

Guidelines for the organization of Work Based Learning initiatives

Guidelines for Policy Makers

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INTRODUCTION

With the term Policy Makers we mean Individuals (usually members of the board of directors) who have the authority to set the policy framework of an organization, that is people who are able to correctly guide students to the right choice of internship.

Their concern is the inspection and supervision of the organizations.

Policy makers play a very significant role in the education system as every component in the system gets implemented on the basis of their decisions.

The role of a policy maker includes the monitoring of school size, class size, school choice, school privatization, tracking, teacher education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model.

These guidelines are aimed to present main important factors and issues that education policy makers should know about the 21st Education system and the implementation of Work Based Learning strategies.

CHAPTER 1 – REGULATORY FRAMEWORKS AND INITIATIVES

1.1 – Assessing the impact of transnational and virtual apprenticeships

Depending on the objectives of the project, the organizations involved, the expected impact and other elements, strategic partnerships can have different sizes and adapt their activities accordingly. In simple terms, this action enables participating organizations to gain experience in international partnerships and to enhance their capabilities, but also to produce innovative high-quality results. The qualitative assessment of the project application is proportionate to the objectives of the cooperation and the type of organizations involved.

Training using a virtual reality simulator is an option to supplement standard training. Virtual reality training improves the technical skills such as decreased time for suturing and improved accuracy. The different education and training systems and annual academic schedules also constitute a significant barrier, making it hard to find the right "window" for a long-term mobility experience. The typical age of vocational learners, 15 to 19 years old (minors in some cases), can pose liability problems in terms of insurance and health and safety rights and coverage. Language barriers, socio-cultural factors, family ties and attachments often also act as a break on long-term apprentice mobility. The impact of virtual reality training is not known. Nevertheless, the importance and positive impact of learning mobility for employability, career prospects, skills and personal development has been proven by the actions funded under the Lifelong Learning Programme and Erasmus+ and has been highlighted by stakeholders taking part in the European Alliance for Apprenticeships. Evidence also demonstrates that demand for learning mobility is high: in 2016 the Erasmus+ VET Mobility Action could only fund about 40% of the applications received.

In view of the potential benefits of longer-term mobility for apprentices, this pilot project intends to identify ways to address the above obstacles and draw policy lessons that would help the development of more permanent actions to support long-term VET apprentice mobility.

1.2 - Establishing an observatory to trace the quality of work-based learning approaches

In line with the 2016 Pilot Project on long-term mobility of apprentices, the ultimate goal of this call for proposals is to enable young apprentices to develop their skills and enhance their employability prospects, whilst also strengthening their sense of European citizenship. This will be done by testing different approaches for putting in place the necessary support infrastructure as well as the relevant institutional and contractual frameworks to assist with the placement of apprentices from the moment of departure abroad through to the return date.

In particular, actions should:

- assess to what extent demand exists among relevant stakeholders for developing long-term (minimum 6 to maximum 12 months) transnational apprentice mobility schemes, and the uptake of such schemes;
- identify obstacles (legal, practical, institutional, academic, etc.) that prevent apprentices from carrying out longer-term stays abroad;
- identify and disseminate good practices and success factors for long-term work placements for apprentices.

1.3 - Measuring the impact of transnational and virtual apprenticeships

In some countries employers must be approved by a competent authority before they are eligible to host learners. This can take the form of an accreditation or other. The accreditation of employers is used for a number of different reasons, though typically used to determine the suitability of the training premises from a health and safety perspective, the suitability of the trainers' technical/personal experience and qualifications and to determine the quality of the training on offer and suitability of existing facilities and materials.

Accreditation is only one way of verifying that employers have the required capacity to host learners. In other cases, the bodies or even the VET providers themselves may be requested to check that the company complies with a certain set of criteria, but this is not an accreditation procedure as such. The organization in charge of carrying out such a check is then (at least partly) accountable for the quality of the learning experience on the workplace while the employer remains responsible and accountable for all aspects related to health and safety and labor regulations (the control of which falls under the remit of a labor inspection).

