Active Labour Market Policies (ALMPs): traineeships increasingly form part of ALMPs and **are targeted at unemployed young people with the explicit aim of facilitating their labour market transition** by helping them acquire work experience.

Indeed, the perceived **positive impact of internships** (also called traineeships) **on employability has also been highlighted** by other studies. OECD's^{9,10} estimates based on data from the EU-wide REFLEX survey of graduates that **study-related work experience increases a graduate's likelihood of finding a job immediately upon graduation by 44%**, lessens the probability of over-qualification by 15%, and reduces the occurrence of skills mismatch by 26%. Similarly, a 2011 Eurobarometer survey showed that 44% of those who had completed a traineeship thought that it had helped them secure permanent employment. However, just over a quarter felt that it did not help them to find a job (26%).

Most IVET programmes include an optional or compulsory component of either school or company-based practical training, which challenges the boundaries with apprenticeships. Although such traineeships have long been a feature of vocational upper secondary and higher education, they are now increasingly becoming formally integrated into curriculum requirements for both higher vocational and academic education qualifications, sometimes with considerable ESF support. Whilst **traineeships linked to educational programmes** vary

⁹ OECD, (2010). Developing Internships in the Western Balkans. In: **Apprenticeship and Traineeship Schemes in EU27: Key Success Factors A Guidebook for Policy Planners and Practitioners** (2013). http://www.bibb.de/dokumente/pdf/Guidebook_Apprenticeship_Schemes_EU27.pdf

¹⁰ Authors' Note : Note that this reference to internships is already included in the original doc. within Traineeships section

by type, focus and duration, they **typically last between three and six months and are undertaken towards the end of studies.**

A particular type of traineeship is that associated with mandatory professional training for certain professions, typically undertaken either in the final years of undergraduate studies or just after graduation for example in medicine/nursing, law, education/teaching or architecture/engineering. Both these types of traineeships are well-defined and tightly regulated with clearly specified learning content and quality assurance procedures. Transnational traineeships supported by EU mobility programmes, notably the Erasmus and Leonardo da Vinci programmes, are also increasingly important. These traineeships are often tightly regulated, well-structured and closely supervised. This structured approach ensures that the transnational traineeship has a coherent fit with the study programme and accreditation system.

In contrast, **traineeships undertaken after graduation are typically less regulated.** A growing number of young people undertake such schemes, not least because employers increasingly put a premium on work experience. Some such **traineeships have met with criticism for exploiting trainees by using them as cheap or even free labour to replace regular staff**, and for being associated with poor terms and conditions, including lack of social security coverage and low or non-existent learning content.

Finally, due to the proven effectiveness of workplace learning opportunities in increasing labour market entry rates, **traineeship programmes linked to ALMPs have also been introduced** or broadened across most Member States with the explicit aim of connecting or reintegrating (young) people with the labour market. Specifically, these are commonly targeted at:

- **unemployed young people** whose numbers are rising due to the recession and its aftermath;
- early school leavers and **low skilled** or unqualified **young people** who face considerable **difficulties in entering the labour market**;
- **disadvantaged young people at risk of social exclusion** (e.g. young people from migrant and/or ethnic minority backgrounds, those from socially and economically disadvantaged backgrounds, young people living in deprived and/or remote areas, young people with physical and/or learning disabilities, etc.);
- Young graduates who have also been hit particularly hard by the crisis.

The above discussion highlights **the wide diversity of traineeships** which currently exists, particularly in comparison to **apprenticeships which tend to be more homogeneous and implemented within a highly regulated framework.** In contrast to apprenticeships, the degree of traineeship-related regulation varies considerably, as does their implementation and governance. Even so, across the Member States most forms of **traineeships share a number of common characteristics**, including: (i) the general **educational purpose**; (ii) the **practical element of learning**; and (iii) the **temporary character of the placement.** Indeed, according to the Commission:

“Traineeships can be described as work practice (either as part of a study curriculum or not) including an educational/training component which is limited in time. They allow to document practical work experience as part of the individual CV and/or as requested in educational curricula or to gain work practice for the purpose of facilitating the transition from education and training to the labour market. They are predominantly short- to middle-term (a few weeks up to 6 months, in certain cases one year).”

This definition highlights the key distinctive features of traineeships.

- First, they can be a component of a formal education and training programme, or involve work-based training organised by education and training institutions and/or public employment services.
- Second, the practical work-related training aims at completing the learner’s theoretical education and/or enhancing employability by allowing them to acquire a first work experience.
- Third, their duration is variable and typically much shorter than apprenticeships.
- Fourth, there is not always a traineeship agreement regulating the placement (including objectives, learning content and terms and conditions), especially for postgraduate traineeships. However, **in traineeships linked to educational curricula and ALMPs, the trainee terms and conditions are generally clearly set out in traineeship agreements between educational institutions (or PES), host organisations and trainees.** Crucially, in most Member States, the traineeship agreement is explicitly not an employment contract.
- Fifth, the trainee is considered to be a pupil, student or a person who is working on a temporary basis to acquire on-the-job experience relevant to his/her studies and/or need to acquire a first work experience. Significantly, in most Member States, the legal position of a trainee is not equal to the legal position of a regular employee or apprentice. Moreover, in contrast to apprentices, trainees are not always remunerated, and where they are the level of remuneration varies widely.
- Sixth, in contrast to apprenticeships, traineeships, especially those linked to ALMPs, often **do not lead to a formal qualification.** Finally, again in contrast to apprenticeships, social partner involvement is not as extensive and in some cases non-existent. Yet, there are indications that the most effective traineeship programmes are characterised by strong social partner involvement in both design, implementation and quality assurance

The following table¹¹ summarises some of the distinct features of traineeships and apprenticeships:

	Apprenticeship	Traineeship
Scope	Full qualifying professional or vocational education and training profile	Complementing educational programme or individual CV
Goal	Professional profile/qualification	Documented practical experience
Educational level	Usually EQF level 3-5	Traineeships can be found as part of programmes on all EQF levels – common forms in (pre) vocational education, in higher education and after graduation (sometimes compulsory)
Content	Acquisition of the full set of knowledge, skills and competences of an occupation	Vocational &/or work/career orientation, acquisition of parts of knowledge, skills and competences of an occupation or a profession
On-the-job learning	Equally important to coursework	Usually complementing coursework or optional extra
Length	Determined, middle- to long-term	Varying, short- to middle-term
Employment status	Usually up to four years Employee status	Usually less than one year Student/trainee often based on an agreement with employer or school; sometimes volunteer status or not clearly defined status
Compensation	Contracted/employed apprentice	Student/trainee often based on an agreement with employer or school
	Remunerated – amount collectively negotiated or set by law	Varying remuneration, often unpaid
Governance	Apprenticeship allowance which takes into account net costs and benefits for the individual and the employer	Unregulated financial compensation
	Strongly regulated, often on a tripartite basis	Unregulated or partly regulated
Actors	Often social partners, training providers	Individuals, companies, state, educational institutions

Table: Differences between Apprenticeships and Traineeships

Taking into account the nature and objective of the **Recommendation from European Commission Quality Framework for Traineeship**, it should not be interpreted as hindering

¹¹ European Commission (2012). *Study on a Comprehensive Overview on Traineeship Arrangements in Member States*, Final Synthesis Report, May. In: **Apprenticeship and Traineeship Schemes in EU27: Key Success Factors A Guidebook for Policy Planners and Practitioners** (2013). http://www.bibb.de/dokumente/pdf/Guidebook_Apprenticeship_Schemes_EU27.pdf

Member States from maintaining or establishing more favorable provisions for trainees than the ones recommended.

Hereby **recommends** that member states:

- Improve the quality of traineeships, in particular as regards learning and training content and working conditions, with the aim of easing the transition from education, unemployment or inactivity to work by putting in practice the following principles for a Quality Framework for Traineeships:
- Require that traineeships are based on **a written agreement concluded at the beginning of the traineeship between the trainee and the traineeship provider;**
- Require that traineeship **agreements indicate the educational objectives, the working conditions, whether an allowance or compensation is provided to the trainee by the traineeship provider, and the rights and obligations of the parties under applicable EU and national law, as well as the duration of the traineeship,** as referred to in recommendations

4.2 Situation in European countries

The development of this section were prepared using information relating to different VET systems, in the choosen countries were no internships processes have been documented. It is important to note that VET systems include IVET (Initial Vocatonal Education Training) and CVET (Continuous Vocational Education Training), also in the most of cases the apprenticeship is included within the IVET.

The aim is to draw lessons learned from the formal structures of each country and used to develop the project.

The main points to consider per country are the following:

- Definition of the actors
 - Training center: The description will consider, if it is possible, a) the job coaching (soft skills), b) consultancy (soft skills), and c) training (hard skills).
 - Employer: The mentor role is an essential factor
 - Employee/intern
- Flows of Information between the actors
- Legal Framework
- Outputs: The explanation will consider skills, certifications and other types of acreditations, if any.
- There has been selected ten countries at European Level with significant differences at a socio-demographic level in order to collect information from many different possible scenarios.

4.2.1 Austria

The apprenticeship system in Austria includes the Integrative VET which target leavers of special needs schools, youth who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam, people with disabilities and people who are not suitable to be placed into a regular apprenticeship. The measure allows acquiring partial qualifications with the duration between 1 and 3 years, and extending the training programme by 1 or up to 2 years. Approx. 6,000 (4.6%) apprentices are enrolled in this measure.

After completing their compulsory schooling period, about 40% of young people in Austria are trained in a legally recognised apprenticeship trade, acquiring a full professional qualification in this way. No specific school qualification is required for access to an apprenticeship. Training in an apprenticeship trade is open to all young people who have completed their nine years of compulsory schooling.

Dual training in an apprenticeship trade: Training in the company and at part-time vocational school. There are significant differences between dual training in an apprenticeship trade and vocational education and training (VET) in full-time schools:

- In the apprenticeship training system, the two places of learning are the training enterprise and part-time vocational school.
- The apprentice is in a training relationship with his or her training enterprise and a student at a part-time vocational school at the same time.
- The enterprise-based part of dual vocational training makes up the major part of the apprenticeship period.
- The apprenticeship-leave exam (LAP) is taken in front of professional experts. The main focus in the LAP is on the practical skills and abilities required for the occupation.

Apprenticeship training - The dual training system	
Company-based training 80% of the apprenticeship period Provision of job-specific knowledge and skills	Education at part-time vocational school 20% of the apprenticeship period Provision of basic subject-related theory and extension of general education

There are currently more than 200 (242) recognized trades in the following categories: Construction, chemistry, electrical engineering, catering, health and hygiene, etc.

Apprenticeships in Austria
4 modular apprenticeships 10 with 4 years 60 with 3 ½ years 148 with 3 years 1 with 2 ½ years 19 with 2 years

4.2.1.1 Definition of the actors

Training Centre

Authorised apprenticeship trainers are responsible for the provision of apprenticeship training. It is in their trade that the respective apprentice is trained to become a skilled worker. In this work they are assisted by IVET trainers. In various sectors of industry, apprenticeship counsellors are appointed to provide subject-specific counselling to training enterprises. Working in close cooperation with regional advisory boards on apprenticeship, their two prime tasks are to advise the authorised apprenticeship trainers in the appropriate design of the individual enterprise-based training programme and, in particular, to promote cooperation between training enterprises and part-time vocational schools.

Part-time vocational school. Part-time vocational schools form an integral part of the economic life of their respective location. Direct contact with training enterprises in the region is a key prerequisite to ensure they optimally fulfil their educational task.

Employer

Linked to this is the need for the company-based supervisor and/or trainer to be both adequately trained and supported in the task of overseeing and guiding the practical training and acquisition of work experience of apprentices/trainees at the workplace. In most apprenticeships and many traineeships associated with educational programmes, there is a formal requirement that the company-based trainer not only be an experienced worker with a specified number of years of previous work experience in the relevant area, but also hold a 'train the trainer' qualification. In a similar vein, in a number of programmes involving apprenticeships and educational traineeships, it is stipulated how many apprentices/trainees that can be assigned to a supervisor and/or trainer.

Employee/intern

A different but crucial type of guidance relates to the vocational orientation offered to young people at either the educational institution or PES. Such career guidance offered at the interface between compulsory and further education/schooling plays a particularly important role in providing young people with impartial and quality information about career choices, including employment prospects associated with VET in general and apprenticeships/traineeships in particular. As a similar way to other EU Member States, the provision of quality career guidance also contributes to addressing the issue of gender segregation which is quite prevalent in some types of apprenticeships (and traineeships) which attract predominantly male participants. Finally, in a growing number of Member States, career guidance combined with intensive and personalised support is targeted at young people at risk of exclusion, early school leavers, NEETs etc., with the aim of (re-engaging) them in education through VET.

Other Relevant Actors

Federal level		
Federal Ministry of Science, Research and Economy	Federal Ministry for Education, the Arts and Culture	Federal Advisory Board on Apprenticeship
<ul style="list-style-type: none"> ➤ Vocational Training Act ➤ List of apprenticeship trades ➤ Training and examination regulations for apprenticeship trades ➤ Supreme supervisory authority of company-based apprenticeship training 	<ul style="list-style-type: none"> ➤ Various legislation on school education ➤ Framework curricula for part-time vocational schools ➤ Coverage of costs for teaching staff of part-time vocational schools to the amount of 50. 	<ul style="list-style-type: none"> ➤ Representatives of the social partners ➤ Elaboration of expert opinions for the Ministry of Economy (e.g. on the new regulation of an apprenticeship and various issues connected with VET)

Provincial level		
Apprenticeship offices		Regional school inspectors
<ul style="list-style-type: none"> ➤ Have been set up at the regional economic chambers ➤ Vocational training authority of the first instance ➤ Examination of suitability of training enterprises (facilities, staff) ➤ Examination and recording of registered apprenticeship contracts ➤ Counselling for training enterprises ➤ Counselling for apprentices ➤ Appointment of chairpersons of apprenticeship-leave examination boards ➤ Implementation of apprenticeship-leave exams and subsidies 		<ul style="list-style-type: none"> ➤ Implementation of national framework curricula ➤ Pedagogical and subject-specific supervision ➤ Management, planning and coordination ➤ Organisational and HR development, quality assurance, counselling and conflict management with collaboration of part-time vocational school inspectors in some provinces.
Federal provinces	Provincial governors	Provincial Advisory Board on Apprenticeship
<ul style="list-style-type: none"> ➤ Construction, equipment and maintenance of part-time vocational schools ➤ Coverage of costs for teaching staff of part-time vocational schools to the amount of 50% Provincial governors 	<ul style="list-style-type: none"> ➤ Vocational training authority of the second instance; they decide about appeals in VET issues and cancellations of illegally registered apprenticeship training contracts 	<ul style="list-style-type: none"> ➤ Representatives of the social partners ➤ Advisory body on IVET issues at the provincial level

4.2.1.2 Flows of Information between the actors

The apprenticeship system in Austria is characterised by a strong involvement of the social partners in planning and implementation of apprenticeship-training. The number of training places is assessed on the basis of business needs, as the company guarantees a job after completing the apprenticeship.

