# GUIDELINES ON ESTABLISHING AND EFFECTIVELY RUNNING STUDENT/GRADUATE INTERNSHIP PROGRAMMES

**2015**

# Acknowledgements

The Guidelines were prepared by:
- GRADual Strategic Partnership (10 partners from Lithuania, Spain and Scotland)
- Content provided by 3 intermediary organisations (Fundación Universidad-Empresa (Spain), Saltire Foundation (Scotland), Partners 4 Value (Lithuania)) under the leadership of Ms. Marisol Pastor (Fundación Universidad-Empresa)
- Contributions were provided by partners from Camilo José Cela University, Vilnius University, Vilnius Gediminas Technical University, Kaunas University of Technology, Vytautas Magnus University, Klaipeda University and Global Lithuanian Leaders

# Content

# 01. Presentation

These *Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes* are the result of the work carried out by the GRADual Strategic Partnership (10 partners from Lithuania, Spain and Scotland[1]) in the first stage of the project entitled *GRADual: Increasing Students/Graduates Employment Readiness,* particularly through based on the preparation and participation in the Joint Staff Training Event held in Madrid May 18th - 22nd, 2015.

The Guidelines focus on: the framework for developing and running effective student and graduate internship programmes; the resources needed for the successful organisation of said programmes (legal and financial arrangements); suggested structure for internship schemes; programme management, monitoring and measurement of impact; the role and added value provided through the participation of intermediary organizations.

This document is therefore meant to be used by institutions which are active (or interested) in designing, developing, managing and/or collaborating in effective internship programmes for university students and recent graduates. In other words, it's to be used by higher education institutions (universities and colleges) and intermediary organizations, which provide services to universities and businesses.

Additionally, it is recommended that business representatives, employers and policy makers (at the national and EU levels) consult the information included in the Guidelines, as they provide a detailed perspective, which is based on the experience of GRADual Strategic Partnership members, and on the different aspects which can contribute to successfully attaining the objectives outlined for student/graduate internships and internship programmes.

In recent years, the international financial crisis has triggered unprecedented levels of youth unemployment across the European Union. At the same time, an increasingly complex, competitive and fast-paced labour market has evolved with new types of jobs, professions and occupations that require a new set of skills. These are increasingly difficult to find amongst recent university graduates.

This situation has placed the focus on the need to engage higher education institutions and businesses in the development of innovative models of training and education in transferable skills and employability. These can effectively contribute to bridge the gap between learning and work and to improve graduate job readiness, thus reducing the current shortage of skills in the workplace and the ever too frequent education-job mismatch.

Study after study[2] has concluded that a key element for successful education-to-employment (E2E) models is the implementation of work-based learning experiences (apprenticeships, assistantships, traineeships, internships) for students and recent graduates.

Work-based learning, in particular internships, not only ease the transition from education and training to work, but can also enhance employability of young people. It can also help to address skills shortages to better match companies' needs and, in so doing, contribute to Europe's objective of ensuring sustainable growth and employment.

In this context, a recent report by the McKinsey Center for Government (*Education to Employment: Getting Europe's Youth into Work,* 2014[3]), based on large scale surveys carried out in eight EU member countries (France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the United Kingdom) and an overview of over 100 programs in 25 countries, found that despite large numbers of unemployed youth seeking a job, employers in Europe cannot find the skills they need.

The situation in Lithuania is similar. The survey on existing skill gaps for new hires, as per the Lithuanian business (mostly industry) needs, was conducted by the LPK in July 2015 within the framework of the GRADual project: *Increasing Students / Graduates Employment Readiness*. The survey revealed that 34 percent of respondents (employers) indicated that recent graduates have a rather good theoretical background, but lack practical skills as well as competencies in project management (13.7 %), innovation management (12.1 %) and computer skills (10.5 %)[4].

Furthermore, the McKinsey report pointed out that:

*"In the majority of the countries surveyed, internships increased the probability of students obtaining a job within six months of graduation, ranging from a 3 percent difference in the United Kingdom to 36 percent in France. Moreover, students and employers both reported that hands-on learning improved job readiness and concrete problem-solving skills. In short, bringing young people and employers closer together can help both, and providers can play a catalytic role in doing so."*

In the context of this general consensus on the benefits of internships for student and graduate employability it is of utmost importance, however, to guarantee that internships meet the quality standards required to attain the desired results.

# 03. A Working Definition of "Internship"

Apprenticeship, assistantship, traineeship, and internship are four terms which are often used interchangeably when referring to Work-based learning experiences for students and recent graduates. Although they all seek to provide supervised training in a real-work environment and in a given field or profession, there are significant distinctions between them.

For the purpose of these *Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes*, the following definitions will be used:

- An **apprenticeship** is the combination of classroom instruction and on-the-job training found in **vocational education and training (VET) programmes**, in which students are provided with **training for work in a particular profession**. Upon completion of the programme, the student receives a professional certification or diploma. Apprenticeships are especially well developed in the dual education system established in countries such as Germany, Austria and Switzerland, where work-based and school-based learning are fully integrated to prepare VET students for a successful transition to full-time employment.

- An **assistantship** is a form of **financial assistance** provided to graduate students through **part-time academic employment**. Assistants are paid a stipend and/or receive tuition reimbursement in exchange for tasks they perform for a faculty member, department, or a university service.

- **Traineeships** offer **in-company training for a specific job** both to new hires or to current employees entering a special company programme. In recent times, numerous large firms have established graduate traineeship programmes as a means to attract, recruit and train young talent. The development of traineeships or trainee programmes by companies **rarely involves interaction with educational institutions**.

- An **internship**[5] is a work-based learning experience for **university students and graduates** which includes an **important educational component** (either as part of a study curriculum or not) and provides them with the opportunity to gain the **practical experience, knowledge and skills** needed to facilitate successful transition into the job market in their professional field. Unlike traineeships, interns cannot displace regular employees. Employment upon completion of an internship is not guaranteed.

Based on the above definition of "internship", the first step towards the development of effective internship programs is the identification and establishment of the objectives pursued.

It is clear that increasing employability and employment readiness of young graduates is a key priority for the European Commission, as well as for European business, higher education institutions, and many other organizations, which support and foster internship schemes with this objective in mind.

