**SR2.A – Guidelines to create the chapter contents**

The aim is to create a package of reference documents for the organization of WBL based local, regional, national and international initiatives.

The Guide will be organised in 5 Chapters each specifically designed for the different target groups involved in the process.

Each Chapter will take the form of a .pdf file to be uploaded on the Portal.

Sistema practices (ES): VET directors and administrative staff

Dundee & Angus College (UK): VET trainers

eMundus (LT): Guidelines for students

Epimorfotiki Kilkis (EL): Guidelines for policy makers

Confartigianato (IT) : Guidelines for companies

**Guidelines for VET trainers**

The Guidelines addressed to VET trainers should address the following issues: establish a fruitful cooperation with companies for organising the placements, how to assess, validate and certify the competences, skills and knowledge according to ECVET models within transnational placements experiences, how to monitor placements, how to provide students with the appropriate set of guidance tools etc.

*EXEMPLARY TABLE OF CONTENTS*

***Chapter 1 – Cooperation with companies***

*Paragraph 1.1 – The Definition of the internships contents with companies*

*Paragraph 1.2 – The Learning Agreement*

*Paragraph 1.3 – The Added Value of the internships experience*

***Chapter 2 – Monitoring and Evaluation***

*Paragraph 2.1 – Defining monitoring tools*

*Paragraph 2.2 – Monitoring activities and information analysis*

*Paragraph 2.3 – Final Evaluation of the internships experience*

***Chapter 3 – Skills Assessment***

*Paragraph 3.1 – Competence, skills and knowledge identification and definitions*

*Paragraph 2.2 – Assessing competences in internships experiences*

*Paragraph 2.3 – Competence, skills and knowledge assessment and validation*

**Guidelines for VET directors and administrative staff**

The Guidelines VET directors and administrative staff should address the following issues: funding tools to support work based learning mobility: identifying and disseminating positive measures and best practices on EFS to couple EU funding schemes; promoting information of available funding schemes for mobility outside the EU programmes.

*EXEMPLARY TABLE OF CONTENTS*

***Chapter 1 – Funding opportunities for internships***

*Paragraph 3.1 – Funding opportunities for internships*

*Paragraph 3.2 – European Programmes for mobility*

*Paragraph 3.3 – European Social Fund*

***Chapter 2 – Internships and VET***

*Paragraph 1.1 – Internships modalities and typologies*

*Paragraph 1.2 – Approaches and best practices in internships organisation*

*Paragraph 1.3 – Integrate internships in VET initiatives*

***Chapter 3 – Internships experiences planning and preparation***

*Paragraph 2.1 – The Role of the VET Institution in a internships*

*Paragraph 2.2 – The Selection of the Interns*

*Paragraph 2.3 – The selection of the Companies*

*Paragraph 2.4 - How to Prepare a Good Traineeship*

**Guidelines for VET Students**

The Guidelines for VET students should address the following themes: how to select the appropriate company, how to write an appropriate CV and motivation letter, how to present themselves to the recruiting company, how to appropriately work within a business context, how to work at distance through teleworking etc.

*EXEMPLARY TABLE OF CONTENTS*

***Chapter 1 – How to present CV***

*Paragraph 1.1 - How to Write an Appropriate CV*

*Paragraph 1.2 - How to Write an Appropriate Motivation Letter*

*Paragraph 1.3 – CV 2.0: New Trends*

***Chapter 2 –Company selection***

*Paragraph 2.1 – Looking for a Job/training opportunity actively and passively*

*Paragraph 2.2 - Methodologies for the Selection of the hosting Company*

*Paragraph 2.3 – Web and social media for searching Jobs and internships: opportunities and risks*

***Chapter 3 – Job Interviews***

*Paragraph 3.1 – The Basics of the Job Interview*

*Paragraph 3.2 – Different Typologies of Job Interviews*

*Paragraph 3.3 – How to Get Ready and Prepare a Job Interview*

*Paragraph 3.4 – Interviews at distance Do’s and Don’ts*

**Guidelines for Policy Makers**

The Guidelines for policy makers should address the following issues: how to assess the impact of transnational and virtual apprenticeships: how to establish an observatory to trace the quality of work based learning approaches; how to measure the impact of transnational and virtual apprenticeships both on VET students and on host companies; how to produce clear and transparent regulatory frameworks for promoting the use of transnational and virtual apprenticeships

***Chapter 1 – Introduction***

*Paragraph 1.1 – EU Policies for the promotion of Work Based Learning*

*Paragraph 1.2 – Internships within the present Job Market*

*Paragraph 1.4 – Why WBL is an Important asset for Europe, States and Regions future in VET*

***Chapter 2 – How to Support a Traineeship System***

*Paragraph 2.1 – How to support VET institutions in Internships Organisation*

*Paragraph 2.3 – How to Motivate / Support Companies in being protagonists of internships*

*Paragraph 2.3 – How to Cooperate with International / National Organisations for promoting internships initiatives*

***Chapter 3 – How to Produce Clear and Transparent Regulatory Framework for Promoting Internships***

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

*Paragraph 3.2 – Regulatory Specifics for internships initiatives*

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

**Guidelines for Companies**

The Guidelines for companies interested in hosting VET students for local, regional, national and international internships should address the following issues: how to establish cooperation patterns with VET providers for the organisation of apprenticeships, tutoring apprenticeships etc.

*EXEMPLARY TABLE OF CONTENTS*

***Chapter 1 – Introduction***

*Paragraph 1.1 – The Role of the Company in internships for VET students*

*Paragraph 1.2 – The Added Value for the Company*

*Paragraph 1.3 – Cost Benefit Ratio Evaluation*

***Chapter 2 – Traineeship Pathway***

*Paragraph 2.1 – Selection of the Intern*

*Paragraph 2.2 – How to Evaluate a CV*

*Paragraph 2.3 – The Matching Process*

***Chapter 3 – Tutorship in Company***

*Paragraph 3.1 – The Welcoming of the Trainee*

*Paragraph 3.2 – Workplan planning and monitoring*

*Paragraph 3.4 – From tutoring to mentoring and coaching*