It is not always easy for young people to select the suitable trade from among approximately 250 apprenticeship trades and find the appropriate apprenticeship post. Different services and initiatives have been set up to support them:

- In principle, placement into training vacancies in the dual system is conducted through the careers guidance of the Public Employment Service Austria (AMS). However, not all enterprises register vacant training places with the AMS.

- Additional help in finding apprenticeship posts as well as general information on apprenticeship training are provided by the Apprenticeship Offices of the regional economic chambers, which also act as vocational training authorities of the first instance.
- Jointly with the Austrian Federal Economic Chamber, the AMS has set up an online apprenticeship exchange (www.ams.at/lehrstellen), which enables young people to search for potential training enterprises efficiently.
- The Educational Counselling and Careers Guidance Offices of the economic chambers support young people by providing a variety of offers. With the career guidance tool BIC (www.bic.at), the economic chambers have established a state-of-the-art communication forum that supports the young people's decision-making process and provides comprehensive information when looking for a suitable occupation.

In the identification and definition of the different actors in the “Definition of Actors” section can see the flow of communication concerning the apprenticeship system in Austria.

4.2.1.3 Legal Framework

The Legal framework for the apprenticeship system is the Vocational Education and Training Act (Berufsausbildungsgesetz). Each apprentice profession has its own training regulations which are negotiated by the social partners at the Federal Advisory Board on Apprenticeship and made public by the Federal Minister for Science, Research and economy, and thus obtain the force of law. The apprenticeship contracts are governed and controlled by the apprenticeship offices which are part of the Chamber of Commerce.

4.2.1.4 Outputs

- **Before the start of the apprenticeship:**
 - companies undergo extensive certification process where the training conditions, compliance with regulations, job profiles, trainer qualifications and number of trainers are checked. For trainer qualification, courses and exams are offered
 - A web-based platform exists to provide information to young people on around 1,500 occupations, with process to choose a career and advice for the apprenticeship application process¹²
- **In the process of recruitment of apprentices to the companies:**
 - online vacancy platforms have been created to list job offers, provide information about accredited training enterprises and contact points.¹³
 - Support tools for recruitment are available, including standardised and customised online testing tools.

¹² <http://www.bic.at/index.php?lnid=2>

¹³ <http://www.ams.at/service-arbeitsuchende/angebote-jugendliche>

➤ **During the training:**

- training guidelines are provided drawing on the best practice of successful accredited training enterprises.
- Training alliances between enterprises are set up to provide full range of occupational training and capitalise on individual strengths of different training enterprises.
- Financial incentives to support quality apprenticeships are available, as well as increased support for placements abroad.
- There are also national and European competitions and awards for excellence in delivering apprenticeships.
- A special apprentice coaching programme is a service addressed to apprentices who are in danger of dropping out and to companies concerned by drop out problems.
- Different forms of counselling and individual case management are provided. Apprentices as well as their employers may request supportive coaching, which provides assistance and advice to apprentices and employers during on-the-job training. This coaching approach includes not only the apprentices and their employers but also their environment, e.g. family, vocational schools or external support options.

➤ **Examination and after the apprenticeship:**

- the pool of examiners is constantly updated and support materials for examiners and apprentices taking the exams are provided, including self-study learning materials.
- Training is offered to candidates with preparatory courses with typical examination questions and repetition courses.

➤ **Youth coaching**, where the main target group are pupils who are at risk of dropping out in their last year of mandatory schooling. It is a preventative measure to offer a closely inter-related network of individual assistance and support services to pupils who need it. With a success rate of 85%, meaning that only 15% of the participants dropped out or left the programme without a specific goal, the programme is considered very successful.

➤ **Bridging measures** – “Ausbildungsfit” and “production schools” - were introduced after realising that a number of young people are unable to enter an apprenticeship or go into further education due to a lack of basic education and social skills. Bridging measures is a kind of a pathway to an apprenticeship or further education at upper secondary level. They comprise “Ausbildungsfit” (Ready for education and training) which is a combination between work practice, training of basic skills, vocational guidance and individual support of social worker.

➤ **Employers receive financial incentives to offer apprenticeships.** In the first two years of apprenticeship the health insurance contributions are waived both for the employer and the apprentice. The contributions to the accident insurance are waived for the entire

training period. Contributions to the unemployment insurance only need to be paid in the final year of apprenticeship. The training company can also apply for a basic subsidy at the end of every apprenticeship year. The amounts of subsidies decrease with each apprenticeship year.

- **The apprenticeship remuneration** is specified in the respective collective agreement for every individual apprenticeship occupation. It starts at around 40% of the skilled worker wage in the first year of apprenticeship, increases every year and in the final year is approximately 80% of the skilled worker's wage.
- For girls, three most common apprenticeships (retail trade, office clerk, hairdresser, stylist) constitute 47% of all apprenticeships by girls. For boys, three most common apprenticeships (metal technology, electrical engineer and car mechanic) constitute 32% of all apprenticeship by boys.

4.2.2 Belgium

In Belgium, education is regulated and mainly financed by one of the three communities: Flemish, French and German-speaking. The federal government plays a minor role: it decides the age for mandatory schooling and indirectly in the financing of the communities.

Internship features depending on educational level and type. However, most of guidelines and procedures concerning it are similar for the three communities.

4.2.2.1 Definition of the actors

Higher Education

Since the Bologna reform all university and non-university centers includes one or more periods of Internship.

Educational institutions are investing more and more in work placement and are therefore more demanding in terms of educational goals required to companies in the mainframe of Internships. However, the process of practice evolution is still in progress, and is widely thought by employers that higher education students should be more prepared for work and should be more involved in internships during their educational process and at the end of it.

3 year non university students are usually do internships as an essential part of their educational process rather than university students. However, the internship is not always mandatory, depending of the field and level of studies and the habits of each institutions. At university, Internship may have a didactic aim (developing educations skills for future teachers) or a more general professional one (developing familiarity with daily work in a company). Higher education students opt often for an internship abroad, in the Erasmus+ framework.

Employer

The Apprenticeship Contract for Lifelong Learning in SMEs is to enable mostly small participants to develop practical and theoretical skills relevant to industry (industries and craft occupations), leading to formal qualifications equivalent to ISCED 2 or ISCED 3. The programme has proved highly effective in terms of the STW transition and according to the most recent evaluation published in 2010, over the period 2007-2008, some 84% of apprenticeship graduates secured employment within a year and only 2.8% of participants had not achieved any type work experience one year after completion. Key to the success of the programme is the ongoing cooperation and commitment of employers which ensures access to the relevant occupations. It should, however, be noted that despite the strong employment outcomes of this programme, the number of apprentices on this programme (and in IVET more generally in Belgium) has decreased over recent years. Employers themselves are key to providing apprenticeships and traineeships of sufficient quantity and quality on the basis of their current and future workforce skills development needs. Indeed, a success factor common to all programmes is the need for strong employer engagement in apprenticeship and traineeship programmes.

VET

The Belgian Government-regulated VET system includes: the secondary compulsory education with technical and vocational programs; adult education; higher education with vocational bachelor programs; apprenticeship and entrepreneurial training; and vocational training for adults, jobseekers, worker and students, organised by the public employment offices¹⁴. In the present report, we focus on the VET intended as vocational education targeting jobseekers and aimed to the employment.

Vocational training for adults used to be organised by the National Employment Office until the end of the eighties (1988). It has been since reorganised by region/communities: four organisations (governmental bodies) are in charge of the public vocational training in Belgium: the VDAB in Flanders, the Forem in Wallonia, the Arbeitsamt (ADG), in German speaking Belgian community and Bruxelles Formation in Brussels. Training have the same organisation through vocational training centres managed directly by themselves and approved centres (ex: Interface3)¹⁵. Regional authorities support training mechanisms aimed at jobseekers and employees in favor of local companies. A large number of these measures are similar across all three Regions, although with some differences.

Training centre approved operators are free to pursue their objectives in their training schemes, financed by a wide array of partnerships, including sectorial funds (compulsory contribution of private sectors - Chemistry, Metallurgy, etc. for the continuing education of employees and unemployed people) and private companies.

¹⁴ Belgium VET in Europe – Country Report 2012

¹⁵ EQAVET European Quality Assurance in Vocational Education and Training. [Cedefop](#) (European Centre for the Development of Vocational Training).

The training courses are generally shorter than the Higher education ones. At the end of the training process a “certificate” is delivered to the trainee. Depending on the training course, this certificate is less or more graded but it has not the same grade of the higher education institutions ones. In recent year the three Belgian regions have taken over the mission to establish reference professional profiles and translates these into common training profiles. The scope of this mission has been extended to all training bodies (education, vocational training, socio-professional insertion) and to the three skills validation consortium¹⁶. The aim of this mission is not purely descriptive: a series of “tests” for each professional profile are currently being settled and are going to be performed by trainees during the training process, with the aim of increase the professionalisation of VET and make the VET certificate more attractive to employers. Since the main aim of VET is put trainees at work, internships are often mandatory in VET and creating a network of employers who will to hire interns has been a vital goal from the beginning of the VET story.

Companies

Companies are used to hiring interns in Belgium. Depending on the sector and the task to be performed they can be more interested in hiring higher education students or VET trainees as interns. They often stress the shortness of the internship as a negative and the more practical oriented and “up to date” training courses as a advantage for hiring VET trainees. A wide range of possibility is offered to employers to advertise internship available in their companies including the website of employment governmental bodies. However, the offer of trainees seems to exceed the demand of companies and it’s always difficult for VET trainees to find an internship.

4.2.2.2 *Flows of Information between the actors:*

Higher education (university and college)

The unpaid internship lasts from 1 to 4 months, with dates fixed in advance and therefore inflexible.

- **Searching of available internships:** When the internship is mandatory, educational institution are in charge of finding companies for their students and long term relationships between companies and educational institution are often built and maintained by both the partners. When the internship is not mandatory, students are often in charge of finding their own internship.
- **Defining the internship planning (tasks to be done and Agenda) and the terms of the internship agreement:** A tripartite agreement (university / non university centre - Student -Company) must be signed before the start of the course.
- **Evaluation:** The student must write a traineeship report which is related, in most cases, with student’s graduate thesis.

¹⁶ Ibidem

VET

A four to eight week unpaid internship at the end of a vocational training course (VET) is most of the time mandatory to deliver the “certificate” (10% to 25% of training process).

- **Searching of available internships:** Most of the time there are no “companies’ databases” available. Trainees are encouraged to look for and find on their own a company for the internship: this searching phase is considered as essential to develop skills such as self-assurance, communication and social skills in general. However, networking with companies is always a central task for training centers in order to enlarge the range of internship companies, keeping in touch with ex-trainees having been hired, invite employers to meet trainees, etc. When training courses are co-founded by sectorial funds a list of companies belonging to the founding sector is provided to training centre and trainees; however, the companies are not always interested in hiring interns. When private companies are directly involved as founder of training course, the chances for trainees to be accepted as interns and to be hired are of course much higher. An interview at the beginning of the internship is common and the company has to accept/reject the student base on this interview.
- **Defining the internship planning and the terms of the internship agreement:** At the end of the training course, a tripartite agreement (Training center - Student - Company) must be signed before the beginning of the internship and an internship program is agreed by the 3 actors. . Most of the time, it requires an internship program as an annexed document to be signed by the three actors describing the tasks to be done during the internship and a more or less detailed Agenda of the internship. The tasks are proposed by the enterprise and completed /agreed by the training centre and the trainee.
- **Evaluation:** Even if not mandatory, a final evaluation of the internship (to be signed by the three actors involved) is widely used and considered as good practice by training centres and companies. A meeting is often organised between the employer, the training centre tutor and the intern to discuss the internship results.

4.2.2.3 Legal Framework

Internship program is educational and therefore is not paid. Companies may or may not make payments to interns to compensate real or fixed expenses.

General rules

- Internship do not imply any labour relationship.
- The student must be covered by a mandatory insurance for liability insurance and accident contingency in the company, including in transfers to/from the workplace. The intern insurance is covered by the educational centre.
- Even if the employer does not pay for the student internship, he must report its presence in the personnel register.
- The employer must submit a risk analysis in relation to the role the student internship will fill and submit it to the school. When it comes to office work, it is rarely requested by the

school. But if it is a manual or technical course, the risk analysis is systematically required by the school.

VET

- Internship must be performed once the training process at the training centre has finished and within a date planned by the training centre. However, it is possible for the training centre to organise short-term (1 to 2 week) “observation internship” during the training process followed, at the end of the training process, by the longer one.
- The duration of the Internship differs depending on the official program of each training, but usually it ranges between 4 and 6 weeks.
- The trainees receive financial assistance for travel from the training centre.

4.2.2.4 Outputs (TBC)

There is not qualification title delivered at the end of an internship. However in VET training and in higher school training when internship is compulsory, the Internship is a mandatory procedure in order to get the certificate / diploma.

An internship is considered by most students / trainees as an added value in their CV, a first work experience to be highlighted in the worked experience paragraph. When the employer is particularly satisfied by the work done by the intern, the intern will request a reference or a mention in her/his LinkedIn Profile.

4.2.3 Czech Republic

There is no apprenticeship system (or ‘dual system’) in the country. IVET is school-based and practical training occurs mostly in school workshops or facilities. Periods of work placements in companies are also realised but their length and intensity depend on the initiative and conditions of schools that are responsible for the overall process of acquiring a qualification.

VET has always represented a fundamental part of the Czech education system. It has a tradition of quality training which has developed intensively over the last decade. Within the past five years curricula have been reformed and modernised. VET predominantly begins following completion of compulsory education usually at age 15 and is mainly provided at upper secondary and tertiary levels.

The main body responsible for Initial Vocational Education and Training (IVET) is the Ministry of Education (MŠMT). Most VET schools are public and founded by regions. IVET is school-based with a large proportion of practical training (at schools, in workshops, practical training centres, and authorised companies) and/or work placements. Representatives of employers are involved in sector skill councils and field groups that set occupational and qualification standards.

Lower secondary level IVET programmes (ISCED 2C/EQF 2-3) represent a marginal segment of secondary VET, as they are designed primarily for students with special needs. These programmes are provided by secondary vocational schools (SOU) or practical schools.

Upper secondary level vocational and technical programmes (ISCED 3C/EQF 3-4) are provided by schools offering three- or four-year programmes:

- three-year vocational programmes at ISCED 3C/EQF 3 (completed by a final examination leading to apprenticeship certificate) enable graduates to enter directly to the labour market and perform manual work and similar occupations (such as bricklayer, hairdresser). They are usually provided by SOU. Graduates of a three-year programme can undergo a two-year follow-up programme (ISCED 4A/EQF 4) and pass a maturita examination, which opens a pathway to higher education. SOU may also provide a small number of four-year programmes completed by maturita (ISCED 3A/EQF 4);
- four-year technical programmes (completed by a maturita examination, ISCED 3A/EQF 4) are usually provided by secondary technical schools (SOŠ) and entitle their graduates to apply for higher education or perform mid-level technical, business and other similar jobs (such as civil engineering technician, IT system administrator). SOŠ also offer lyceum programmes with a high proportion of general education (up to 70% of the curricula) preparing their graduates for studies in higher education institutions;
- conservatories are a specific type of secondary school with a different regime, preparing students for performing demanding artistic activities in music, dance, singing and drama. Studies are either completed by maturita (secondary education – ISCED 3B/EQF 4) or by absolutorium (tertiary professional education – ISCED 5B/EQF 6).