Boosting the supply of internships not only promotes youth employment and helps young graduates fulfill their potential, but also contributes to reduce the disparity between skills and labour demand. However, internships should not be promoted "at any price". Only those which offer quality learning content and safe working conditions will be of true value for participating students and graduates and for host organisations. It is important, as former European Commissioner for Employment, Social Affairs and Inclusion, László Andor, pointed out, that internships *"should not be used as a free or cheap source of labour; they should not replace permanent workers. Instead, (they) should be considered as an investment"*.[6]

With these considerations in mind, the principle **general objectives** of any effective internship programme, in relation to each of the players involved, should be:

- **For Higher Education Institutions:**
  – To offer students and graduates the opportunity of acquiring the personal and professional skills required by the job market, thus increasing their employability and employment readiness.
  – To attain a closer alignment between higher education and employers with regards to graduate employment and professional development, strengthening cooperation with both the private, public and non-governmental sectors.
  – To proactively respond to societal demands beyond its traditional role as research and teaching institutions.
  – To contribute to regional economic development (better employees, more effective companies, healthier economy).

- **For Business:**
  – To reduce the existing skill shortage amongst recent graduates.
  – To improve student and graduate recruitment strategies (talent search) and promote early career development policies (talent management).
  – To strengthen the commitment and visibility of business engagement in internships as part of a sound human capital development strategy.
  – To benefit from a net profit on the investment made, either during the internship or soon after by employing a fully trained worker.
  – To strengthen cooperation with Higher Education Institutions, playing an active role in the design and implementation of E2E learning experiences.
  – To enrich Corporate Social Responsibility strategies and actions.
  – To increase diversity in the workplace.

- **For Students and Graduates:**
  - To apply the knowledge acquired in the classroom in a real work environment.
  - To discover, confirm or rule out an interest in a particular career.
  - To acquire the skills and competences demanded by employers.
  - To gain practical and professional experience in a given field.
  - To improve employability and prospects of an easier transition to regular employment.
  - To build a broader professional network.

- **For Intermediary Organisations:**
  - To serve as the principle motor or catalyst for the achievement of the abovementioned objectives for higher education institutions, host organisations, students and graduates.
  - To facilitate the development of effective E2E schemes in all phases of their life-cycle (from design through evaluation and follow-up), relieving higher education institutions and host organisations of responsibility for tasks such as: day-to-day operations, legal, administrative and financial management; programme marketing and promotion; recruitment, selection, validation and engagement of host organisations; candidate recruitment, short-listing and pre-selection, programme monitoring and measurement of impact, etc.
  - To become a key observatory for youth employability and employment readiness trends, providing useful information to policy makers and stakeholders.
  - Further to these general objectives, other more specific goals may be set regarding special needs, such as: a specific business sector, a particular company, students or graduates with a specific academic profile, students with special needs, mobility, gender equality, etc.

Despite the significant rise of internships in the modern workplace in recent years, common practice points to a general lack of formal legal status for interns around the world, permitting, on too many occasions, cases of "malpractice" or "intern exploitation".

A specially poignant account of the dangerous consequences of this situation in the United States was presented by Ross Perlin in his book, *"Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy"* (VersoBooks, 2011).[7] The book was widely reviewed and generated an unprecedented discussion about the questionable new culture of unpaid work that young people frequently face in the labor market. In one such review, published in *The Guardian*[8], Anna Winter wrote:

> *"With entry-level jobs disappearing and competition fierce, many young people slip into a "relentless credentialing slog", amassing internships in the hope that a resplendent CV, a testament to dedication, may unlock the door to that elusive prospect – the paid job. In the UK, "internship" once denoted a structured period of experience with a guaranteed stipend. As anyone who has recently tried interning knows, this is no longer the case."*

The results of Perlin's research regarding internships stimulated a wave of activism across the United States, which spurred a wave of lawsuits and numerous protests demanding policy changes.

At the time, the situation in the European Union was not very different. According to a Commission Staff Working Document[9], less than half of the Member States had provisions on duration, remuneration or social protection coverage, and some countries such as Bulgaria and the UK had no specific legal framework for interns.

In the framework of the 2013 Youth Employment Initiative, and after consultations with a wide range of stakeholders, the Employment, Social Policy, Health and Consumer Affairs Council Meeting adopted, in March 2014, a *Recommendation on a Quality Framework for Traineeships*[10] (please note that the EU uses the terms "traineeship" and "trainee" where these *Guidelines* refer to "internship" and "intern.") This was in order to provide Member States, social partners, host organisations and other entities with a set of minimum common standards to be used as a reference for actions to foster the development of quality internships.

In the preamble of the Recommendation, the Council explicitly states that:

> *"(7) Various studies and surveys have found that quality problems affect a significant share of traineeships, most particularly those where no educational or training institution is directly responsible for the learning content and the working conditions of the traineeship.*
>
> *(8) Evidence shows that a significant number of trainees are simply asked to do menial tasks. A quality traineeship must also offer a solid and meaningful learning content. This means, inter alia, the identification of the specific skills to be acquired, supervision and mentoring of the trainee, and monitoring of his/her progress.*
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> *(9) Problems have also been identified as regards working conditions, e.g. long working hours, lack of social security coverage, the presence of health and safety or occupational risks, little or no remuneration and/or compensation, a lack of clarity on the applicable legal regimes, and the excessively prolonged duration of the traineeship.*
>
> *(10) Traineeships are currently unregulated in some Member States and sectors and, where regulation exists, it is very diverse and provides different quality elements or different implementing practices. In the absence of a regulatory framework or instrument, or because there is a lack of transparency regarding working conditions for traineeships and their learning content, many traineeship providers are able to use trainees as cheap or even unpaid labour."*

In this context, the Council recommends Member States to promote the active involvement of the social partners and other stakeholders (employment services, educational institutions, training providers, business organizations and employers, intermediary organizations; etc.) in putting into practice the principles set out in the *Quality Framework for Traineeships* (*QFT*), the main element of which is the **written agreement** which should indicate, at least, the following:

- **The Educational Objectives:**
  - The learning and training objectives should be geared to the acquisition of practical experience and relevant skills, and the tasks assigned should enable these objectives to be attained.
  - It is recommended that internship providers designate supervisors that will guide interns through the assigned tasks, monitoring and assessing their progress.