Paradoxically, only two-fifths of employers are confident of finding enough skilled graduates to fill entry-level positions, while a third have difficulties in recruiting staff for skilled jobs. In this context, VET plays a critical role in equipping young people with the right skills to meet labor demand needs and fuel growth and competitiveness of companies. Apprenticeships are particularly effective in providing skills that are relevant for the labor market, facilitating smooth transitions into employment.

1.4 - Producing regulatory frameworks for promoting the use of apprenticeships

On 2 December 2016, the tri-partite Advisory Committee on Vocational Training (ACVT) adopted unanimously an Opinion on a "Shared Vision on Quality and Effective Apprenticeships and Work-based Learning". The opinion represents an important call from governments, trade unions and employer organizations from EU Member States and partner countries to further strengthen efforts to increase quality and effectiveness of apprenticeships and work-based learning.

1. It is necessary to establish a National Public Qualification Certification System, for the certification of qualifications regardless of how they are acquired, in connection with the needs of individuals and the objectives of education as well as labor market data as reflected in the certified professional profiles.
2. The responsibility for coordinating, implementing the system should be in a public body of national scope, under the Ministry of Education which all relevant social, professional, scientific and trade union organizations need to be adequately represented.
3. The principles of autonomy, transparency, credibility and objectivity must be preserved and safeguarded.
4. Combat the risk of developing a new speculative market that will cause:
 - (a) increase in private expenditure for degraded ("tutoring") training and certification,
 - (b) "inflation" of certificates and the subsequent depreciation of their useful and essential role in society.
5. The forthcoming Qualification Certification Body is required to assume the responsibility of a public, institutional, flexible and functional organization that certifies the knowledge, skills and abilities of individuals.
6. The issue of quality should be the cornerstone of the lifelong learning system, the National Qualifications Framework and all their individual subsystems. For the reason this needs to be institutionally strengthened by defining a single national policy for quality assessment and quality assurance in education and training as a whole.

CHAPTER 2 – POLICIES FOR WORK BASED LEARNING PROMOTION

2.1 – EU Policies for the promotion of Work Based Learning

In the fields of work-based learning and lifelong guidance there are a number of strands of policy that bring both areas together.

These are briefly outlined in this section as comprising education and training strategy, social cohesion, labor market participation and lifelong guidance in its own right. Guidance services and their policy-maker advocates play an important role in policy process through local networks and channels as well as internationally through networks such as the European Lifelong Guidance Policy Network.

Their day to day work with employers, social partners, learning providers and individual learners builds a rich knowledge and understanding of the local interface of EU policy strands and enables them to play a role as policy mediator – advising and shaping policy based on their rich knowledge whilst simultaneously interpreting and shaping its implementation nationally, regionally and locally.

Education and training strategy

During the last 20 years the European landscape on vocational education and training has reinforced the importance of work-based learning, at least partly as a consequence of European policy initiatives. This is perhaps best demonstrated by the adoption of the indicators and benchmarks developed for the Education and Training Strategy, known as ET2020 (Council of the European Union, 2009). These set standards for a range of issues such as educational attainment, lifelong learning, graduate employability and labor mobility. Countries are benchmarked against a set of clear national standards. Work based learning provides a strategic response to a country's ability to achieve many of these standards, to ensure that they can contribute to the collective achievement of the European benchmarks through national actions.