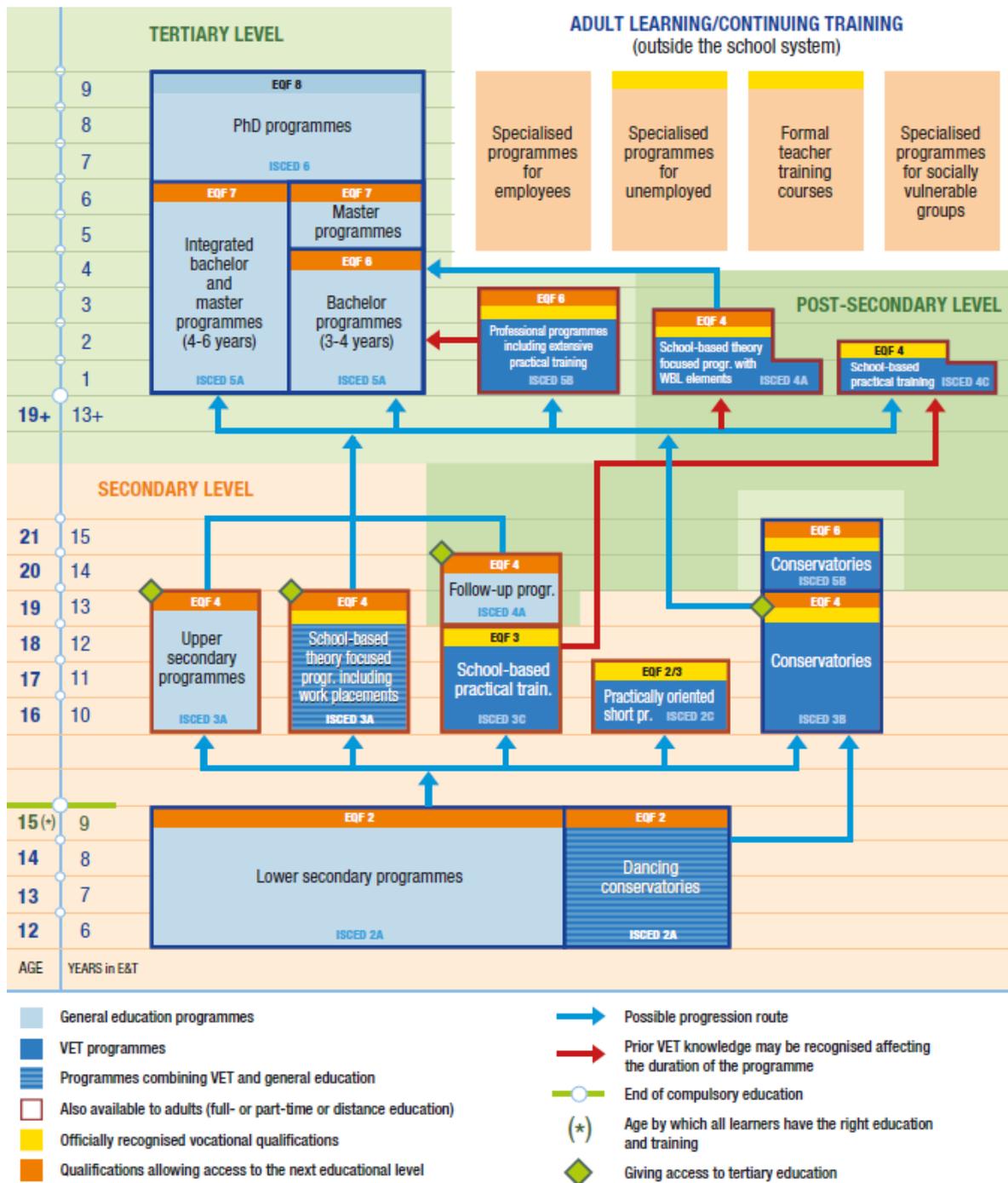


Figure: Diagram of the Czech education and training system

4.2.3.1 Definition of the Actors

Training Centre

This role is developed by Labour Office. Candidate search and pre-selection of suitable candidates (long list) are made by the Labour Office Pre-selection. Guidance counselling, motivation, and retraining are provided by the Labour Office to participants for the internee position. The Job interview is realised in labour office premises, matching candidates and positions.

Employer

There are increased incentives for employers to hire young people despite their lack of work experience, via job offer provided by employer and subsidised by the labour office. They offer work positions (6406 positions, 4530 firms) and subsidies for mentor's wage during and up to 7 months (for time spent on mentoring).

According to the Labour Code (Zákoník práce), the employer is obliged to:

- ensure appropriate practical experience for employed graduates¹⁷
- provide introductory training for all employees who enter into employment without a qualification,
- provide initial training for an employee who has transferred to a new workplace or is supposed to do a different type of work (if needed),
- train employees to ensure their health and safety at work.

The law does not specify the form or length of this training. Its content, frequency and other characteristics depend mainly on the employer who also covers the costs. The State Labour Inspection Office may check on the quality and appropriateness of this training. In recent years e-learning has become increasingly popular.

Employee/intern

The Target group is: young unemployed up to 30 years, with no or little work experience (up to 2 years' experience after finishing school), registered in the Labour Office for at least 4 months. Subsidies for internee's wage of up to 24,000 CZK/mth (approx. 870 EUR/mth) during 6-12 months.

4.2.3.2 Flows of Information between the actors

Level	Actor	Responsibility / function / main tasks
National	Ministry of Education, Youth and Sports	Development of national education policy and strategy, curricular policy; care for the quality of education; coordination of public administration and funding. Overall responsibility for the acquisition of qualifications in the system of continuing education and training.
	Ministry of Labour and Social Affairs	Determines the conditions under which training organisations providing retraining courses operate
Regional	Regional assembly and Regional council	Administration of schools; financing of operational costs

¹⁷ For this purpose, a graduate is defined as an individual within two years of completion of education

Level	Actor	Responsibility / function / main tasks
	Regional Department of Education, Youth and Sports	Execution of state administration in the region. Development of a Regional long-term plan for the development of education and the education system, and a report about the situation in education in the region
	Councils for Human Resources Development	Consultative, initiation and co-ordination functions in CVET development.
Local	School directors	Preparation and implementation of school curricula, human resources policy, responsibility for the quality of pedagogical work, educational management and efficient use of financial resource

Figure: Czech Republic VET System: Administrative Framework,

4.2.3.3 Legal Framework

Law	Regulating area
School Act No. 561/2004	IVET up to the level of higher professional schools; adult education in education sector.
Act No. 347/1997 on the establishment of higher-level administrative unit	Administrative framework of IVET
Act No. 563/2004 on pedagogical staff	Requirements on performance, continuing training and career system

Figure: Czech Republic VET System: Legislative Framework

4.2.3.4 Outputs

- Excellent results 2013 to Feb.2014: 2249 contracts and 852 mentors.

Region	Number of Firms interested	Openings/ positions offered by the firms	Candidate young jobseekers interested in internships	Young people in internships	Mentors
Praha	192	365	360	143	2
Středočeský	347	600	282	65	15
Jihočeský	243	353	170	98	69
Plzeňský	152	200	239	79	0
Karlovarský	123	192	93	35	28
Ústecký	865	1168	1116	415	178
Liberecký kraj	177	214	290	112	61
Královéhradecký	236	322	172	100	11
Pardubický	259	315	150	125	79
Vysočina	195	190	241	154	3
Jihomoravský	632	683	668	451	150
Olomoucký	314	389	560	142	70
Zlínský	551	914	603	236	121
Moravskoslezský	244	501	320	94	65
TOTAL	4.530	6.406	5.264	2.249	842

Table: Czech Republic: Professional internships – figures by 2014

- IVET in public (majority) schools is provided for free, whereas private and church schools may charge tuition fees.
- Vocational education accounts for three quarters of all upper secondary education graduates. This type of education is either completed by a **maturita examination** (ISCED 3A – 47% of all upper-secondary graduates) enabling further studies at tertiary education level or graduating without this possibility (ISCED 3C – 29%). The latter is intended mainly for direct entry into the labour market.
- Graduates from vocational (technical) education with maturita have higher unemployment rate than other upper-secondary general education graduates.
- **Financial incentives**
 - National level
 - costs for employees' training are deemed as a part of overall business costs for taxation purposes.
 - individuals can deduct the costs for exams in line with the Act on validation and recognition of the outcomes of CVET from their tax base.
 - The schools may use part of the per capita labour costs to pay the employee of the company leading the practical training. The schools shall, by means of this measure, be able to acquire more easily the companies to implement practical training and as contractual partners and they may more effectively check on its quality.
 - Regional level: Most regions provide scholarships or other benefits for students of less popular secondary level programmes that are highly demanded by the labour market. The goal is to attract and/or motivate students to complete the programme.
 - Company level: Some enterprises provide scholarships and other benefits to the students in the fields of their interest. An agreement that the benefiting student will work for the company after completion of the studies may be required.

4.2.4 France

Initial education and training in France has traditionally been centralised. Nevertheless, since the 1980s local authorities have been playing an increasingly significant part in governance.

There are three main routes in the French education system (general, technical and vocational). At the end of each route students prepare for a national examination in order to obtain a diploma (there are some 18,000 identified certifications).

Initial vocational education and training is offered from upper secondary school level till tertiary education. Lifelong vocational training is aimed at young people and adults, entering the labour market or already employed.

In lower secondary education, the Brevet des colleges is the lower grade school certification. With or without this certification, there are several options to go on to upper secondary level then to higher learning but after that, fewer opportunities exist between these pathways. Studies at higher level include the possibility of a university course which leads to qualifications

at different levels including doctor's state degree. They also include other courses offered by other training providers, such as business schools, health and social establishments as well as the 'Grandes écoles'.

All upper secondary level studies lead to the respective higher education level and certifications which may be obtained either via IVET or CVET.

Initial education and training is structured into three levels:

- pre-primary (optional, but in practice attended by all children aged 3-6) and primary (compulsory) education for children aged 6-11;
- lower and upper secondary education (ISCED 2 and 3 levels respectively); and
- higher education (ISCED levels 5-6).

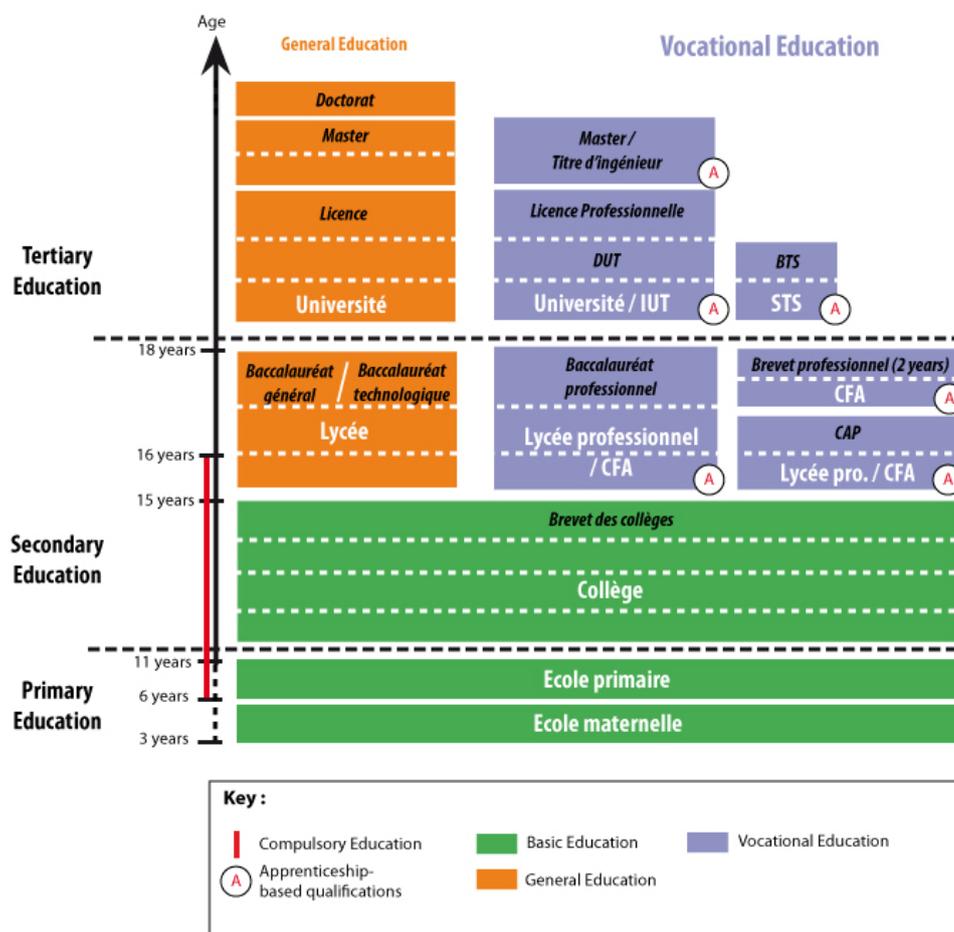


Figure: VET in the French education and training system

The apprenticeship programme in France is part of the initial vocation training (IVET) system. Pupils in IVET can be students (in vocational schools or universities) or apprentices: they all prepare vocational diplomas delivered by the National education system. The apprenticeship programmes combines training in a company, based on exercising a professional activity, and teaching dispensed in an apprentice training centre (CFA) that lead to obtain a professional diploma, that is to say a professional qualification. The apprentice's schedule is split between the training centre and the company (60-75% of this time) where the apprentice is under the responsibility of a tutor.

4.2.4.1 Definition of the Actors

Training Centre

They are systematically associated with the implementation of vocational training ,Thus,

- They contribute to the development of graduates
- They participate in the examination juries
- They welcome and train young people in business
- They participate in the financing of technological and initial professional training by the payment of a tax called 'tax of learning '.

Lower secondary education is compulsory and it is provided in collèges (junior high schools) for 4 years (age 11 to 15). A national diploma (the brevet des collèges) assessing the knowledge and skills of collège students is awarded at the end of lower secondary education. This qualification is not a condition for access to following education levels.

Upper secondary education is provided in lycées (senior high schools) for 3 years (age 15 to 18) in three different paths: general lycée, technological lycée and vocational lycée. The national baccalaureate diploma marks the end of secondary education through general and technological lycées, as well as through the longer curriculum of the vocational lycées and at the same time opens up access to higher level studies.

Employer

Companies must ensure the apprentice's attend classes delivered at the training centres (which form part of the working day).