- **Adequate Working Conditions:**
  - Agreements should respect the rights and working conditions of interns as established under applicable EU and national law, including limits to maximum weekly working time, minimum daily and weekly rest periods and, where applicable, minimum holiday entitlements.
  - The QFT encourages providers to clarify whether they provide coverage in terms of health and accident insurance as well as sick leave.
  - Agreements must specify whether an allowance or compensation is applicable, and if applicable, its amount.

- **Rights and Obligations:**
  - The QFT encourages the concerned parties to ensure that the agreement lays down the rights and obligations of both the intern and the internship provider, including, where relevant, the provider's policies on confidentiality and the ownership of intellectual property rights.

- **Reasonable Duration:**
  - The agreement should ensure a reasonable duration of internships that, in principle, does not exceed six months, except in cases where a longer duration is justified, taking into account national practices.
  - The agreement should include information regarding the circumstances and conditions under which an internship may be extended or renewed after the initial traineeship agreement expired.
  - The QFT recommends that the agreement also specify that either the intern or the internship provider may terminate it by written communication, providing advance notice of an appropriate duration in view of the length of the internship and relevant national practice.

- **Proper Recognition:**
  - The QFT believes in the recognition and validation of the knowledge, skills and competences acquired during internships and encourages internship providers to attest them, on the basis of an assessment, through a certificate.

The Commission will not report on the progress in applying the QFT until 2016, after Member States submit their reports on the implementation of the Quality Framework. They are required to do so by the end of 2015. However, a quick overview of the different legal frameworks currently in effect across the European Union reveals that, one year after the adoption of the QFT by the Council, there is still a high degree of disparity in this field.

In those cases where internships are still unregulated, or where regulation is limited, the social partners and stakeholders should take on an active role in facilitating the implementation of the principles contained in the QFT, notably by raising awareness of the benefits of a QFT within universities and in the business sector and, especially by carrying out lobby actions with government geared to the adoption of clear and comprehensive regulations.

A useful case of good practice can be found in Spain, where external academic internships carried out by university students were first regulated in 1981[11] as a result of the lobby initiatives. They were undertaken by the Fundación Universidad-Empresa and the Universidad Autónoma de Madrid in order to establish COOPERA[12], the first "cooperative education programme" in the country. This regulation was partially revised in 1994[13] to adjust the contents to the implementation of a higher education credit system. The changes brought about by the creation of the European Higher Education Area and the implementation of the Bologna Process soon made this regulation obsolete. After new lobby actions by social partners and stakeholders and consultations by the government, a new regulation was approved in 2014[14].

The new regulation is not only aligned with the QFT adopted by the European Commission, but it also introduces some provisions which increase the transparency of the internships. In particular, the current Spanish regulation covers the following items:

- **Definition, nature and characteristics:** learning experience carried out under the supervision of the university; absence of labour relation with the host organisation; interns cannot replace regular employees.

- **Objectives:** acquisition of technical, methodological, personal and interactive skills and competences; promotion of innovation, creativity and an entrepreneurial mindset; acquisition of practical experience; improve employability and facilitate transition to the job market.

- **Modalities and accreditation:** curricular or extracurricular; credit acknowledgement; European Diploma Supplement; company certification.

- **Duration and dedication:** in the case of curricular internships, according to degree curricula; in the case of extracurricular internships, a maximum equivalent to 50% of an academic year; work schedule is defined by host company and must be compatible with student's study plan.

- **Learning programme:** skills and competences to be acquired and tasks to be carried out; the tasks must be directly aligned with the intern's study programme.

- **Internship agreements** to be signed by the university, the host organisation, the intern and, when applicable, the intermediary organization: specification of minimum clause content: learning plan; number of credits assigned, academic objectives, activities to be carried out, skills to be acquired, rules regarding time off for exams, vacation time, sick leaves; terms for anticipated termination; insurance; stipends, when applicable, and payment procedures; personal data protection; conflict resolution.

- **Interns:** eligibility; rights and obligations.

- **Tutors/mentors:** requirements for designation of academic and company tutors; tasks and responsibilities; rights and obligations.

- **Monitoring:** intermediate and final reports by the company tutor and the intern.

- **Final evaluation report:** by the academic tutor.

- **Offers, calls, notices and announcements** of internship positions.

- **Quality assurance.**

As in other initiatives, funding for internship programmes can either be public (basically from local, regional or national government, public agencies or the EU) or private (host organisations, partner institutions or private donors). Both options present pros and cons which should be carefully evaluated by institutions which promote, develop and carry out internship programmes.

Public funding usually covers a longer period of time than private funding. However, it implies a heavy dependence on political will and understanding, in addition to available calls, successful proposal submission and approval of the requested budget. Also inherent in public funding is the need to meet with specific requirements which may, at times, condition the design and development of a specific programme or project.

Private funding requires a greater allocation of resources to "fund raising" itself. On the other hand, it tends to strengthen the engagement and commitment of the host organisations, partner institutions or private donors participating in the programme. As they are directly contributing to its financial viability, and expect certain tangible and intangible returns from their investment, they will participate more actively and be more willing to contribute to the success of the programme throughout its different stages (from design to implementation, development, follow-up and improvement).

In general terms, diversification of the sources of funding (with a minimal percentage of public funding) is a key element for programme sustainability.

When designing an internship programme, priority should be given, above all, to the identification of potential host organisation (business) needs and requirements. Offering programmes which respond to their real demands greatly facilitates their engagement to and future commitment with the initiatives presented to them.

Building and maintaining trustful relationships with stakeholders is essential to ensure the success of internship programmes. Understanding each partner's needs and objectives, establishing clear and realistic expectations and ensuring regular contact between the parties is vital to build trust and to develop long-term partnerships.

The previously mentioned McKinsey Report *Education to Employment: Getting Europe's Youth into Work*[15] revealed that:

*"In Europe, 74 percent of education providers were confident that their graduates were prepared for work, but only 38 percent of youth and 35 percent of employers agreed. The different players don't talk to one another and don't understand one another's expectations and needs. Only in Germany and the United Kingdom did most employers report that they communicate with education providers at least several times a year. In Portugal, only a third did. And only in Spain did most employers report that their interactions with providers were actually effective".*

In this sense, it is necessary to directly tap needed information at its original source. In-depth personal interviews or sectorial focus group discussions with selected managers and human resources staff at representative companies, organisations and institutions[16], together with broad surveys on student/graduate skills (basic and transversal, "soft" and interpersonal, technical, …) and their relevance for business needs[17], in terms of closing the skills gap and facilitating new hires, are recommended actions in the preliminary stages of programme design.