Social cohesion

According to the Bruges Communiqué (European Commission, 2010), vocational education and training in Europe has two key objectives: (a) contributing to employability and economic growth; and (b) responding to broader societal challenges, in particular promoting social cohesion. The Communiqué highlighted the role of all forms of VET as a strategic issue for European prosperity, but also as a potentially powerful tool to build stronger social equity. It supply is felt especially acutely by certain groups in the labor market, including those who have not been active for some time, and in particular young people and other vulnerable groups. The legacy of the global economic crisis for people's transitions to/in the labor market is long-term unemployment and under-employment. The European Commission (2012a) also noted the hidden potential of vocational education and training, including the added value of particular forms of work-based learning for supporting effective transitions of all young people: "Both apprenticeships and traineeships can and do play a critical role in helping young people make smoother transitions from school to work (STW). A long-standing and robust body of evidence has consistently shown that countries with rigorous apprenticeship schemes, such as Austria, Denmark, Germany, Norway, the Netherlands and Switzerland, are the most successful in terms of facilitating STW transitions. Likewise, some forms of traineeships, notably those associated with educational programmes and well-structured active labor market policies (ALMPs), have proved to be highly effective in facilitating STW transitions.

Labor market participation

Work-based learning is also commended as a tool to achieve a wider range of policy goals. One example is to address skills mismatches. During any economic cycle it is possible to observe skills mismatches, with the apparently perverse situation of high unemployment coexisting with numbers of job vacancies. These skill

mismatches arise when the people without jobs are unable to access those that are available. This can occur for a number of reasons, but often because they do not have the right skills. This mismatch between the skills employers demand and those that exist within the labor supply is felt especially acutely by certain groups in the labor market, including those who have not been active for some time, and in particular young people and other vulnerable groups. The legacy of the global economic crisis for people's transitions to/in the labor market is long-term unemployment and under-employment. The European Union faces massive and longstanding unemployment: 25 million European cannot find jobs, of whom more than 5 million are under the age of 25 (Eurostat, 2014). Within the European Union between mid-2008 and the first quarter of 2011, 5 million jobs were lost, and only a fifth of these (0.9 million) were recovered (European Commission, 2012b, p.355). There are hopeful signs of economic recovery: after the EU28 lost 4.5% of its GDP in 2009, recent reports of growth may be sufficient to return the Union back to where it was in 2008 (Eurostat, 2014); GDP growth is expected to be 1.2% in 2014 and 1.8% in 2015 (European Commission, 2014). There are also however notes of caution, and it could be that there is a strong risk of job-less recovery on the global stage (ILO, 2014).

Lifelong guidance policy

A Resolution of the Council of the European Union (2004) on lifelong guidance stated that: "In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used."

Both work-based learning and lifelong guidance have clear and documented roles to play in the context of ET2020 and also the Bruges Communiqué, which focused on the dual role that vocational education and training can play in both promoting economic growth and enhancing social cohesion. The Commission has promoted work-based learning as a means to achieve a more effective operation of the skills infrastructure, especially for young people who need additional support through the Youth Guarantee for instance, but also for young people across the skills levels who can benefit from this type of learning. Finally, policy statements make clear the personalized and integrative role that lifelong guidance can play throughout the life-course.

2.2 – Internships within the present Job Market

Now, with regard to learners enrolled in alternans or apprenticeship training are between studying and employment. They are learning but at the same time take part in the production process of a company and, over time, the company benefits from their work. There is therefore a need for a specific regulatory framework that clarifies the responsibilities, rights and obligations of each party. It should specify the status of the learner, the remuneration arrangements and other benefits (if applicable), together with the obligations of the employer, the learner and the training center. The contractual arrangements between the learner, the employer and the VET provider (if necessary) also need to be clearly defined. Written agreements protect all those involved from abuse or damage.

The regulatory framework for apprenticeships needs in particular to ensure that:

- Employers do not use the apprentice status to replace regular workers. Incentives for employers to take on apprentices' risk creating a replacement effect. In other words, an apprentice may be recruited for a position that was previously carried out by an employee; and
- The administrative burden imposed on companies through the regulatory framework is not too heavy. Otherwise it may be seen as a disincentive. In some countries, apprenticeships suffer from a

bad reputation among employers due to the perception of high levels of paperwork involved. This negatively affects the supply of apprenticeship placements.