Employee/intern

Young person (between 16 and 25 years) on initial training who prepares to obtain national vocational diplomas such as those of the ministry of Education.

Other Relevant Actors

- **French administrative Regions** define the possible training offers related with the local needs for jobs and skills in cooperation with local social partners. They establish agreements with apprentice training centres (CFA), finance or co-finance their investments, and pay for their functioning. They determine the opening and closure of training offers.

- **Consular Chambers** are the interlocutor of the employer and the apprentice at local level. The consular chambers include the Chambers of commerce, Chambers of arts and crafts and the Chambers of agriculture. They represent and advise employers. They also register the apprenticeship agreement and check its lawfulness.
- **The teacher (or lecturer)** is an educator working in the formal education system: the School (primary and secondary school) and university environment.
- **The trainer.** There are several usual expressions to denominate trainers “casual trainers, Speakers, presenters which can correspond to a secondary or unique activity”.
- **The apprentice master** is an employee directly responsible for training a young apprentice within the company. In relation with the CFA (Centre de Formation d’Apprentis - Apprenticeship Training Centre), the apprentice master’s mission is to contribute to the acquisition of the apprentice’s skills corresponding to the qualification and to the Diploma.
- **The tutor** is an employee responsible for training a new employee, especially those who are beneficiaries of a special work contract within the company. It is not mandatory for the tutor to accompany the employees in a period of professionalisation. However, it is sometimes useful and necessary. Grants of OPCA6 (organisme paritaire collecteur agréé) are planned for companies.

4.2.4.2 Flows of Information between the actors

Provision of lifelong learning is an obligation of the state. It includes initial training (including apprenticeship) and continuing vocational training for adults and young people already engaged in working life. Vocational training in schools and through apprenticeship falls under the responsibility of the Ministry of Education. The Ministry of Agriculture and Fisheries is similarly responsible for vocational training in agriculture and the Ministry of Higher education for VET in HE (see also 1.1).

The 26 regional councils (decentralised authorities at regional level) are responsible for defining and implementing CVT policies at local level, particularly for young people aged 16-25, vocational training interns, and young people working under apprenticeship contracts.

Social partners are main actors in the field of French VET. They take part in the negotiation of agreements, having a consultative role vis-à-vis national or regional institutions

Furthermore, the Department under the name “High Council for Evaluation” evaluates the performance and activities of teachers, covering the field of secondary vocational training.

At regional level, the regional councils, which are now in charge of apprenticeships and vocational training for young people sectors, or by training organisations that enter into contractual agreements with the region. They cover various aspects of training, such as:

- Improving provision for apprentices, placing workers in jobs, and qualifications in specific sectors;

- Enhancing the quality of services offered by training bodies, including the way trainees are treated on work placement, as well as training methods, follow-up and help with job finding.

4.2.4.3 Legal Framework

Laws governing apprenticeship are framed and passed at national level; regional authorities are responsible for their implementation and, within the framework of the law have wide discretion over training activities including apprenticeship. Employers and employees are represented at national and regional level and additionally on sector-based bodies which determine training content. At national level the National Joint Committee for Vocational Training has a decision-making role on the disbursement of government funding for training and on other matters. The Committee has counterparts at regional level. Sector-based bodies (Commissions Consultatives) operate at national level and are consulted on decisions about introducing/closing down apprenticeship programmes and on training content for apprenticeship and also for full-time vocational courses taught in schools. Employer and employee representatives manage the collection of apprenticeship tax. Employers are closely involved in providing off-the-job training Centres (Centres de Formation d'Apprentis- CFA) for apprentices through professional associations, Chambers of Industry and Commerce and Chambers of Trades. Funding for these Centres is provided by the Ministry of Education and the regional authorities enter into a contract with the provider for a five-year period for the to provide off-the-job training.

4.2.4.4 Outputs

- Public and private sectors' employers have a legal obligation to contribute to the professional training for employees.
- **Training schemes without qualifications:**
 - The 'early school leavers' scheme. National authorities have an obligation to support young people aged 16 to 18 without a diploma who are out of education and are unemployed. The aim is to keep them in education and training and provide guidance and support in improving their employability
 - The 'key competences' scheme. The 'key competences' scheme consists of tailored training modules designed to help people develop one of the five 'basic' skills (written comprehension and expression, initiation to a foreign language, mathematics and basic scientific and technological skills, numeracy, the ability to develop knowledge and skills).
 - Schemes that target of detainees and people in prison.
 - Schemes that target of people with disabilities.
 - **Lifelong career guidance.** SPO (service public de l'orientation) service has two main components an online 'guidance for all' service at www.orientation-pour-tous.fr combined with a telephone scheme and the establishment of local career information and advice services based on regionally approved partnership agreements backed by the Regional Council.

- **Carif – Training management, resource and information centres.** Are present in each region, these Centres provide information on training options and entitlements and access to training.
- **Oref – Regional employment and training observatories.** These organisations provide regionally based systems for analysis and research on the relationship between employment, training and qualification requirements.
- The French government provides **public subsidies for companies**, primarily small and very small companies, and for professional organisations, to promote training, employment and skills.
- The remuneration of the apprentice.

Age	Base of the wage	1 st year	2 nd year	3 rd year
Less than 18 year old	Guaranteed minimum wage (SMIC)	25% (356,42€)	37% (527,50€)	53% (755,60€)
Between 18 and less than 21 year old	Guaranteed minimum wage (SMIC)	41% (584,52€)	49% (698,58€)	65% (926,68€)
More tha 21 year old	Guaranteed minimum wage (SMIC) or conventional minimum wage	53% (755,60€)	61% (869,66€)	78% (1.112,02€)

Table: France: The remuneration of the apprentice

4.2.5 Germany

The German vocational training system, with its combination of classroom and business, theory and practice, learning and working, is recognised worldwide as a basic and highly effective model for vocational training. **The dual system** is firmly established in the German education system, having, as it has, firm roots dating back to the Middle Ages. An essential characteristic of the dual system is the cooperation between mainly private companies, on the one hand, and public vocational schools, on the other. This cooperation is regulated by law. The term “dual” also denotes a specific constitutional situation in Germany, where the federal government is responsible for vocational training in the companies, and the federal states (Länder) for the vocational schools. Thus, the German dual system of vocational training combines theory and practice, knowledge and skills, learning and working in a particularly efficient manner.

The dual system receives its name from the combination of employer-based and school-based training, which is typical of the traditional apprenticeship pattern in Germany.

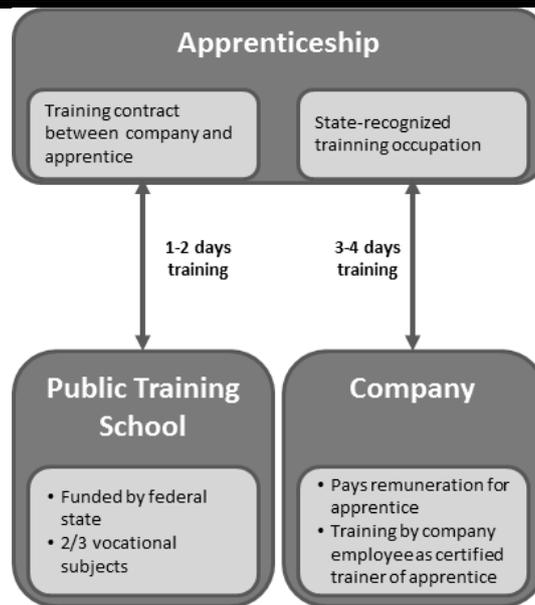


Figure: Germany's VET System - The Dual Structure¹⁸

Young people seeking an apprenticeship apply to employers and enter an apprenticeship agreement with the employer. These apprenticeships last usually between 3 and 3 ½ years. Apprentices receive either three days a week work-based training and attend an occupation specific vocational school (Berufsschule) for the remaining days, or their work based training is full time with intermittent 'blocks' of school based training. The school curriculum is not only vocational but also attempts to provide some measure of general education including the teaching of English.

Both an apprentice and his employer are subject to a training contract, which has to be registered with the appropriate chamber. The chamber also supervises the training period and can act as a negotiator when difficulties arise. There are over 370 recognised training occupations in Germany. These nationally recognised apprenticeships are based on a curriculum and exams are determined by the training regulations (Ausbildungsordnungen) issued by the Federal Ministry for Economic Affairs. Successful completion of an apprenticeship leads to skilled worker (Facharbeiter) status, or, in the crafts, to journeyman (Gesellen) status.

Apprentices receive a training allowance and this as well as all other training costs connected with the work-based element of an apprenticeship are borne by the employer. There are no government subsidies, although the Länder carry the cost of the school-based training elements. The traditional pattern of training provision in Germany was to train more apprentices than were actually needed by individual firms but increasing concern about training costs has led to cutbacks in the number of training places offered.

There is no obligation to provide training, and although much of the training is standardised and regulated, the quality of training provision varies considerably - even concerning training for the same occupation or trade. Training conditions are different between larger and smaller

¹⁸ Source: Germany Trade & Invest, DIHK, Federal Ministry of Education and Research, IAB, Federal Statistical Office 2013

firms, although enterprises offering training are required to employ a specially qualified trainer. Consequently, young people compete fiercely for those apprenticeships which are universally perceived as attractive. These tend to be training places in white collar professions such as banking and finance or with larger multi-national companies. Another effect of this competition is that employers offering 'attractive' apprenticeships can choose amongst well qualified applicants, whereas employers in industries perceived to be less attractive such as construction or engineering have difficulties in obtaining candidates of the calibre required.

4.2.5.1 Definition of the actors

Training Centre

Full-time vocational school (Berufsfachschule): Vocational school at upper secondary level offering a wide range of courses of varying duration. A full-time school, prepares or trains students for a specific occupation at different levels of qualification.

Part-time vocational school (Berufsschule): Vocational school at upper secondary level generally providing part-time instruction in general and vocational subjects to trainees receiving vocational education and training within the dual system.

Pre-vocational and basic vocational training year (Berufsvorbereitungsjahr /Berufsgrundbildungsjahr): Pre-vocational and basic vocational training year refer to vocational education mostly in the form of full-time schooling which provides basic general knowledge and basic vocational knowledge relating to a certain occupational field.

Specialised grammar school (Fachgymnasium): Type of school at upper secondary level offering a three-year course which includes both the general education subjects taught at upper grammar school level and career-oriented subjects, such as business and technology, but which also leads to the general higher education entrance qualification (Abitur).

Specialised upper secondary school (Fachoberschule): Vocational school at upper secondary level providing two-year courses in various subject areas leading to the entrance qualification for universities of applied sciences. The first year consists of both practical training in the workplace and lessons, whilst the second year covers general and subject-specific lessons.

Specialised/vocational academy (Fachakademie/Berufsakademie); **Trade and technical school** (Fachschule); **Two-year full-time vocational school** (Berufsoberschule/Technische Oberschule); **Vocational extension school** (Berufsaufbauschule).

Employer

- Ensure that the vocational competence necessary for trainees to achieve the purpose of their initial training is imparted to them and provide such initial training systematically in accordance with a syllabus and a timetable and in a form appropriate to the aim so that the purpose of the training can be achieved within the specified period;
- Provide the initial training themselves or expressly entrust such training to an instructor;

- Supply trainees free of charge the materials, in particular tools and supplies, necessary for their initial training and the passing of their interim and final examinations, even if such examinations take place after the end of the initial training relationship;
- Advise trainees to attend part-time vocational school and to keep their written initial training records up to date, insofar as such records are required as part of their initial training, and inspect such records;
- Ensure that trainees are encouraged to develop their personality and that they are protected from physical or moral danger.

Employee/intern

In the general dual system trainees attend part-time vocational school on one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; in addition they attend classes on general subjects such as economic and social studies and foreign languages. Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements. Moreover, there are full-time vocational schools (Berufsfachschulen), for which the Länder are responsible.

4.2.5.2 Flows of Information between the actors

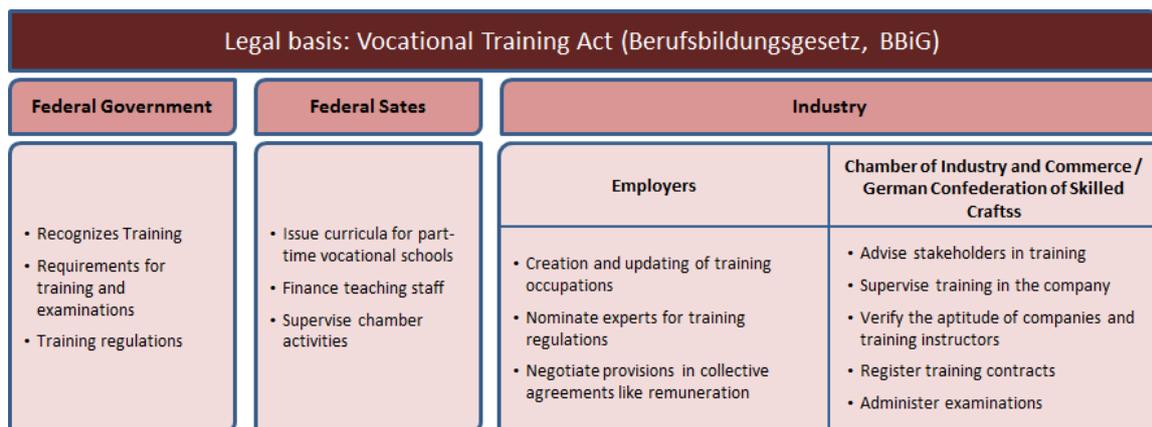


Figure: Germany Governance

4.2.5.3 Legal Framework

The legal framework of dual apprenticeship training is nationally regulated in the Law for Vocational Education and Training (Berufsbildungsgesetz) and in the Crafts and Trades Regulation Code (Handwerksordnung). These constitute the basis for the apprenticeship training regulations (Ausbildungsordnungen). They define the targets, contents and examination requirements of company-based training. The school-based training at vocational schools is regulated in the curricula (Rahmenlehrpläne), which are defined by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz). Company-based training takes place three or four days a week, while apprentices attend vocational schools on the other days.

4.2.5.4 Outputs

- For people with learning difficulties or social disadvantages who would find it difficult to participate in a recognised training occupation or equivalent vocational training, there is the option of pre-vocational training (Berufsausbildungsvorbereitung)
 - training support (abH) in the form of remedial tuition and socio-pedagogic support within the framework of an in-company training relationship;
 - vocational training in non-company establishments (BaE) in a training occupation recognised under the Vocational Education and Training Act (BBiG) and the Regulation on Craft Trades (HwO), with a qualification on completion;
 - transitional support (continuation of training support following completion or discontinuation of training);
 - support for integration into employment, in the form of remedial tuition and socio-pedagogic support within the framework of an in-company training relationship.
- The remuneration paid by the company is approx. one third of the salary of a skilled worker. On average a trainee earns around 795 Euros gross. Depending on occupation and region, their salary may be higher or lower.
- Two thirds of the apprenticeship takes place in an appropriate company that is qualified to train apprentices.