Involving potential host organisations from the very first lifecycle stages of a programme will contribute to secure the support of top management. In addition this contributes to a successful launch and medium to long-term development of the programme.

At this point of programme design the promoting institution(s) should have established:

- **A clear mission and set of objectives**: increased student/graduate employability and employment readiness through E2E internship schemes aligned with student/graduate degree programmes and business needs

- **A comprehensive legal framework** in consonance with applicable EU and national law and based on the principles of the EU Quality Framework for Traineeships

- **A sustainable funding model**

- **A broad knowledge of potential host organisations' needs and requirements**

- **A strong base for stakeholder engagement and commitment**

With this information at hand, programme design can move forward with the analysis of the different variables involved in programme structure.

Existing internship schemes vary widely in type, focus, duration, terms and regulations and there is also great diversity with respect to how they are designed and linked to educational systems, business and labour market structures.

A full knowledge and understanding of programme variables is fundamental for the establishment and development of effective, successful and sustainable programmes with quality internships for students and graduates. The selection of one combination of variables or another will, invariably, have a direct effect on the design, management and results of a given programme.

When selecting programme variables, special attention should be paid to the organisational capacity and resources available at the promoting institutions (universities and/or intermediary organizations).

The following pages present a brief overview and basic recommendations regarding the main variables to be considered.

## 8.1. Academic Scope

| Beneficiaries<br><br>Students *(undergraduate and/or graduate degrees)*<br><br>Recent Graduates<br><br>Eligibility Requirements | • **Students**: although undergraduate students may have the opportunity of carrying out an internship from their 1st semester, host organisations tend to select last year students or graduates over "freshmen". In this light, it is recommended that internships be carried out after having successfully completed at least half of a given study plan (in other words, during the 3rd or 4th year of a four-year degree programme; or, in the case of a three-year degree programme, during the 4th, 5th or 6th semesters).<br><br>• **Recent Graduates**: a recent graduate is usually defined as someone who has completed a first degree or graduate degree (Master or PhD) within a set period of time (usually between the last 2 to 4 years, depending on the country). Graduates with previous professional experience (work contract) related to their field of studies upon completion of their university degree should not be eligible.<br><br>• Specific **eligibility criteria** may be required by the University or host organisations regarding academic records or skills set.<br><br>• Given the **differences between student and graduate profiles** (for example, level of technical knowledge and skills acquired; time availability) it is recommendable to organise separate internship programmes for each target group. |
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| **Integration in Study Programmes**<br><br>Curricular<br><br>Extracurricular | • Both curricular and extracurricular internships are equally beneficial for students/graduates.<br><br>• **Curricular internships** are easier to manage as they respond to the structure, model, content determined by the promotors of a given internship programme. They are also, for these reasons, more transparent. However, they are not always compatible with host organisations' needs and can pose matching difficulties which often require individual mediation (intermediary- university-company).<br><br>• **Extracurricular internships** are very diverse, more flexible and easier to adapt to host organisations' and students' needs. This diversity can, however, pose more management difficulties than curricular internships. |

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| **Learning Programme**<br><br>Academic Learning Plan<br><br>In-Company Learning Plan<br><br>Combined Academic + In-Company Learning Plan | • The priority is to establish **skills-oriented learning plans** that will contribute to increased employability and employment readiness of students/graduates.<br><br>• **Academic learning plans** are inherent to curricular internships, but may be difficult to implement in the case of extracurricular internships.<br><br>• **In-company learning plans** should be mandatory in any internship scheme. They serve as a guarantee that the intern will have the opportunity to obtain useful learning outcomes, while also ensuring that the activities carried out are aligned with his/her study profile.<br><br>• **The most beneficial model** for all parties involved is that in which the intern is offered a combination of both an academic and an in-company learning plan. As this model is the result of close cooperation and interaction between the organising educational institution and the receiving host organisation(s), expected learning outcomes will be perfectly aligned with business and market demands. These plans are especially recommended in the case of programmes for recent graduates.<br><br>• The organising institutions (university and/or intermediary organization) should be open to the establishment of **ad hoc learning programmes** tailored to meet the needs of specific business sectors, individual host organisations or specific intern target groups (for example, specific academic profiles or students/graduates with special needs). This will offer new opportunities for all parties involved.<br><br>• Learning plans may be based on in-classroom and/or online instruction, e-learning and/or we-learning platforms. |
| **Learner Supervision**<br><br>Academic Tutors/ Mentors<br><br>Company Tutors/ Mentors | • Appropriate guidance, supervision and evaluation of internship activities and content are a key element for internship quality and successful learning outcomes.<br><br>• One of the major weak points of many internship programmes is the existence of the so-called "passive" tutors/mentors. In other words, those which only formally sign the internship agreement and final report, without offering the intern any guidance or supervision.<br><br>• Internship programmes must therefore promote **a proactive approach** to guidance, supervision and evaluation by tutors/mentors.<br><br>• Organising institutions are recommended to establish adequate designation procedures, monitoring systems and, when possible, official recognition or compensation for the tasks carried out by tutors/mentors. |

| Accreditation | • Formal accreditation of the activities carried out during an internship not only serves as an added motivation for participating students/graduates, but it also confers the internship with a certain "market value" that will contribute to a more successful transition into the job market. |
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| Academic Accreditation | • While curricular internships automatically receive academic accreditation, this is not always the case for extracurricular internships. |
| Company Certification | • It is important that extracurricular internships also have the option to achieve **credit acknowledgement** and a specific mention in the **European Diploma Supplement**. |
| | • In the case of combined academic + in-company learning schemes, it is recommended to award a **Programme Diploma**. |
| | • **A final certification** issued by the host organisation is also called for. |