The regulatory framework concerns not only the "micro-level" relationships between the learner, the workplace and the VET provider, but also needs to set a top-level frame including responsibilities for:

- Developing qualification standards or learning outcomes-based requirements
- Developing curricula and learning plans
- Quality assurance, evaluation and review
- Public funding and its use

2.3 – Why WBL is an Important asset for Europe, States and Regions future in VET

In all models of WBL, VET schools need to operate in networks with local businesses. In the case of on-the-job learning periods, learners are often required to identify suitable placements themselves. Without any support to secure an employer placement from the VET provider, learners are at risk of taking up placements that are of limited relevance and offer limited opportunities for skills development.

Schools that have been effective in developing good links with their local employer base are more likely to succeed in establishing a network of companies willing and well-prepared to host learners. It is more feasible to introduce and maintain a consistently high-quality learning framework with employers who have well established links with the school than with those who offer one-off placements.

The extent to which schools develop and maintain working relationships with employers is a core determinant of high quality WBL. A network of advisors or "coaches" in contact with employers and schools can be a successful means of encouraging this type of cooperation.

CHAPTER 3 – HOW TO SUPPORT A TRAINEESHIP SYSTEM

3.1 – How to support a VET institution in Internships Organization

Country specific recommendations related to workforce skills and competences and VET highlight the need for reforms to better connect VET and labor markets, strengthen the relevance of VET and support transition from VET to work. But the political commitment must be translated into concrete actions at national level.

In principle, certain benefits apply to all participants while others more specifically affect a particular group, such as students, trainees, adults, employees, vulnerable young people, or the unemployed. The benefits discussed do not come about automatically but rather only arise when certain conditions are met (i.e. an effective learning environment in the workplace). A key advantage of WBL for participants is that they develop expertise not only through the acquisition of technical skills and personal and social competences but also through socialization in the workplace. The extent to which these competences are acquired differs significantly from one workplace to another and depends on the situations that learners are exposed to and the support they receive.

Employer engagement sends a signal to the learner (and his/her parents who often have an important role in the learner's choice of pathways) that the VET programmed has value on the labor market.

3.2 – How to Motivate / Support Companies in being protagonists of internships

Strategy & Culture of the Company: reading information on the employer's website about his vision, values and strategy. To understand the company's culture and strategy, can be achieve a visit to a store by contacting vendors and company, with the observation of the interaction between the employees and the way they serve other clients.

Learn about the industry: learning some basic things:

- How does industry sales go?
- At what stage is the market?
- What are the success factors in this market?
- How do customers behave?
- Who is the main players on market, how do they compete with the company you are going to visit?

Therefore, the push for searching information from a variety of sources and the obtainment of a global image as the perception of the company and the right location of internship.

3.3 – How to Cooperate with International / National Organizations for promoting internships

As the world grows increasingly interdependent within the context of globalization, there has been a corresponding increase in incidences requiring cooperation beyond bilateral relations to address emerging issues facing the international community.

There is also renewed awareness within the international community of the role that factors such as culture and education can play in bringing about stability and prosperity to the entire international

community. This awareness is fostered through discussions on the promotion of education to empower people and the role of culture in development.

You have spent days and, maybe sometimes weeks researching, analyzing, planning, finding the resources and gaining support from your organization. Finally, you get to create a compelling internship program to attract the best students for your company. Similar to the process of writing a book, you will need to spend just as much time promoting your content than actually writing it. But, what are the best ways to promote your internship program, in order to make sure that you will find the best interns?

We have prepared a list with 10 things to keep in mind when promoting your internship program.

Market Research

It's important to have a good understanding of the market. This will not only help you attract and nurture the right talent, but it will ensure that the program proves to be a success in a landscape with hundreds of programs. Surveys are one of the absolute best ways to get input before you've planned your next internship & trainee programs.