4.2.6 Ireland

A key feature of (VET) system in general, is that there is not a clear distinction between initial and continuing vocational education and training for the unemployed. The Department of Education and Skills (DES) defines Initial Vocational and Training (IVET) as education or training carried on from primary level onwards without interruption of more than one year.

IVET focuses primarily on the education and training of young persons, aged 15-20, who have generally completed compulsory second level education and who have not yet significantly engaged with the labour market, excluding apprenticeship.

Because the roles and responsibilities for vocational education are separate from the vocational training system, which falls under the responsibility of the labour market authorities, there is not one system of IVET for young people who have completed compulsory schooling, but rather IVET policies and programmes implemented through different government departments and intermediary organisations.

These programmes can be divided into the following four broad categories.

- School-based vocational education programmes and courses in non-tertiary colleges and centres for further education under the responsibility of the DES.
- Apprenticeship training, for which FÁS (until the establishment of SOLAS in 2013), the Training and Employment Authority, is responsible in co-operation with the DES.

- Other initial entry-level VET for various industry sectors is provided by publicly funded state agencies.
- Foundation and progression programmes, for those who have left school early without any formal qualifications.

An important feature of the Irish VET system in general, is that there is not a sharp distinction between initial and continuing vocational education and training for the unemployed. Rather, Government policy in general makes a distinction between programmes for young persons and school students, (mainly within the IVET system), programmes for the unemployed (whether young or older) and programmes for persons in employment. The majority of publicly-supported VET relates to initial vocational education and training and training for unemployed people

Apprenticeship is the recognised means by which individuals are trained to become craftspersons. The apprenticeship system is managed by FÁS, in co-operation with the Department of Education and Skills (DES), the employers and the trade unions, under the aegis of the National Apprenticeship Advisory Committee.

Apprentices receive alternating on and off-the-job training in 26 designated occupations including the construction, engineering, motor, furniture and printing trades, all of which come within the scope of a standards-based statutory system. The apprenticeship system comprises seven phases over a period of four years and the curricula are based on pre-specified standards which are agreed with industry.

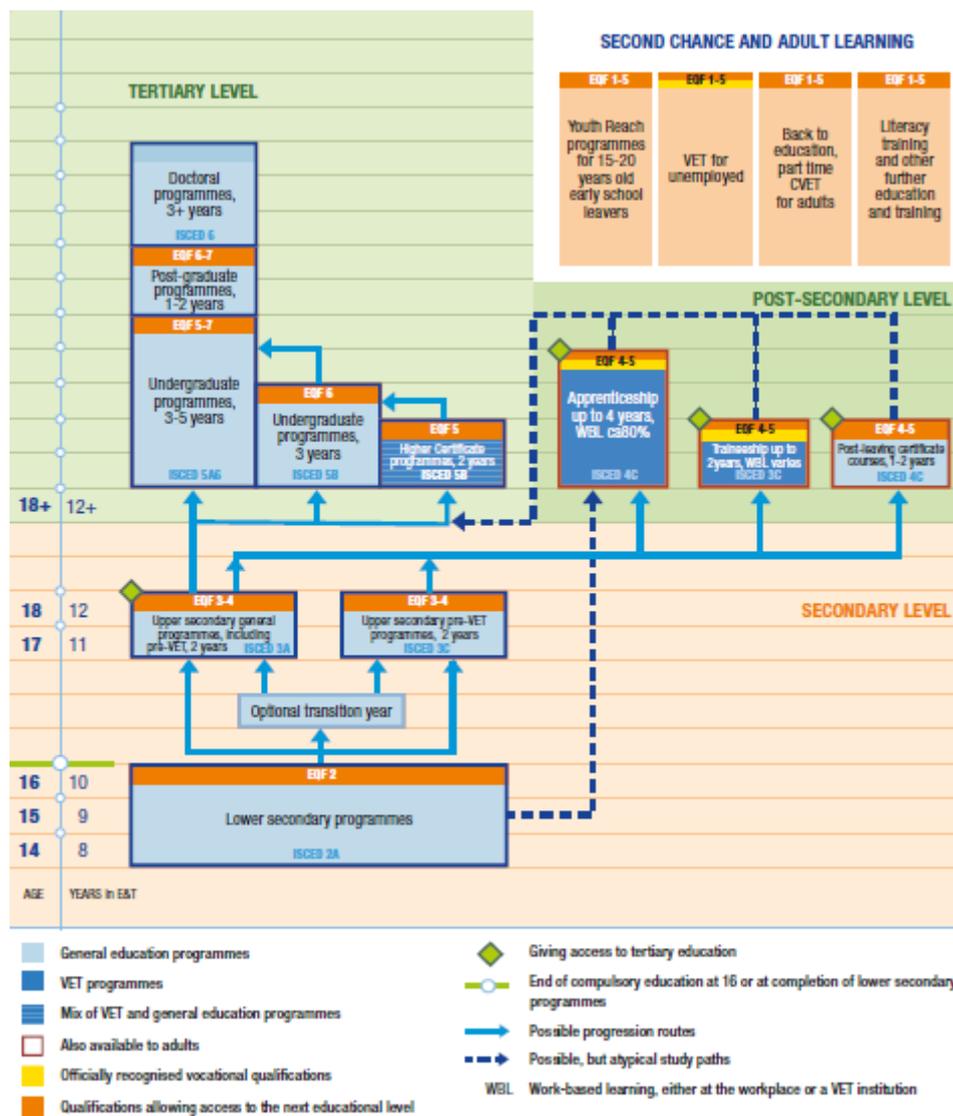


Figure: VET in Ireland’s education and training system

4.2.6.1 Definition of the actors

Training Centre

As of 2013, a new national delivery structure for the provision of further education and training has been established. A network of 16 Education and Training Boards (ETBs) has been formed by the amalgamation and rationalisation of 33 Vocational Education Committees (VECs) which had been responsible for the provision of further education and training provision at a county level. The ETBs also incorporate the former training division of FÁS.

Employer

Their main function is to provide a mentor for the interns and provide an experience in relation to their area of study. It’s important that the employers see the potential in candidates and if an opportunity arises to offer the intern a full time position

In host companies trainees are assigned a mentor or skills coach who supervises workplace training. Traineeships vary in duration from six to twenty-four months, depending on the scope of the curriculum, the skill requirement of the occupation and the entry level of the trainees.

Employee/intern

Main function for the intern is to be open to the internship process and try and learn from each interview they attend. Once placed within a company the intern should try and put into practice what they have learnt during their course. Also the intern should treat this experience as a real opportunity to gain employment in their host organisation or after they finish their internship

The apprenticeship system comprises seven phases over a period of four years and the curricula is based on pre-specified standards which are agreed with industry. All new apprentices are required to be registered with FAS eCollege where they will have access to a range of online learning materials relevant to their course. Three of the phases are off-the-job, and are they delivered in FÁS Training Centres and Institutes of Technology over a total of forty weeks. The four on-the-job phases take place with the employer.

Other Relevant Actors

Work Placement Officer: Main function is to liaise with current and new companies in order to obtain internships for students. It's important to keep up-to-date with new opportunities and vacancies that come up in the IT industry. Also to keep in contact with the students and getting an understanding from them on where they would like to be placed. It's important to build up a relationship with both the students and the host organisations as you want both to enjoy the internship experience. Another function of the Placement Officer is to address any issues or concerns that may arise from the students or the companies. The main duties would involve arranging the interviews for each student and maintaining their timetable. Also keep contact with the host organisations to get feedback from the interview stage. Always give support, encouragement and guidance to the students throughout the process.

4.2.6.2 Flows of Information between the actors

The Department of Education and Skills (DES) is responsible for the general education and training system at all levels in Ireland. Other government departments (e.g. the Departments of Agriculture, Food and the Marine and Transport, Tourism and Sport) have responsibility for sectoral training. Legal Framework.

SOLAS is not itself responsible for the delivery of further education and training programmes — its focus is on providing strategic oversight and funding to the providers of further education and training programmes.

In particular, SOLAS will have responsibility for funding, developing and monitoring the VET provided by the new network of Education and Training Boards (ETBs) which was formerly provided by the VEC sector, by FÁS training centres and by sub-contractors engaged by FÁS (the former national training and employment authority).

The Government enacted the Qualifications and Quality Assurance (Education and Training) Act (2012) to establish Quality and Qualifications Ireland (QQI). This new organisation

replaced four bodies that had awarding and quality assurance responsibilities — the Further Education and Training Awards Council, the Higher Education and Training Awards Council, the National Qualifications Authority and the Irish Universities Quality Board. QQI assumed all the functions of the four legacy bodies and is tasked with carrying out a comprehensive range of quality assurance functions across education and training.

The internship process is as follows;

- Before our students are available to start their internship, the training centre ask companies if they would be interested in taking on an intern. They ask them for a Job Specification and then forward them CV's of students that may benefit from the experience. The company then chooses the students they would like to interview for the role.
- Once both parties (the student & the intern provider) agree that they are want to participate in the internship, the process continues. The intern provider is given a 'Host Agreement' which they have to sign and agree to the terms of the internship. This agreement covers topics such as mentoring the student, holidays & sick days, the treatment of the intern etc.
- Also during the internship the training centre will meet with the students every fortnight to discuss any questions or concerns they may have and if they are getting enough support etc. We also ask the host organisation to fill in a feedback form on the student's progression and we discuss this with the student.

4.2.6.3 Legal Framework

Law	Regulating area
Vocational Education Act, 1930 (and amendments)	Vocational training within the education system; Amendment 1994: Introduction of a levy system to fund apprenticeship, but this has since been replaced by the National Training Fund Act (2000) VOCATIONAL EDUCATION (AMENDMENT) ACT, 2001
Education Act 1998	Makes provision for the education of every person in the State, it makes specific provision for the promotion of continuing educational opportunities for adults
Qualifications (Education and Training) Act of 1999	Set up structures for a national framework of qualifications
The Education Welfare Act 2000	aims to reduce educational disadvantage by promoting regular school attendance and tackling early school leaving. Young people aged 16-17 years who have left school early, must now register with the National Educational Welfare Board. The Act also raised the school leaving age to 16 years

Figure: Ireland VET System: Legislative Framework

4.2.6.4 Outputs

- **Ten-level system.** The National Framework of Qualifications (NFQ) is a ten-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. NFQ levels help indicate how an award can be used for training, education and employment opportunities (see fan diagram). Each level is based on nationally agreed standards of what a learner is expected to know and be able to do after receiving an award.

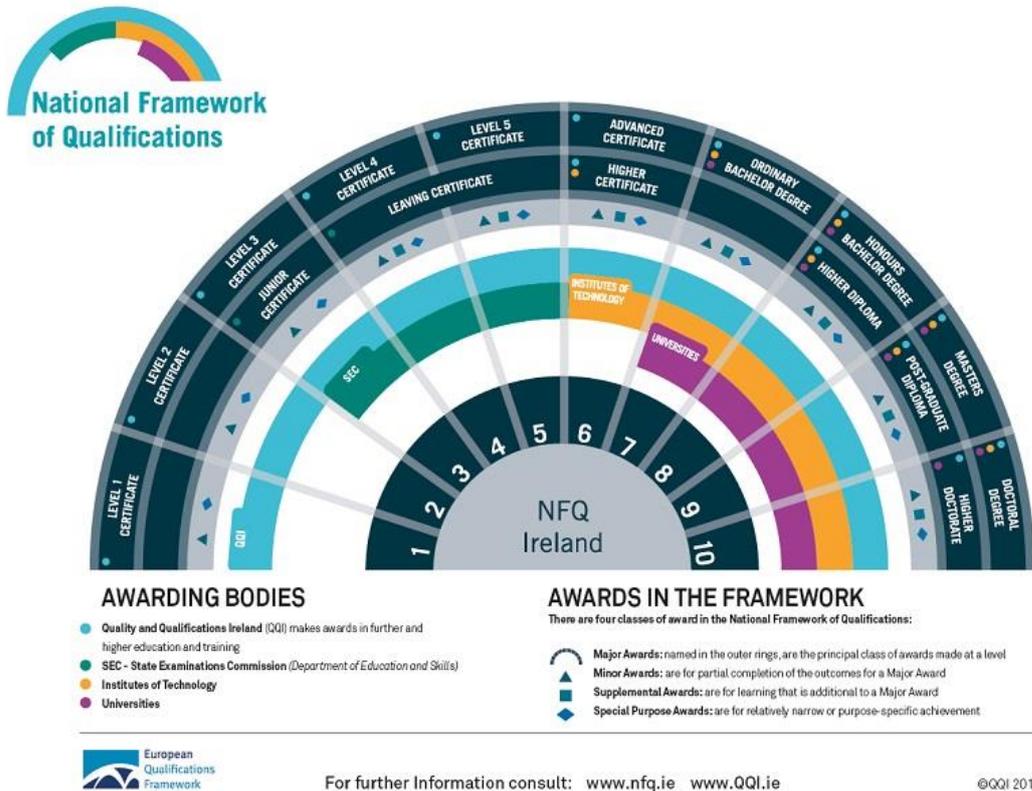


Figure: Ireland National Framework of Qualifications (NFQ)

- In order to ensure the delivery of quality placements, the existence of an apprenticeship/traineeship agreement has been shown to be an important factor in both apprenticeship and most traineeship programmes. This agreement defines roles and responsibilities of all parties and specifies apprentice/trainee terms and conditions. It is vital for the successful achievement of the programme’s aims and the protection of the parties involved, especially the young participant.
- JobBridge provides jobseekers with a 6 to 9 month work experience opportunity. It is particularly targeted at younger short-term unemployed, especially recent leavers from education. It aims to foster stronger links to the labour market and enhance participant’s skills and competencies through internships.
- Under the Irish apprentice system, the apprentices are employees of companies under an apprenticeship contract. During the on-the-job phase of the apprenticeship training, employers contribute to their support through the payment of an agreed ‘industrial

apprentice wage rate¹⁹, which is a percentage of the full (adult) craft worker wage which may vary depending on the occupation and employer. During off-the-job training, all apprentices are paid an allowance by FÁS and, where appropriate, a contribution towards travel or accommodation costs. During the periods of off-the-job training and education, the state, through FÁS, pays an allowance equivalent to costs for participants attending Traineeships programmes, designed to enable the unemployed access the labour market.

- Students at second level education and above can access a range of online career guidance portals such as Qualifax (www.qualifax.ie) and Careers Portal (www.careersportal.ie).
- The National Centre for Guidance in Education (NCGE) is an agency under the aegis of the Department of Education and Skills tasked with policy on guidance counselling.
- Guidance and counselling services in relation to vocational education and training opportunities are provided at different levels within the Irish education system.
- **Local Training Initiative. SOLAS** in collaboration with local community organisations provide flexible Local Training Initiatives (LTIs) for unemployed persons. The LTI programme is designed to provide opportunities for marginalised learners who are unable to participate in other FÁS training interventions for personal, social or geographic reasons.