## 8.2.  Business Scope

| Host Organisations | • In principle, internships may be carried out at **all types of organisations with an accredited legal status which are active in the labour market:** large or multinational firms; SMEs; start-ups; business and professional associations; research centres and institutes; government; public sector; not for profits (NGOs, foundations, charities); think tanks; international organisations; European institutions and umbrella associations; etc. |
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| Profile | • Potential host organisations must be able to **provide interns with a valuable learning experience** in line with their study programme, degree area or career aspirations. They must also count with the **required resources** to carry out adequate mentoring, monitoring and evaluation tasks. |
| Requirements | • Although any organisation may, in principle, host an intern**, it is important to consider the following set of criteria when selecting and validating host organisations**: |
| Selection | – The strength and added value of the internship project submitted and their organizational and financial capacity to implement it. |
| Engagement | – Their commitment to comply with programme characteristics and requirements (provision of mentoring and supervision services; monitoring and evaluation of results; final certification; funding and financial conditions; etc.). |
| | – Previous internship experience and/or internship policy. |
| | – A review of existing interaction/cooperation with universities and other higher education institutions. |
| | – Financial solvency and business sustainability. |
| | • Once selected, participating host organisations must be encouraged to promote their **engagement** with the organising educational institution, the interns and, when applicable, the intermediary organisation. This can be achieved by offering individualized relationships management; setting quality assurance mechanisms; ensuring a regular feedback process; building long-term partnerships based on multiple university-business interactions; periodic impact studies. |

## 8.3.  Work Conditions

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| **Duration**<br><br>Minimum and maximum<br><br>**Time Scope**<br><br>Summer<br>Academic year<br>Year-round<br><br>**Work Schedule**<br><br>Part-time<br>Full-time | • When consulted, human resources managers tend to coincide that the **minimum duration** required for a useful internship (both for the intern and for the host organisation) is two months. Periods under two months prove to be insufficient as they do not facilitate full integration of the intern within the work environment.<br><br>• A **maximum duration** should also be established. It is recommended that placements never exceed twelve months.<br><br>• Internships may be scheduled year-round (2 to 12 months), during the academic year (2 to 9 months) or over the summer break (2 to 3 months).<br><br>• In the case of student interns, the work schedule should always be compatible with his/her study programme and cannot interfere with attendance to his/her classes, seminars, lectures, etc. Universities may establish mínimum and maximum hours allowed.<br><br>• Full-time internships are only recommended for summer internships, for graduate internships or when the internship is an integral part of a study programme. In these cases the internship may be scheduled as full-time without interfering with the student's academic obligations. |
| **Compensation**<br><br>Paid<br><br>Unpaid | • In order to avoid the risk that internship providers (promoting institutions and host organisations) use interns as cheap or unpaid labour, with the consequent effects on internship quality, it is highly recommended to establish **appropriate compensation policies.**<br><br>• **Social mobility and equal opportunity** are critical factors to be taken into account when establishing internship compensation policies. Unpaid or inadequately paid internships have an important social impact by inhibiting access for particular socio-economic groups who cannot afford to work for a significant period without pay.<br><br>• Paid internships not only facilitate social mobility and promote equal opportunity, they also **motivate interns and increase host organisations' committment and engagement** with the promoting institution, the programme and the interns themselves.<br><br>• Payment may be a stipend (hourly, weekly, monthly) and/or compensation in kind (meal vouchers, transport allowance, living accommodations, etc.). It is recommended to establish minimums for stipends and/or compensation in kind in order to guarantee equal opportunity. |

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| **Insurance**<br><br>State/Government<br><br>Private | • As insurance is the principle way to reduce the financial impact of a risk occurring, clear **insurance requirements** should always be built into internship agreements.<br><br>• Depending on the legal framework in force in any given country, insurance should be covered either by the state/government (national social security, national student insurance …) or by the internship programme promoters and/or host organisations through private providers (health, accident, travel, …). Students/graduates should not be responsible for their own insurance coverage.<br><br>• In the case of international internships, the insurance provided should not only cover medical assistance abroad, but also repatriation costs, liability and accidents. It must also be aligned with visa requirements where applicable. |
| **Mobility**<br><br>National<br><br>International | • Local "home-based" internships can be as efficient and successful as national or international mobility internships. However, geographic mobility (whether it be national or international) adds value to quality internships.<br><br>• Mobile interns learn to adapt and respond to situations that are wholly unfamiliar to them. This exposure to new environments provides them with the opportunity to learn about themselves, discover new strengths and abilities, face new challenges, and solve new problems. In the case of international internships, they gain a heightened cultural understanding and respect for diverse values and traditions of other countries, and may also acquire new language skills.<br><br>• When establishing an international mobility internship programme, it is vital to have complete knowledge and full understanding of the legal requirements in the destination country/countries (for example, intern regulations, insurance and visa requirements).<br><br>• Adequate selection/validation of highly engaged host organisations is essential, as monitoring, evaluation and follow-up of interns takes on a special dimension when they are in another national location or abroad.<br><br>• Pre-departure orientation for participating students/graduates should be offered whenever possible. |

## 8.4. Management Model

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| **Management Model**<br><br>Universities<br><br>Intermediary Organisations | • Student/graduate internship programmes may be promoted and managed by a single university, with its own internal resources, or in **alliance with an intermediary organisation** (IO). Whenever possible, it is recommended to establish partnerships between one or several universities with an IO.<br><br>• Partnerships and alliances with intermediary organisations prove to be specially beneficial as they enable promoting institutions to:<br><br>  – Pool resources.<br>  – Unify programme procedures.<br>  – Simplify programme management for participating universities and host organisations.<br>  – Design broader, more inclusive programmes for the "general public", as well as specialised schemes to meet specific academic or business needs.<br>  – Reach out to a larger number of potential host organisations, enhancing engagement.<br>  – Facilitate communication with universities, offering one single communication channel to potential or selected host organisations.<br>  – Reach out to a wider universe of students/graduates, providing them with equal access to more opportunities to increase their employability and improve their employment readiness.<br>  – Contribute to capacity building among participating universities.<br><br>• These alliances also allow promoting institutions to distribute **tasks and responsibilities** according to each partner's capacities and know-how. Some of these tasks and responsibilities are, for example:<br><br>  – **Universities** are typically responsible for designing and providing academic learning content, dissemination of internship offers to students/graduates, academic mentoring, final evaluation and academic accreditation.<br>  – **Host Organisations** are expected to procure placement descriptions; make final selection of candidates; design in-company training plan for each student/graduate; company mentoring, evaluation and certification.<br>  – **Intermediary Organisations** will be in charge of day-to-day operations, legal, administrative and financial management; programme marketing and promotion; recruitment, selection, validation and engagement of host organisations; candidate recruitment, short-listing and pre-selection, programme monitoring and measurement of impact, etc. |

# 09. Programme Management

Just as important as the selection of programme variables when designing an internship programme, is the identification, definition and organisation of the different aspects involved in general programme management.