Career Portals

Career portals are a good way to promote your internship programs, as many students, master students and graduates use these websites to find an internship.

Here are some tips to improve the results you get from job posts:

- Include branding elements to make your ad stand out;
- If your program is for multiple departments, you will gain a better exposure with different jobs for each of them. Some of the students will be very specific in their searches looking for internship programs in their area. Students determined to work in HR will search for HR Internships.
- Make sure the job ads contain specific information about the duration of the contract, clear mention if the program is paid or not, city, office and departments in which the interns will work.
- Simplify the application process. The generation NOW will not have the patience to fill in long application forms. Even less the candidates finding your job ad on their mobile phone. You might be competing with similar programs which use One Click Apply.

Use Social Media

One way to reach more students is to use social media channels. We all know that on Facebook, LinkedIn, Instagram or even Twitter, we can find our target group. All you have to do is prepare an appealing content that will convince the students you want to apply for your program and target this content to the right audience. Using remarketing is a great way to ensure you reach the right candidates at the right time.

Publications Dedicated to Students

Such a publication is the Employers' Guide, through which you can promote your internship program. The Employers' Guide is a nationally distributed career publication, containing both career articles and opportunities dedicated to graduates and students alike. This type of publication is distributed nationwide, so that you can reach a larger audience, especially if your company offers career opportunities in several cities of the country.

Organize an Open-Day at your Company

To attract top candidates, another option would be to organize an Open Day. This event format will offer them the space to picture your company, meet the team and will be the best way to prove that your

internship program is worth it. You can start the Open Day with a tour of your company and some get to know each other exercises to put everybody at ease. Or, you can ask interns to share their experience, info about activities and the structure of the learning program, networking with the mentors etc. The chance to know the people behind the brand mixed with a better understanding of the company would surely awaken their interest. A small incentive as a reminder of their participation is always welcome as the event is closing its Agenda!

Career Events

At this kind of events, a big part of the target audience is build by students, so it is a good opportunity for your company to promote internship programs.

Company's Website & Social Pages

A good idea is to use your company's website and social channels to convert clients into applicants.

Meet Students in the Campus

These types of meetings may be attended by 2 or 3 representatives from your company that will be open to talk with students. Choose your ambassadors wisely as they will leave a lasting impression. Make these meetings worth attending by sharing also knowledge beside information about your company and the internship program.

Promote your internship with Video posts

Post videos with the activities your interns do in the company. In this way, you can show candidates a small part of your world. You can also present a short film interviews with former interns who are currently part of the team. And you can have a positive impact if you can introduce few words from your employees about the atmosphere in your company, what is their experience and their growth process in order to have a higher credibility score.

Touring Events Organized by your Company

You can hold events in different cities across the country. Business experts can share experiences as well as tips and tricks for the student's professional breakthrough.

If you're serious about hiring interns, then it's time to implement a good strategy to promote your best internship program – one that ensures you attract the right talent.

CHAPTER 4 – A REGULATORY FRAMEWORK FOR PROMOTING INTERNSHIPS

3.1 – Specifics of Regulatory Framework on European, National and Regional Level

European level:

- Each country should be matched its national qualifications (degree, certificates) to the eight level of the EQF and set up national qualifications frameworks if they don't exist.
- At first step, national levels should be matched qualifications frameworks with EQF levels following the 10 matching tests.
- In long run, all qualifications awarded in Europe should be have direct reference to EQF.

National level:

- Give strong push to execution of the EQF through establishment of National Qualifications Frameworks.
- Ensure that the knowledge, skills and competences acquired by all kind of learning are recognized.
- Establishing cooperative relations between education / training and work, especially with involvement of the social partners.

3.2 – Regulatory Specifics for internships initiatives

As part of the internship specifications, the trainee must meet some requirements for completing it. Also, it will need the maker's approval of his / her department. Within them, of course, and will have some rights in the process.