4.2.7 Lithuania

In Lithuania, the initial VET system is flexible as regards the education and age requirements – from primary education (4 years) with the age of 14 and above, to the lower (10 years in total) or upper secondary (12 years in total). Vocational education may be combined with secondary education, and in this case it takes one year longer than regular secondary education. IVET is a school-based system usually lasting for two or three years, with practical training comprising 60-70% of the total time allocated to teaching vocational subjects. This training is usually carried out in school-based workshops and companies. Apprenticeship is also possible based on availability of contracts with companies or organization.

In Lithuania, the Productive Learning Pilot (Produktyvusismokymas) aims to help young people who lack motivation, have learning difficulties and who are at risk of early school leaving, remain in education through offering them personalised learning programmes which combine academic/theoretical learning and practical work experience in their area of interest. This is a pilot project implemented within one mainstream school and two youth schools. It is implemented at lower secondary education level (ISCED 2) and targets young people aged 15-16. The scheme is being implemented across a wide range of industry areas depending on the school, local employment context and availability of interested employers. The social

¹⁹ <http://www.fas.ie/en/Allowances+and+Grants/Apprentice+Wages.htm>

partners have been significantly involved in the pilot phase and their role is crucial in ensuring placement availability and the success of the programme.

4.2.7.1 Definition of the actors

Training Centre

The Law on VET stipulates that a VET provider may be any VET institution, a freelance teacher or any other provider (general education school, enterprise, organisation whose main activity is other than VET) entitled to develop and implement VET programmes. VET providers may accept learners and provide formal VET programmes after receiving a licence from the Ministry of Education and Science. There are two types of teachers in Lithuanian IVET institutions: general education subject teachers (*bendrojo ugdymo dalykų mokytojai*) and vocational teachers (*profesijos mokytojai*).

Vocational schools (*profesin mokykla*) provide both vocational and general education. In some regions vocational schools have been merged together to create regional vocational training centres. Since 2000 **technological gymnasiums** have been established at vocational schools. They provide upper secondary education and pre-vocational education.

Vocational training programmes are designed for learners over 14 years of age.

Employer

On the sectoral level, there are 14 Industrial Lead Bodies equally representing sectoral employers, trade unions and education providers and these are the main consultative bodies of the Ministry of Education and Science in developing VET standards and curricula. LINPRA, the Lithuanian Engineering Industries Association, works with iVET issues on the national level together with the Ministry of Education and Science through the Vocational Education and Training Council and the Industrial Lead Bodies. The industry also participates in the quality assurance of iVET schools in the area of exams and diplomas.

Employee/intern

Main responsibility of students awarded with an intern is to seek knowledge and be interested in study process. Theory always goes together with practice so that students could put their theoretical knowledge into practice. Individuals - students, trainees, young people, professionals of organisations are active in the fields of education, training and youth constitute the main target population of the project.

Other Relevant Actors

Kaunas University of Technology: KTU is one of the largest technical universities in the Baltic States and offers a wide variety of study programmes and focus on to the individual needs of our students and the quality of education overall. Various opportunities are being provided to those who are the most talented, and those who encounter some difficulties in their studies.

Vilnius computer training academy (VKA): Main goals and activities – are to provide high quality and comprehensive study for students preparing for higher education. The Academy

is integrated into Lithuanian Young Computer training Schools' a network of university and other higher education institutions established by JKM. The network's aim is to provide opportunities for all students of the Republic, regardless of where they live to gain computer literacy and to prepare for higher education.

National Association of Distance Education (NADE): The major purpose of NADE is to provide equal learning opportunities to all Lithuanian citizens, despite their place of residence. There are a lot of opportunities for activity in Lithuania, and it is still growing, but it is possible to use them only with the help of universities and certain governmental institutions, communicate and participate in creative process of DE. One of the main activities is to organise distance education courses, carries out efficiency research and other applied distance education research in regional study, study support centres and other institutions.

4.2.7.2 Flows of Information between the actors

Level	Actor	Responsibility / function / main tasks
National	Ministry of Education and Science	Development and implementation of VET policy
	Chamber of Commerce, Industry and Crafts; Chamber of Agriculture	Organise and carry out the assessment of competences acquired by the students to ensure uniform assessment of VET graduates
Regional	County administration governor's	Participation in VET decision-making and implementation (e.g. monitoring the activity of VET providers)
Local	Municipalities	Participation in VET management (e.g. plan and implement vocational guidance, organise the assessment of general education attainments and matura examinations etc.)

Figure: Lithuania VET System Administrative Framework

The internship process is as follows;

- The first essential task is to collect a group of participants according to the description of target group set in the project. Students are able to participate in short-term exchanges, which is mostly relevant to school education. Non-formal organisations NADE and VKA provide courses for learners who are eager to find out more about modern technologies and learning. Long-term study mobility, relevant to school education has set a major aim to strengthen the cooperation between the schools involved in the same Strategic Partnership.
- Students fill in questionnaire about their social status, skills, knowledge, hobbies, working experience, etc. After the selection procedure the organisation decide whether to invite students, according to the objectives and expectations set in the past. It is important to invite skilled and educated youth to participate in a structured, supervised work experience intervention as a genuine progression path to paid employment. This will be done through the development of an innovative internship framework and cloud-based Internship Framework in the form of an Assessment Log Book which will provide structure to the internship experience and support their entry into the world of work whilst gaining confidence and recognition of sought after soft skills. This will be

reinforced by the employer’s input which will provide guidance on practical application and attitudinal requirements which will contribute to the intern’s professionalisation with a view to enhancing their job readiness within the participating company or elsewhere.

- The applied learning in the work-place is monitored and validated, skills utilised and professional development encouraged are over and all tasks are complete and all exams are passed. Each student receives a certificate when structured supervised internships where completed. It is hoped that this contribution will have a significant impact to the Europe 2020 targets of 75% of the population aged 20-64 to be employed.

4.2.7.3 Legal Framework

Law	Regulating area
Law on VET of 1997 (will be amended in 2006)	Structure, management, organisation and control of the VET system, regulation of IVET and CVET
Law on Higher Education of 2000	Defines the system of higher education and also non-university higher studies: it enforces the legal basis for the establishment of colleges (higher education establishments with prevailing non-university studies), which have influenced the development of VET system
Law on Support of the Unemployed of 1990	VET for unemployed; structure and functions of the labour exchange
Law on Non-formal Adult Education of 1998	Structure, management and provision of non-formal adult education

Figure: Lithuania VET System Legislative Framework

4.2.7.4 Outputs

What works well in the Lithuanian iVET system is **the open web-based system of information, counseling and career guidance called AIKOS** (www.aikos.lt), which has been in operation for years, as well as the exchange of experience among counterparts from different countries

Work experience in IVET at Post-Secondary Non-Tertiary Level (ISCED 4). Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) Delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.

Work experience in IVET at Higher Education Level (ISCED 5). Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) Delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.

Work experience in IVET at Upper Secondary Level (ISCED 3). Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond

to the labour market needs and in organising practical training; (ii) delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.

Work experience in IVET at Upper Secondary Level (ISCED 3). Key success factors of scheme: (i) Social partners participate in shaping the content of new qualifications, qualification standards and VET programmes, in assessing that VET programmes correspond to the labour market needs and in organising practical training; (ii) delivery partners include Ministry of Education and Science, vocational education institutions, employers, Chambers of Commerce, and trade unions.

Productive Learning Pilot (a part of the “Alternative Education” Project). Key success factors of scheme: Success factors include: (i) The freedom for teachers to choose learning methods and flexibility; (ii) The small number of students in a classroom; (iii) Testing the taught subjects in practice; (iv) Increasing teachers’ professional competencies, starting to work in a team; (v) Cooperation with parents and local communities.

Obtaining Professional Competencies in the Workplace (ALMP measure). Key success factors of scheme: The target groups for the measure are identified according to needs. The employers receive 20% compensation for the cost of mentor in addition to the subsidy for wage and social security contributions.

Vocational Training for Unemployed (ALMP measure). Key success factors of scheme: The distinguishing feature of the vocational training model for the unemployed is its well-targeted nature, focusing on training workers for specific jobs.

Traineeships for Higher Education Students. Key success factors of scheme: (i) Forging closer links between employers and HEIs; (ii) The opportunity for students/graduates to gain practical work experience which enhances their employability.

ESF Funded Projects Aiming to Develop Traineeship Frameworks for HE Students. Key success factors of scheme: (i) Projects’ activities will cover the elaboration of models of practical work, training of placement tutors, creation of web sites containing information on available placements to students and implementation of pilot placements; (ii) It supports and complements the traineeship provision within the mainstream education.

4.2.8 The Netherlands

4.2.8.1 Definition of the actors

In a university and higher education context:

Higher education in the Netherlands can be followed in two types of institutions : universities or Hoge Scholen (also called universities of applied Sciences). “Hoge Scholen” give the opportunity of following high level education with a strong emphasis on practical applications at approximately 450.000 students a year. Internships are more frequent at the Hoge scholen than in universities.

Training Centre

In some studies at the university, internships are a component of the programme but this is not always the case. Sometimes students are free to decide whether or not they want to benefit from an internship possibility. Often, the university offers possibilities for internships abroad in Erasmus + framework for example. The Hogescholen are represented by the Netherlands Association of Universities of Applied Sciences. This association wrote the Code of Internships in 2006. In this code, they distinguish between the observation internship (“snuffelstage”), the internship finalising the course (“afstudeerstage”) and the and the practical internship (“meewerkstage”). Internships in HBO are generally mandatory, which is not the case in university.

Workplace

Companies are free to take on an intern from higher education if asked . These internships are generally not formalised.

Student

If interested in doing an internship, the student has to contact the company and discuss with his/her university if internship is offered. Most of the time, internships are not compulsory at university. In Hoge Scholen, internships are often recommended and/or compulsory.

Dutch students are often attracted by potential of studying and doing internships abroad.

In VET context:

Secondary Vocational Education and training and adult education in the Netherlands is called “Middelbaar Beroeps Onderwijs” (MBO). All government funded “MBO” training centres and schools are all represented in the 'MBO Raad', the Netherlands Association of VET Colleges.

On behalf of its members, the MBO Raad promotes the collective interests of the sector, supports common activities of the colleges and acts as an employers' organisation. The association negotiates labour conditions for the sector with the trade unions and signs collective labour agreements. The MBO Raad plays a major role in the re-modelling of vocational education to competence-based vocational education and training.

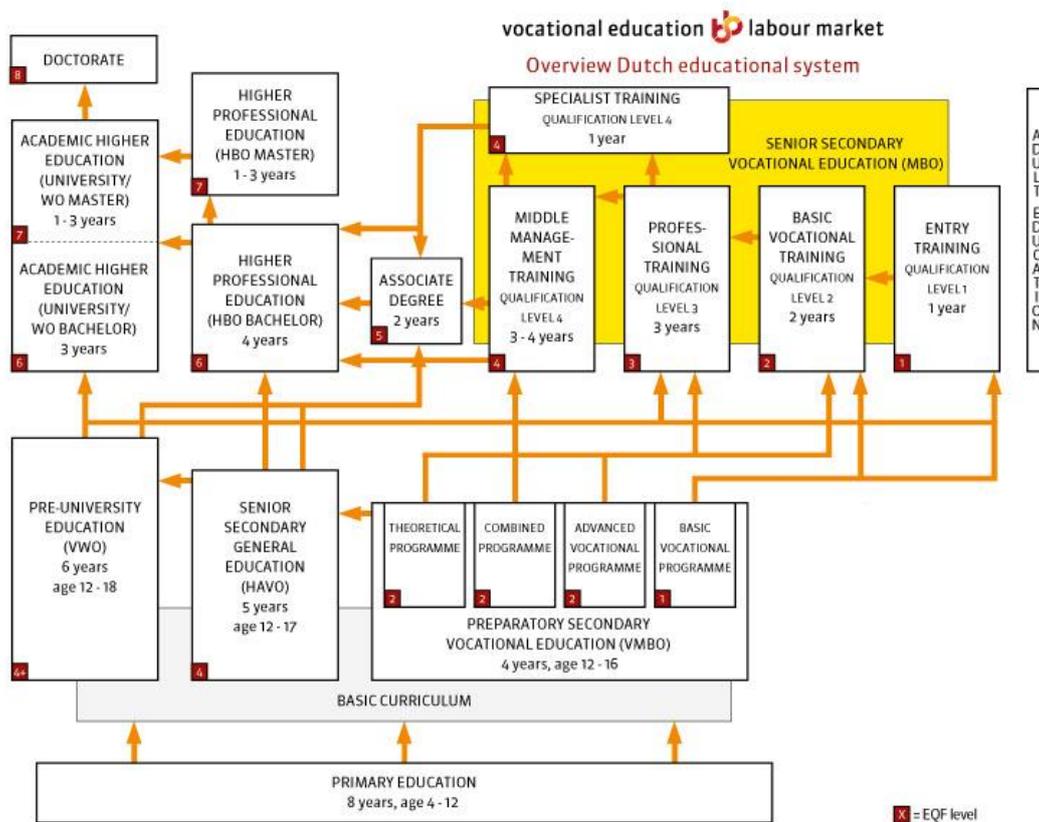


Figure: Dutch Educational System

Training Centre

Training courses of MBO-level can be pursued from 16 years old, in two ways :

- De Beroeps Opleidende Leerweg (BOL). The student goes to school most of the time. An apprenticeship between 20 and 40 weeks is part of the training.
- De Beroeps Begeleidende Leerweg (BBL). This training consists of mainly workplace learning of at least 20 hours a week. The trainee goes to school one day a week for the theoretical part of his studies.

MBO-schools and training centres have always collaborating with companies. Almost 70 MBO secondary schools and 225 vocational learning centres and private schools and 200,000 accredited companies train mbo-students towards a professional career.

Workplace

The national VET law prescribes that companies that want to offer work placements to students need to be accredited. In the Netherlands, the Ministry of Education has given Centres of Expertise, sectorally organised institutions, this power. Through an accreditation process, these Centres decide if the quality of the work placement is sufficient. The Centres of Expertise

publish all available accredited work placement companies on Stagemarkt.nl. As from 1st August 2015, the tasks of the 17 Centres of Expertise will be transferred to SBB. Within SBB (the foundation for Vocational education, training and the Labour Market), joint agreements on work placement have been formulated.

Student

VET is the main supplier to the labour market in the Netherlands and is often regarded as the 'foundation of the economy' and the 'backbone of society'. Approximately 40% of the Dutch working population have completed a vocational course to at least secondary vocational training level.

There are currently 630,000 students in the VET sector, 485,000 of them taking part in regular VET courses. The remainder follows adult education programmes. The government invests about 2.6 billion euros annually in this sector, which represents approximately 12% of the total budget for education.

Students in secondary vocational education are trained in professional practice via internships and work placements. The work placement is a compulsory component of every course of senior secondary vocational education. Within SBB (the foundation for cooperation Vocational education, training and the Labour Market), joint agreements on work placement has been formulated.