In general, successful programme management should be built upon **five basic pillars**:

- Establishment of alliances between specialised intermediary organizations and universities (individually or collectively).

- Increased internal coordination at the university level, especially between high-level university management (rectors and vice-rectors, deans and directors), university career services, and student and alumni associations.

- Strong engagement with business and other potential host organizations.

- Implementation of monitoring guidelines and impact measurement at all levels of programme management.

- Use of integrated management tools.

In this context, the following pages present a brief overview and basic recommendations regarding the main aspects of programme management to be considered.

## 9.1. Legal, Administrative and Financial Management

When an alliance has been established with an intermediary organization (IO), it will generally be the IO who takes charge of all legal and administrative management issues.

| **Agreements** | <ul><li>Agreements should include the **clause content** mentioned in Section 05 (Legal Framework) of these Guidelines.</li><li>**Templates** should be available for programmes in place. These may need to be adapted to special requirements of the host organisation or university (for example, confidentiality clauses).</li><li>The entire process (preparation, ensuring signatures and distribution, updating/adapting contents, etc.) should be centralised, ideally by the intermediary organisation (or the university career center when an IO alliance does not exist) in order to guarantee prompt and efficient procedures.</li><li>Different **types of agreements** and/or combination of agreements may be signed. For example:<br>– Framework Cooperation agreements between University/IO, Host organisation/IO<br>– University/Host organisation<br>– Internship Programme agreements between University/Host Organisation/IO (to be signed for each programme) + specific annexes for each intern (signed by intern and IO)<br>– Specific Internship agreements between the above parties and each intern</li></ul> |
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| **Insurance and Risk Management** | • As in the case of agreements, **management of insurance** (whether it be registration/withdrawal from national social security schemes or subscription of private policies) should be centralised, ideally by the intermediary organisation (or the university career center when an IO alliance does not exist) in order to guarantee prompt and efficient procedures.<br><br>• Insurance should be provided to interns by the programme promotors (university, IO or host organisation). Interns should not have to pay for their insurance.<br><br>• Although insurance is the main way for organisations and individuals to reduce the financial impact of a risk occurring, it is also recommended that interns receive basic notions of **labour risk prevention** at the start of their internship. Short online courses have proven to be effective and beneficial.<br><br>• Promoting institutions should also establish clear step-by-step procedures for **emergency situations**. Providing host organisations and interns with *Internship Guidelines* (including emergency contact information as well as rules and procedures in case of accident or illness) is highly recommended. |
| **Budget Structure** | • **Budget structure** will depend on the specific characteristics of each internship programme and may include some or all of the following budget lines:<br><br>  – Student/intern stipend.<br>  – Learning programme programme (learning materials, teachers, tutors, etc.).<br>  – Social Security and/or private insurance.<br>  – Marketing and promotion costs.<br>  – Recruitment and management tools.<br>  – Administrative costs (IO and/or university). |
| **Financial Management** | • **Financial management** includes: programme budget design and control; invoicing host companies; payment of all programme expenditures (intern stipend; insurance/social security; tutors, trainers and professors; training materials; withholding of taxes; fiscal certificates, etc.).<br><br>• In order to guarantee adequate control, efficiency and transparency, it is recommendable to use available **business management software** (ERPs) and to centralise financial management, ideally at the intermediary organisation (or the university career center when an IO alliance does not exist). |

## 9.2. Marketing and Promotion

| Target Groups | • When promoting a programme all parties involved in the different life-cycle phases should be addressed:<br><br>– Undergraduate students, specially those in their 3rd or 4th year of studies.<br>– Graduate students carrying out Master or PhD level programmes.<br>– Recent graduates.<br>– Programme alumni, in their role of "programme ambassadors" capable of engaging future participants.<br>– University management and staff: rectors and vice-rectors, faculty deans, school directors, careers services, etc.<br>– Potential host organisations: CEOs and HR staff at public and private companies, organisations and institutions. |
|---|---|
| **Marketing Strategy and Tools** | • Marketing strategies and tools must be adapted to each target group profile and designed to meet their specific needs and expectations.<br><br>• **For students/graduates:**<br><br>– Online: general internship platform; minisites for specific programmes; special pages on university websites; social media; direct emailing campaigns; digital flyers/brochures; promotional videos; student blogs.<br>– Offline: university career events; job fairs; career orientation and counselling services; programme ambasadors and alumni network; printed flyers/brochures.<br><br>• **For universities:**<br><br>– Networking and face-to-face meetings.<br>– Sponsorship and/or active participation in university career events and job fairs.<br>– Digital and printed flyers/brochures and promotional videos<br>– Case studies and impact reports.<br>– Press releases sent to university career services, rectors' & vicerectors' offices, faculty members.<br><br>• **For host companies:**<br><br>– Networking and face-to-face meetings: personalised messages and opportunity to tailor talent attraction strategies.<br>– Participation in specialized business fairs and career development/ human resources events.<br>– Digital and printed flyers/brochures and promotional videos.<br>– Case studies and impact reports.<br>– Press releases sent to general and specialised media. |

## 9.3. Recruitment and Selection of Candidates

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| **Recruitment and Application Procedures** | • In addition to the promotional tools mentioned above, one of the most powerful recruitment tools is **word of mouth** through previous interns.<br><br>• Applications are best managed **online**. Setting up an integrated internship platform or specific programme minisites where interested students/graduates may obtain full information on the opportunities available, together with detailed instructions on how to apply online, will not only encourage applications (offline procedures are more tedious and can be dissuasive), but also facilitate the selection process that follows.<br><br>• The **basic documents** needed for internship application are CV; academic record, certificates and/or degrees; foreign language certificates.<br><br>• **Other documents** may be requested in order to meet specific requirements laid out by national legislation, the university or the host organisations. Some of these documents are: employment records, social security registration number, proof of course registration, motivational letter, video pitch, etc. |
| **Selection** | • In order to guarantee an **adequate match** of candidate profile with the needs/demands of a given host organisation, it is recommended to:<br>  – Ensure that the host organisation clearly defines the profile requested and its associated tasks/projects.<br>  – Validate the suitability of the profile defined for the tasks to be carried out.<br>  – Promote candidate application to specific intern positions.<br><br>• **Selection tools** may include some or all of the following:<br>  – Shortlisting based on CV analysis.<br>  – Tests: language skills, numerical skills, personal profile analysis, "killer questions".<br>  – Personal interviews: face-to-face, telephone, skype.<br>  – Assessment centre: case studies, role play, group dynamics.<br><br>• The **selection process** should be a shared responsibility:<br>  – Preselection: university and/or intermediary organisation preselect candidates and send shortlist to host organisation for internal selection process. The number of candidates sent per position will depend on host organisation's requests.<br>  – Final selection: host organisation. |