Which analytics:

1. Every student who is going to practice in the job makes request – a statement of department that indicate by one or more services or businesses which is interested in working.
2. The department exercises the general supervisor of practical training of its students in job through its supervisors who designate it.
3. The administration of makers which students are practicing obliged, to appoint a responsible supervisor of maker, a TEI or AIU graduator or a senior faculty with a higher school similar with these trainees.
4. During the internship, a trainee may, for serious reasons, to absent for five (5) business days altogether. Absences are recorded in the internship book, considered and signed by the supervisor and approved or rejected by the head of department.
5. The trainee in workplace is required to follow the safety and working regulations as well as other arrangement to the personnel of staff business or service. Vigorous absences can be lead to break employment.
6. The internship book is listed by the trainee per week the work he was employed in and a brief description of the tasks which commissioned to him at the workplace. Every weekly entry is checked and signed by the business or service manager.
7. In cases where the administration of job doesn't follow the trainees' employment program, after decision of the department's practice committee, the practice interrupted in this workplace.

8. If during the trainee finds that is not employed in issues of his/her specialty, he/she must declare it with a note, both the responsible person appointed for the workplace and the responsible maker of department, who decides if there is reason to change job or not.
9. After completion of internship, the student submits through the secretariat's protocol to division his/her request for completion of a internship.
10. The head of division to whom is submitted the evidence of practice, decides for their acceptance or rejection.

3.3 – Legal Status of internships initiatives Participants (student), Social, Health Insurance etc.

The legal basis for the initiative is Articles 153, 166 and 292 TFEU. According to Article 292 TFEU, the Council may issue recommendations on the basis of a Commission proposal in the areas of competence of the EU.

Pursuant to Article 153 TFEU, the Union will support and complement the activities of the Member States in the field of, inter alia, working conditions, social security and social protection of workers and the integration of those excluded from the labor market; and the fight against social exclusion. According to the case law of the Court of Justice, paid work is covered by Article 153.

To cover also unpaid traineeships, Article 166 TFEU has been added as an additional legal basis. Article 166 states that the Union has a vocational training policy which supports and complements the actions of the Member States while fully respecting the competence of the Member States for the content and organization of vocational training. Consequently, depending on whether the traineeship is paid or not, Article 153 or 166 TFEU will apply accordingly.

The provisions of Article 153 TFEU do not apply to remuneration (Article 153 (5) TFEU). The latter provision is not incompatible with finding a solution to problems relating to pay transparency, so it is advisable to specify in the written agreement on traineeship whether there will be a remuneration.

Article 24 of Law 1404/83 on the "Structure and Operation of Technological Educational Institutions" establishes for the first time the internship as part of the teaching work and as such forms an integral part of the study.

1. The exercise in the profession is controlled by the department and aims at:
 - To inform trainees about the structure and operation of production or services, social, economic and technological factors affecting working conditions as well as the active participation of trainees in the processes and methods of production or services,
 - To correlation of the theoretical and laboratory knowledge that acquired during to studies with their problems countries.
 - To contact of department with production areas and applied research to create a two-way relationship between them.
2. The students during their internship, beside their right of compensation and insurance, in accordance with the provisions of this paragraph, should not acquire right of employment or retirement. During their training are insured only in the case of accident and sickness (1% of compensation).

3. The duration of internship is set at six (6) months (or 24 calendar weeks of five-day work) and being after the last September of study. This period is continuous, within break, except in the case of seasonal operations.
4. Insurance of Technological Educational Institute students during the internship Technological Educational Institute students according to PD. 185/84 (ΦΕΚ 61 / τ.Α ' / 8-5-84) provides medical and hospital care for the entire duration of the students' practice. With decision Ε5 / 1303 / 3-3-86, establishes and provides, insurance of students at the time of their practical training, accident risk (occupational hazard). The insurance contribution is calculated at a rate of 1% of the compensation paid to the trainee student each time.

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