4.2.8.2 Flows of Information between the actors

Apprenticeships are integrated in the VET-system in a quite formal way and are often a compulsory part of the curriculum. This existing framework facilitates the flows of information between the actors. SBB plays an important role in managing the directory of employers and now brings together the output from the 17 Centers of expertise.

The website Stagemarkt.nl, hosted by the SBB, centralises the VET-offer in apprenticeships for BOL and BLL and makes it much easier for the intern to find a company. If there is a deficiency of internships for a specific profile, schools inform using the SBB website (cf : meldpunt stagetekort)²⁰.

In higher education and university, this kind of centralised platform doesn't exist. Schools and universities formalise their own procedures and contracts. The HBO-raad, through the HBO-Code, formalises a little the internship framework but has no role in facilitating the communication between the actor's. Most of the time, Interns have to look for internships themselves.

4.2.8.3 Legal Framework:

In University and Higher Education context:

²⁰ <https://www.s-bb.nl/>

The average placement fee for an internship is between €136 and €227 gross. For a internship at the end of the curriculum it's between €227 and €454 per month. Legally, this placement fee is not mandatory. In ICT, technical jobs and accountancy, the fees are the highest. An employer can also decide to pay the minimum wage, which has consequences for taxes and social security. Some companies only pay expenses.

In VET context:

Companies recruiting interns for apprenticeships in VET-education have to be accredited by the SBB. This accreditation gives companies the possibility of asking a subsidy to cover expenses related to the guidance of an intern. Legally, interns are considered as employees. Instead of a working contract they have an apprenticeship-agreement but sometimes they have both. Employers have the possibility of paying the intern according to the minimum wage or paying a placement fee. This choice has consequences for the social security. Especially, in BBL, the interns are often paid and have a working contract. In BOL, interns never have working contracts but sometimes they receive a small fee.

In 2009, the Ministry of Education, Culture and Sciences, the employers' organisations VNO-NCW/MKB (SME) Netherlands and the MBO²¹ Council together with the cooperating centres of expertise on vocational training, education and the labour market laid down agreements on work placements, in the form of a protocol.

4.2.8.4 Outputs

In University and Higher Education context:

*The lack of centralised information about internships in university and higher education, makes it difficult to specify output.

In VET context:

In VET-training, passing the internship is a mandatory procedure in order to get the title. In 2013-2014, 495 000 persons followed an MBO-training. More than 75% of them did the BOL trajectory and almost 25% did BBL. 230,600 accredited companies, of which almost 7000 abroad, were willing to organise mbo internships. Very often, after graduation, the mbo-interns find a job within the company they did their internship with (50% of the BOL students and 87% of the BBL students).²²

4.2.9 Spain

In Spain²³, the internships are established as mandatory requirement in Higher Education since Bologna process. Enterprise internships stand nowadays as one of the key educational

²¹ www.mbo-raad.nl

²² www.s-bb.nl

²³ ENTERPRISE INTERNSHIPS: MODERN FASHION OR REAL NEED? (2011). <http://dugi-doc.udg.edu/bitstream/handle/10256/3858/312.pdf?sequence=1>

activities carried out outside the classroom. While internships help students in their curriculum development, the increase of student placements due to the Bologna process raises a number of issues such as: (a) the establishment of adequate protocols to guarantee enough high-quality industrial internships for all our students; (b) lack of adequate management tools to efficiently organise and monitor internships. The University of Girona, in Catalonia, showed a transversal enterprise internships programme, which targets quality improvement, academic control and satisfaction of collaborating enterprises. The fundamental infrastructure of this programme combines a web-based intranet platform with a protocol of procedures and tasks that are observed and followed at all internship stages. This point is really interesting as the outputs the system is able to generate.

The other big internship programme model in Spain is the one integrated into the VET system that is more formal than the university model as it is regulated from the education system and is a compulsory procedure in order to get the title. There are other types of internships and traineeships/internships but there are non regulated yet.

4.2.9.1 Definition of the actors

In a university basis:

- **Training Centre:** In the training center there is usually a coordinator that is responsible for the evaluation of the internships among other administrative tasks. The coordinator cannot effectively audit the learning contents of the internships. The assessment is based on “pass/ fail” strategy.
- **Workplace:** Companies proposes working plans too biased towards their needs, without a valuable academic content for the student/Intern. There should be a mentor in the company that supervises the Intern.
- **Student/Intern:** Usually look for a company on his own and a programme and agreement must be signed and agreed by the intern and the company.

In VET model:

- **Training Centre:** The training centre is responsible of identifying companies who held the internships for the interns. The training centre tutor will make a review in collaboration with the workplace tutor.
- **Workplace:** Companies are subscribed to a database of the training centres and is used to hold this type of internships. The assessment of the internships is agreed between the training centre tutor and the workplace tutor, and this assessment is mandatory to get the VET title.
- **Student/Intern:** The student is proposed by the training centre to perform the internship in a company/workplace. An interview at the beginning of the internship is common and the company has to accept/eject the student base on this interview.

In both models, the state or government acts as a regulator of the procedure. Even if in the VET model the presence of the regulations is stronger, at university level the state also acts with several laws that has been pointed out in the legal framework section.

4.2.9.2 Flows of Information between the actors

In a university basis:

Due to the lack of register/ database of companies offering internships, the student often have to look for a company on his own and the first contact between the company/enterprise and the training center is carried out by the student itself.

In terms of evaluation of the internship, even if the evaluation can be made with the help of the workplace tutor it is the university who defines the evaluation method and procedure.

In Vocational Training:

Grades' curriculums always include a module on Internships (Formación en Centros de Trabajo), that need to be passed to obtain the qualification.

The aim of the module of Internships is formative, not industrial. there would be no contract of employment for students, but they would work in occupations according to the educational plan their guardians and course tutors have designed for them.

The workplace tutor will collaborate with the school tutor to make a review. This module will be graded pass or fail. This module would be held at the end of the module and it assumed 25% of teaching time (320-400 hours)

4.2.9.3 Legal Framework

The internship programme is educational and therefore is not paid. Companies may make discretionary payments to participants.

There are several legal frameworks in Spain depending on the training background and level of the Intern.

They can be mandatory (VET) or voluntary (university)²⁴.

- ❖ VET: Formación en Centros de Trabajo: Real Decreto 777/1998, determines the following:
 - Internship do not have any labour relationship .
 - Internship must be performed once the academic learning process at the training centre is complete . Internship can happen at any time of the studies; It t must be done before the end of the academic year of the last year of the Training.
 - The duration of the Internship varies depending on the official program of each training, but usually it ranges between 300 and 400 hours (10 to 20 weeks, including the feedback sessions with the teacher in the training centre).

²⁴http://www.jovenesco.es/comunes/recursos/99987/364520-Manual_completo_en_formato_PDF.pdf

- The internships must be performed, unless authorised exceptions, on school year schedule (September-June); with a workday between five and eight hours.
- ❖ University legal framework: Plan FIP Real Decreto 631/199 and BOE-A-2014-813825, determines the following:
 - The student receives financial assistance for travel, according to the law .
 - The student must be informed and trained on occupational hazards and preventive measures linked to the role they are performing during the internship.
 - The student must be covered by a mandatory school insurance (up to 28 years) for liability insurance and accident contingency in the company, including in travel (transfers to the workplace).
 - The student must develop training activities on company premises .

4.2.9.4 Outputs

There's no a legal qualification title, but in VET training, participating in the Internship is a mandatory in order to get the title. The main output will be the certification of passing the internship.

In terms of University internships, the “Real Decreto 592/2014” establishes the following outputs:

- ❖ Mid term monitoring report and final report of the workplace tutor
- ❖ Mid term monitoring report and final report of the internship made by the student
- ❖ Internship evaluation report made by the University
 - If the student asks for, a certification of the internship can also be given

4.2.10 United Kingdom

The UK has a devolved system of governance for education and training. Therefore, there are differences between the education and training systems of Scotland, Northern Ireland, Wales and England. For practical reasons, we have here chosen to focus on IVET in England. There are several different types of IVET in England, beginning either at the age of 14 or 16 with different levels of completion. IVET can also be school-based or dual-system depending on the programme. After compulsory education (age 16), young people may choose to continue in school, move to a sixth-form college or a further education (FE) college, enter employment with training such as an apprenticeship, or enter employment without apprenticeship. Normally, the upper secondary phase lasts two years, from age 16 to 18 or 19.

Within the full-time school and college-based pathways, a range of different vocational qualifications are available. The following are the main applied vocationally related and occupational qualifications relevant to the MET industry available through full-time education: Higher National Diploma (HND) and Higher National Certificate (HNC); National Vocational

²⁵ <http://www.boe.es/boe/dias/2014/07/30/pdfs/BOE-A-2014-8138.pdf>

Qualifications (NVQs); BTEC introductory, first and national qualifications; and City and Guilds qualifications. A programme of specialist vocational diplomas for 14-19 year old students was introduced in 2008 and sits alongside GCSEs and A-levels. The diplomas are available in 14 subjects, including engineering and combine classroom-based learning with work-related practical experience. Depending on level the above pathways can lead either to tertiary level education or into skilled employment.

Regarding apprenticeships, there are three levels available for those aged 16 and over:

- Apprenticeships: These provide the skills you need for your chosen career and allow entry to an Advanced Apprenticeship;
- Advanced Apprenticeships: To start this programme, the applicant should ideally have five GCSEs (grade C or above) or have completed an Apprenticeship;
- Higher Apprenticeships: Higher apprentices work towards qualifications such as an NVQ Level 4 and, in some cases, a knowledge-based qualification such as a Foundation degree. Apprentices can also progress to higher education, including university degrees.

In the United Kingdom, there are different experiences on internships, eg. on creative industries and cultural sector (Hope, Fingiel; 2012) or another areas.

In 2013, the Trades Union Congress published a Common Best Practice Code for High-Quality Internship²⁶ and it was endorsed by the Minister of Universities and Science:

“The benefits of properly managed internships are well established. Interns can develop their skills, apply their knowledge, and significantly enhance their chances of securing employment in their chosen field. Employers can tap into new skills and knowledge, whilst offering existing staff the opportunity to develop mentoring and supervisory abilities. They can also assess in depth an intern’s suitability for long-term employment in the business. I share the Forum’s belief that all internships should be fair and provide interns with a high-quality experience of the work place. We are also clear that those who are entitled to the Minimum Wage should receive it and we are cracking down on employers who use internships as a way of not paying the minimum wage”.

This common best practice code draws on the Chartered Institute of Personnel and Development’s (CIPD) 2013 publication Internships that Work: a Guide for Employers.

4.2.10.1 Definition of the actors

Training Centre

²⁶ Trades Union Congress on behalf of the Gateways to the Professions Collaborative Forum. “Common Best Practice Code for High-Quality Internship”. September 2013. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251483/bis-13-1085-best-practice-code-high-quality-internships.pdf

(Accessed in April 28, 2015)

A diverse range of organisations provide non-formal and informal training in the UK, including public and private enterprises, voluntary organisations, uniformed services, health and care services, professional education and registration bodies as well as trade unions. Unionlearn is the TUC's learning and skills organisation that supports unions' learning and skills work.

- Secondary schools (post-compulsory phase): some vocational qualifications alongside general.
- Further education colleges: wide range of technical and vocational courses – young people and adults – also general education.
- Apprenticeships and other company-based training including continuing training (CVT).
- Universities: a range of professional and professionally oriented courses.

Employer

In many large sectors of the economy, there is no strong link between IVET, occupational standards, work organisation and labour market demand: employers determine the organisation of work, the use of skills, and requirements of qualifications. Legal qualification requirements are not typically determined for 'occupations' as a whole, but for specified areas of activity – for example with regard to health and safety. There are jobs with a strongly defined occupational profile (e.g. in maintenance departments) that are connected to more standardised educational programmes but they are less common than in occupational labour markets.

Employee/Intern

The level of funding provided to training providers varies according to the age of the trainee. In general, if the trainee is aged 19 to 24 years old at the start of their training, the training provider will receive half of the unit cost of providing training for a given course, and if the trainee is aged 25 years or over, the training provider will generally receive no funding.

4.2.10.2 Flows of Information between the actors

Level	Actor	Responsibility / function / main tasks
National ²⁷	Department for Children, Schools and Families; Department for Business, Innovation and Skills	Overall policy for vocational education and skills.
	UK Commission for Employment and Skills	Overall responsibility for the development of occupational standards and the licensing of sector skills bodies.
	National Learning and Skills Council	Funding of the providers in the learning and skills sector (colleges of further education, adult learning and work-based learning providers); determining national priorities
	Office for Standards in Education, Children's Services and Skills	Inspection of provision in colleges and work-based training.
	Learning and Skills Network	Research and staff development.
	Qualification and Curriculum Development Agency	Approval of qualifications which may be supported by public funding.
	Department of Work and Pensions	Advice and training for the unemployed
Local	Local Learning and Skills Councils, Regional Development Agencies	Determination of priorities at regional level and rationalisation of provision.
Sectoral	Sector Skills Councils	Development of occupational standards for specific economic sectors, identify and reduce sectoral skills gaps, increase opportunities for workforce development.

Figure: UK VET System Administrative Framework

In England, iVET providers can be either publicly or privately run. Several government departments look after administrative affairs related to education and training, but in general, the overall policy for iVET is handled by the Department for Education. After a reform in April 2010, local authorities are now responsible for the commissioning and funding for iVET, while curricula are set at the national level and at education provider level. In April 2010 the Young People's Learning Agency, sponsored by the Department for Education, was also set up to support the delivery of training and education to all 16 – 19 year olds in England. The YPLA champions young people's learning by providing financial support to young learners, funding academies for all their provision and supporting local authorities to commission suitable education and training opportunities for all 16 - 19 years.

4.2.10.3 Legal Framework

No single piece of legislation provides the basis for the legal framework for education and training in the UK. Governance and system development is regulated by a series of laws, covering different aspects of education and training. The recent major acts of Parliament are: the Learning and Skills Act of 2000, which reformed the organisations responsible for

²⁷ The devolution of governance in the UK means that the government and institutional frameworks differ between England, Scotland, Wales, and Northern Ireland, all of which have extensive autonomy

managing the further education sector; the Education Act of 2002, which included measures to increase schools' flexibility with respect to the curriculum, staffing and governance; the Employment Act of 2002, which included an introduction of a new right to time off work for union learning representatives.