## 9.4. Programme Monitoring and Impact Measurement

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| **Monitoring** | • Adequate monitoring and sharing of information collected from monitoring activities with stakeholders (participating universities, host companies; potential candidates; ….) is a fundamental tool for efficient programme evaluation, development (sustainability) and improvement (quality).<br><br>• Monitoring **tools/actions** may include: internship reports; periodic surveys and/or questionnaires; special focus group sessions; face-to-face follow-up meetings; financial reports; data collection from application platforms; etc.<br><br>• **Aspects to be monitored**:<br><br>– Finance: income and expenditure.<br>– Promotion: follow-up and evaluation of impact on stakeholders (university, host organisations, students, graduates and alumni) and the general public (media and social networks).<br>– Recruitment/Application: evaluation of results and trends.<br>– Internships: assessment of learning outcomes, internship quality, follow-up on intern-alumni to measure impact in the short, medium and long term.<br>– Host Organisations: quality of internships; compliance with programme norms; identification of new business demands; identification of new potential host organisations.<br>– Universities: ensuring university partners remain engaged and supportive.<br>– Stakeholder Monitoring: continuation of partnerships and alliances.<br>– Satisfaction: interns, alumni, university management and host organizations. |
| **Measuring Impact** | • **Key Performance Indicators (KPIs):** some examples of suggested data to be collected for impact evaluation:<br><br>– **Host organizations**: #/year; # new/year; % new/year; location; sector; % changes in numbers, sectors and locations on previous years; % programme fidelity.<br>– **Internships**: # offered/year; # covered/year; % covered; # covered but not completed; % covered but not completed; reasons for early cancellation; average permanence measured in months.<br>– **Students/Graduates**: # candidates/year; # selected/year; % as per study area; % as per geographic origin; % as per geographic destination; % offered employment by host organization; % hired by host organization. |

# 10. Recommended Background Reports and References

## 10.1. Youth Employment and Unemployment

| Title | Youth Unemployment in Advanced Economies in Europe: Searching for Solutions |
|---|---|
| Author(s) | Angana Banerji, Sergejs Saksonovs, Huidan Lin, and Rodolphe Blavy |
| Source | International Monetary Fund |
| Language | English |
| Abstract | Europe has begun to recover from the global financial crisis, but the recovery is slow and tentative in the euro area. Output and investment remain well below pre-crisis levels. Unemployment is still unacceptably high, reducing the capacity of economies to grow as skills atrophy and talent migrates elsewhere. Youth unemployment is a particularly serious problem. The youth unemployment rate stood at an unprecedented 23 percent in the euro area in mid-2014, well above the rate in 2007. This reflects a combination of sharp increases in unemployment during the crisis, together with persistently high levels of unemployment, although the mix varies across countries. This paper examines the factors driving youth unemployment in Europe. The analysis finds that the youth unemployment problem is multi-faceted and that there is no single solution to the youth unemployment problem. Policies need to be comprehensive, country-specific, and focused on reviving growth and advancing structural reforms. |
| Publication date | 2014 |
| Key Words | Youth Unemployment; Europe |
| Link | http://www.imf.org/external/pubs/ft/sdn/2014/sdn1411.pdf |

| Title | Strengthening Recovery in Central and Eastern Europe. EU11 Regular Economic Report |
|---|---|
| Author(s) | Korczyc, E., Laco, M, Thomas, T. (team lead), et. al. |
| Source | The World Bank |
| Language | English |
| Abstract | This Regular Economic Report (RER) is a semiannual publication of the Europe and Central Asia Region, Poverty Reduction and Economic Management Department (ECA PREM), The World Bank. It covers economic developments, prospects, and policies in 11 European Union (EU) member states that joined after 2004 (excluding Cyprus and Malta) — Estonia, Latvia, and Lithuania (North); the Czech Republic, Hungary, Poland, and the Slovak Republic, (Continental); and Bulgaria, Croatia, Romania and Slovenia (South). The RER comprises a Macroeconomic Report, and 2 Focus Notes on issues of economic policy interest in EU11. One of the Focus Notes is on youth unemployment in the region, p. 39-44. |
| Publication date | 2014 |
| Key Words | Youth Unemployment; Skills and Labour Market Policies; Skills Gap; Central and Eastern Europe |
| Link | http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/07/16/000016351_20140716150355/Rendered/PDF/894270WP00PUBL0mic0re-port0july02014.pdf |

| Title | **Education to employment: Getting Europe's youth into work** |
|---|---|
| Author(s) | Mourshed, M., Patel, J. and Suder, K. |
| Source | McKinsey Centre for Government |
| Language | English |
| Abstract | The problem of youth unemployment in the European Union is not new. Youth unemployment has been double or even triple the rate of general unemployment in Europe for the last 20 years. The events of the past few years have dramatically exacerbated it, however: 5.6 million young people are unemployed across Europe, and a total of 7.5 million are neither being educated nor are they working. Moreover, while young people are eager to work, more than half of those without jobs say they simply can't find one—all while businesses across Europe insist they struggle to find young people with the skills they need. To understand this disconnect and what can be done about it, McKinsey built on the methodology used in its 2012 publication, *Education to Employment: Designing a System that Works*, and concentrated on four broad questions: (1) Is the scale of the youth-unemployment problem in Europe a result of lack of jobs, lack of skills, or lack of coordination? (2) What are the obstacles that youth face on their journey from education to employment? (3) Which groups of youth and employers in Europe are struggling the most? (4) What can be done to address the problem? To answer these questions, 5,300 youth, 2,600 employers, and 700 postsecondary-education providers were surveyed across 8 countries that together are home to almost 73 percent of Europe's 5.6 million jobless youth: France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the United Kingdom. More than 100 programs in 25 countries were also examined to provide examples of companies, governments, education providers, and nongovernmental organizations that may be relevant to Europe. |
| Publication date | 2014 |
| Key Words | Education to Employment (E2E); Employability; Employment Readiness; Internship Schemes; Europe |
| Link | http://www.mckinsey.com/insights/social_sector/converting_education_to_employment_in_europe |