4.2.10.4 Outputs

- Employers can negotiate specific skills packages.
- And express collective demands through skills councils.
- The range of organisations and pathways involved means that key actors negotiate elaborate solutions engaging state, providers and users.
- Local programmes and arrangements can give companies and individuals a good deal.
- Many interfaces: rich communication.
- Qualification system is flexible: credits, modules, flexible entry and progression routes
- The UK Government has made available an Apprenticeship Grant for Employers incentive (AGE 16 to 24) in England, providing financial assistance for businesses employing less than 1,000 people to take on 16 to 24-year old apprentices within a formal apprenticeship programme.
- Flexible Training Opportunities funding, delivered by SDS, helps Scottish businesses with up to 100 employees with up to half the costs towards individual employee training, which includes formal qualifications and units, other industry recognised awards and Masterclasses.
- The Young Recruits Programme is a Welsh Government initiative that provides financial support to employers to take on additional apprentices in the 16-24 age bracket onto high quality apprenticeship programmes.
- Under the Youth Employment Scheme (YES) which was introduced in Northern Ireland in September 2013, employers offering full-time jobs to young people in jobs growth areas can avail of an employer subsidy of up to £5,750 in the first year, subject to providing training to allow young people to develop their skills and gain relevant qualifications whilst in employment. In addition, the Department for Employment and Learning provides a Skills Solutions Service that advises on training for companies. The service now has advisers operating throughout all of Northern Ireland to provide advice regarding Departmental provision and funding available to up-skill staff.
- Skills Development Scotland (SDS) provides a Careers Information, Advice and Guidance (CIAG) service across Scotland. SDS works in partnership with education providers and job centres. Targets specified in the More Choices, More Chances strategy include young people at risk of becoming NEET. SDS has also set up the My World of Work website containing CIAG resources.
- The National Careers Service (NCS) was launched in England in April 2012 to provide advice on learning, training and employment for young people and adults in one place. An

increasing amount of information is available online, but is also offered face-to face (for those aged over 19) and by phone (also for those under 19). The National Apprenticeship Service in England runs an Apprenticeship Vacancy Service, which includes an online search function and mobile app.

Name of Scheme	Overview	Effectiveness
Government Apprenticeship Programme (ISCED 3 & 5B)	Objectives: To achieve recognised qualifications; to improve business performance and increase the skills of the workforce (NAO, 2012). Length of apprenticeship: Varies, but generally between 1 and 3 to 4 yrs	Overall effectiveness: Highly effective in terms of employment outcomes, skill acquisition and high levels of Apprentice satisfaction with training Key success factors of scheme: (i) Reforms to the Apprenticeship programme and increased Government investment; (ii) Launch of the National Apprenticeship Service (NAS) to increase the number of employers offering apprenticeships has made efforts towards growing the programme; (iii) Apprentices have opportunities to pursue knowledge-based qualifications which provide quicker returns to the employer (NAO, 2012)
Future Jobs Fund (FJF)	Objectives: To provide employment opportunities in public and charitable sectors to the young (18 to 24 yrs.) unemployed living in disadvantaged areas. Length of traineeship: 6 months (26 weeks)	Key success factors of scheme: (i) Provided an employment opportunity at a time of high unemployment; (ii) prepared unemployed participants for work

Figure: Outputs of the UK VET System

5. FROM GOOD PRACTICES TO INTERNSHIP FRAMEWORK: GUIDELINES FOR YOUTH EMPLOY PROJECT

From the research carried out in the selected countries and the practical perspective contribution from the partners a list of **internship best practices and guidelines** has been developed to implement a successful Internship Framework and design of the YouthEmploy Internship Framework.

Apart from the research, the project has also carried out a piloting of the YouthEmploy platform that has provided some practical finding and conclusions as follows:

- Facilitation, automation and simplification of the Administrative management of the Internships is needed. An online platform for this purpose is helpful.
- Training centres and employers appreciate the centralisation of all the data related the interns in an online system.
- An internship agreement where the internship planning and objectives are outlined is beneficial and enables identification of the interns' and employers' expectations. For the interns, this agreement also serves as a basis for communication with the employers.
- Assessment tools for employers and self-assessment for interns enable the employer and intern to realistically assess the experience acquired during the internship and to identify their potential for improvement . The populating of the forms by the interns and the employers allows the training centres to assess the respective commitment of the interns and the employers to the internship but improvements are necessary in order for the employers to get more involved in this process.
- The Youth Employ Pass enables the demonstration of the experience acquired during the internship by the interns is a relevant tool for assessment of the interns' experience and work. The effective implementation of this document in the YouthEmploy platform is vital.

Good internships don't just happen. Quality internships are excellent learning experiences facilitated by supervisors/mentors that plan the internship and support it with resources. Best practices are extremely important and are the responsibility of the internship provider.

1. A structure internship needs to be in place from the start of the internship and sustained until the end.
 - Successful internship experiences combine training with the assignment and execution of on-the-job tasks.
 - Preparing a preliminary list of potential projects will assist the student learn and help the company achieve important goals is a very good start. Interns need focused, purposeful roles to keep them motivated, learning, and help meet organisational objectives.
 - The best internships provide focused learning opportunities and also show the big picture through company tours, job shadowing, field trips, and attendance at company training seminars.

2. The intern should be working "onsite" in a professional setting with frequent interaction with supervisor/mentor.
 - There should be many opportunities for instant communication and feedback from an experienced professional.
 - There should be many opportunities to build personal relationships and networks during the course of the internship.
 - The opportunity to experience working in a professional environment.
 - There should be opportunity for direct contact and more personal interaction with supervisors, mentors, employees and other interns.
 - The supervisor/mentor should serve as a positive role model while putting a heavy emphasis on teaching and supporting the intern throughout the entire experience.
3. The internship provider should "invest" in the intern. The investment can take a variety of forms (including money, tangible resources and time):
 - The investment can be a direct financial one. Reasonable compensation or a stipend to help with the cost of the summer internship course is encouraged. Paying an intern a wage or stipend creates ownership in the program by both the business/agency and the intern.
 - Consideration needs to be given to providing an adequate place to work within an internship provider's facilities.
 - Well-thought-out orientation programs help the student meet people, learn more about the company/agency etc. and become comfortable with the environment and clear on management expectations, including business etiquette and policies and procedures
 - Periodic workshops and other formal training opportunities should be planned by the employer.
 - An investment in time is another key commitment for a successful internship. Students who are earning credit in an internship need to have the internship for the semester.
 - A proper work environment and "tools" a ensure a successful quality internship.
4. The supervisor/mentor should develop a company/agency "internship curriculum." The curriculum should be a well thought out plan of learning that could include the following:
 - A clear and detailed written job description
 - Expectations should be discussed with the intern and orientation information such as policies, procedures, etiquettes etc.
 - Some internship providers create a handbook just for the intern that helps orientate them to the company and set expectations.
 - Before the intern begins internship, the supervisor should make a list of projects to be worked on during the course of the internship and have a clear idea of what the intern will work on when not working on specific projects.

- There should be clear personal objectives for the student intern. This is a shared responsibility -- the internship provider /supervisor should help facilitate the setting of these objectives and the accomplishment of them during the semester.
5. Supervisors/mentors should teach lessons beyond technical knowledge.
 - In addition to learning new technical skills and knowledge via an internship and relating classroom lessons to real world/workplace issues, the best internship experiences help the student learn to practice persistence, solve problems, exhibit a positive-attitude, become more productive. Internship supervisors should consider ways to help students become good problem solvers and planners while nurturing their people skills and networking skills.
 6. The adequate selection of the supervisor/ mentor is key for the success.
 - The supervisor / mentor should has solid experience in working with companies and industries. It will guarantee the correct balance between practical experience and learning objectives.
 7. Good internships strike a balance between value-added activities and an enjoyable experience for the student.
 - Internships should be primarily hard work and learning, but there should also be fun and enjoyment for the intern. Social activities that combine business and fun are good opportunities for intern growth.
 8. Quality internships have clear expectations from the start as to hours of work that meet the needs of the intern and the intern provider.
 - Agreement on a work schedule that works for the internship provider and the student is another critical success factor of good internships.
 9. The internship should avoid all conflicts of interest that can diminish the learning experience.
 10. There should be an exit interview (initiated by the supervisor) with the intern at the conclusion of the experience.
 - Some internship providers offer permanent positions to interns, but if that is not the case, the exit interview is a good chance to discuss such topics as future job references (letters of reference or references on applications), staying in touch, and other possible mentoring opportunities either at the company or in the industry.

These good practices can be summarised into a workflow process for the YouthEmploy Framework that following the basis of the Common Best Practice Code for High-Quality Internships (done by Gateways to the Professions collaborative Forum) should include the following points:

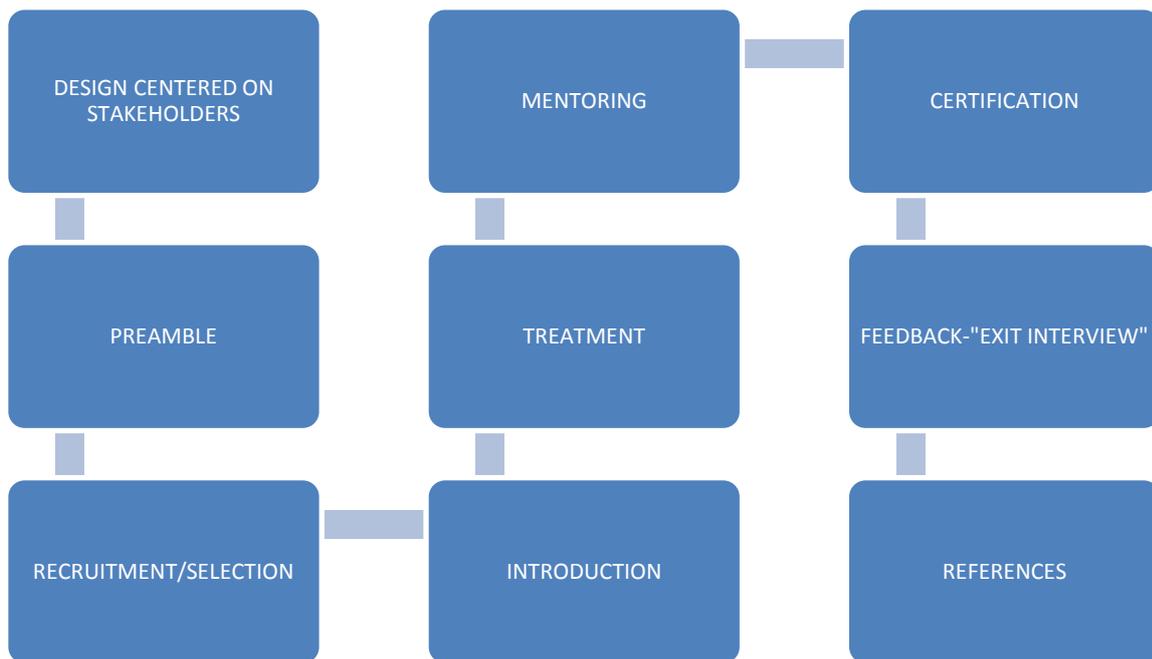


Figure: Nine Principles of Best Practice to Internship

Design Centered on Stakeholders

As an overall objective, the first thing to do when implementing the framework should be to take into account the vision and needs of all the stakeholders involved in the internship process such as the main actors mentioned in sections above.

The framework should include an iterative procedure of feedback and consulting in order to guarantee the objectives of all parties are addressed.

Preamble

Before the selection procedure, the employer organisations should think about the benefits they will obtain from employing an intern. The employer should also consider the professional skills and insights the intern will obtain. A well-defined selection procedure with high-level of preparation is needed to recruit interns with the appropriate skills and competences. This procedure should also consider an introduction to the organisation and an intern management and assessment process. This procedure should:

- identify the tasks and projects (and co-workers) the intern will be involved in;
- define how the internship will help the intern to acquire useful skills and competences for their professional career;
- agree on the knowledge, skills and attitudes (competences) that the intern must demonstrate during the internship;
- ensure that they have the capacity and conditions needed to provide a satisfactory internship to the intern with the level of support needed;

- understand the rights and responsibilities both of the employer and the intern in terms of working conditions and remuneration;

In terms of remuneration interns should be paid for any necessary work-related expenses (travel costs, exceptional costs...). This information should be written down in an agreement so that they know what expenses can be claimed.

Paying a salary (ensuring that the internship will reflect well on the profession) can attract the best candidates for the internship.

Recruitment/Selection

The same procedure should be followed by the employers to recruit interns as their regular employees. This selection procedure should be carried out on an open, fair and equal basis. The call for the job/position should:

- be openly and efficiently diffused. The more advertised and accessible the call, and access to a larger talent pool.
- indicate clearly the intern's role and responsibilities, and the skills and experience the intern can expect to gain or expand;
- specify the time schedule and working hours, starting date, duration and remuneration (or expenses that will be paid). The duration should reflect the length of the internship;

All applications should be treated on an equal basis and comply with best practice and legislation on equality and diversity. Therefore, should consider:

- focusing on interview questions that aim to assess the candidates' strengths and potential for growth, rather than their technical suitability;
- asking about hobbies, school projects and personal achievements, which will help them to demonstrate their suitability without relying on previous work experience, if they have none;

The successful candidate should receive written confirmation of the terms and conditions of the internship. This can be done through a letter or a standard short-term employment contract.

Introduction

An introduction to the organisation, its structure, organisational chart, its mission, vision and values should be made to the intern at the beginning of the internship so the intern feels like a fully integrated member of the organisation. It's also important to introduce the intern to their colleagues and team mates. A tour of the facilities is also recommended and health and safety procedures explanation must be provided.

Treatment

Interns should be treated with exactly the same degree of professionalism and duty of care as regular employees, including access to disciplinary and grievance procedures. The intern should be given as much responsibility and diversity in their work as possible. Employers should:

- provide interns with work that develops their skills – an intern’s structured work plan should contribute to their professional and learning objectives and should be open to revision
- allow interns to attend job interviews or complete study requirements, as necessary
- be aware on any issues relating to insurance, health and safety and working time regulations according to current national law regulations
- consider also part-time internships in order to provide opportunities for those interns that may have any other responsibilities

Interns should be informed about who should they contact in case they are concerned about work or how they are being treated at the organisation.

Mentoring

It is common that interns may need support and mentoring during the internship. The rapid management of these situations will make them more productive and feel more comfortable.

Employer should therefore ensure that there is a dedicated person to act as a mentor for each intern; a strong working relationship between the mentor and the intern should be generated.

The mentor should:

- provide the intern any feedback and support that may need to perform effectively the different tasks or project that have been assigned and more generic feedback on interns’ professional behaviour and soft skills
- carry out regular interim reviews and interviews, based on the previously agreed intern’s learning and professional objectives
- review and readapt if necessary the learning and professional objectives for the internship with the intern
- conduct a formal performance review during the internship to evaluate the progress of the intern’s time with the organisation according to learning and professional objectives

Certification

When completing the internship, the employer must provide the intern with a certificate detailing the work they have undertaken, the skills and experience acquired, and the content of the formal performance review conducted at the end of the internship

Feedback – Exit interview

The opportunity to give feedback on their experience in an ‘exit interview’ is recommended for the interns. The interview should be scheduled in advance to give the intern opportunity to prepare thoughts and questions, but scheduling it on the last day of the internship should be avoided so that there is time to take care of any issues that may arise from this interview.

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Is highly recommended that the employer provides the intern with future job references such as letters of reference or references on application and the commitment to staying in touch with the intern for any other future employment opportunities in the employers organisation.

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