| Title | **Report on the Implementation of the Action Plan "Giving Youth a Better Start"** |
|---|---|
| Author(s) | Meeting of the OECD Council at Ministerial Level, Paris, 6-7 May, 2014 |
| Source | OECD |
| Language | English |
| Abstract | Impact Report on the implementation of Action Plan "Giving Youth a Better Start" |
| Publication date | 2014 |
| Key Words | Youth Unemployment; Internships and Apprenticeships; Education to Employment (E2E); Skills; Action Plan for Youth; OECD |
| Link | http://www.oecd.org/mcm/C-MIN(2014)18-ENG.pdf |

| Title | **Global Employment Trends for Youth 2013: A generation at risk** |
| --- | --- |
| **Author(s)** | Elder, S. and Sparreboom, T. |
| **Source** | International Labour Organization |
| **Language** | English (also available in Spanish and in French) |
| **Abstract** | This issue of *Global Employment Trends for Youth* provides an update on youth labour markets around the world, focusing both on the continuing labour market crisis and on structural issues in youth labour markets. |
| **Publication date** | 2013 |
| **Key Words** | Youth Employment; Youth Unemployment; Skills Mismatch; Labour Market Crisis; Worldwide |
| **Link** | http://www.ilo.org/global/research/global-reports/global-employment-trends/youth/2013/lang--en/index.htm |

| Title | **Education to employment: Designing a system that works** |
| --- | --- |
| **Author(s)** | Mourshed, M., Farrell, D. and Barton, D. |
| **Source** | McKinsey Centre for Government |
| **Language** | English |
| **Abstract** | Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. How can a country successfully move its young people from education to employment? What are the problems? Which interventions work? How can these be scaled up? These are the crucial questions addressed in this report. To do so, it developed two unique fact bases. The first is an analysis of more than 100 education-to-employment initiatives from 25 countries, selected on the basis of their innovation and effectiveness. The second is a survey of youth, education providers, and employers in nine countries that are diverse in geography and socioeconomic context: Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, the United Kingdom, and the United States. |
| **Publication date** | 2012 |
| **Key Words** | Work Skills; Education to Employment (E2E); Employability; Youth Employment; Success Stories; Survey; Worldwide |
| **Link** | http://mckinseyonsociety.com/education-to-employment/report/ |

| Title | **Effectiveness of policy measures to increase the employment participation of young people** |
| --- | --- |
| **Author(s)** | Jo Hawley, Anne-Mari Hall (Nevala) and Tina Weber |
| **Source** | Eurofound |
| **Language** | English |
| **Abstract** | This report reviews existing evidence on the effectiveness of 25 policies tackling youth unemployment for a selected number of countries (AT, FI, FR, HU, IE, IT, ES, SE, UK) and complements this information with expert interviews. It seeks to assess the extent to which the chosen measures have been successful, looking at their outputs, outcomes and wider impact. |
| **Publication date** | 2012 |

| Key Words | Youth Employment; Youth Unemployment; Job Market; Policy Measures for Increased Youth Employability and Employment: EU |
|---|---|
| Link | http://eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1260en.pdf |

| Title | **Creating a Future for Young Jobseekers. Position Paper on Youth Unemployment** |
|---|---|
| Author(s) | Marie-Claire McAleer & James Doorley |
| Source | National Youth Council Ireland |
| Language | English |
| Abstract | A comprehensive discussion of: young unemployment; key factors affecting those who are unemployed with a specific focus on young people; an exploration of how to meet their needs and provide them with support to re-enter the labour market; an analysis of current public policy and its implementation; aolutions to the problem of youth unemployment. |
| Publication date | 2011 |
| Key Words | Youth Employment; Youth Unemployment; Policy Recommendations for Increased Youth Employability and Employment; Ireland |
| Link | http://www.youth.ie/sites/youth.ie/files/Creating-a-future-for-Young-jobseekers-web-version_0.pdf |

## 10.2. Graduate Employability / Employment Readiness

| Title | **The Journey to EmploymenT (JET) framework** |
|---|---|
| Author(s) | John Copps and Dawn Plimmer (2013) / Ellen Harries, Angela Kail and Eibhlín Ní Ógáin (update 2014) |
| Source | Inspiring Impact |
| Language | English |
| Abstract | Outcomes and tools to measure what happens on young people's journey to employment. |
| Publication date | 2014 |
| Key Words | Employability; Job Skills; Tools |
| Link | http://www.thinknpc.org/publications/the-journey-to-employment/ |

| Title | Voice of the Graduate |
|---|---|
| Author(s) | André Dua |
| Source | McKinsey & Company, in collaboration with Chegg Inc. |
| Language | English |
| Abstract | Research in the USA shows an enduring positive impact on earnings directly associated with the level of postsecondary learning a person attains. And research from around the world shows a link between college education and levels of individual and national well-being more broadly. Yet the results of this report point out that, this potential does not appear to be fully realized in the lived experience of many recent graduates. The gap between higher education's value and the concerns many recent graduates report should become the impetus for change. The "voice of the graduate" revealed in this report amounts to a cry for help—an urgent call to deepen the relevance of higher education to employment and entrepreneurship so that the promise of higher education is fulfilled. The improvements today's graduates are calling for cannot be pursued by any education stakeholder working alone. Instead, it is only when employers, education providers, public officials, families, and youth advocates work together that effective solutions can be forged |
| Publication date | 2013 |
| Key Words | Education to Employment (E2E); Employability; Employment Readiness, Skills, Graduate Employment; Survey; USA |
| Link | http://mckinseyonsociety.com/downloads/reports/Education/UXC001%20Voice%20of%20the%20Graduate%20v7.pdf |

| Title | The Employability of Higher Education Graduates: The Employers' Perspective |
|---|---|
| Author(s) | Martin Humburg, Rolf van der VeldeN and Annelore Verhagen (Research Centre for Education and the Labour Market, School of Business and Economics Maastricht University) |
| Source | European Commission |
| Language | English |
| Abstract | The study examines how employers see graduate employability and reflects upon what might be the combination of skills, competences and aptitudes most likely to secure that first job or early career and why. |
| Publication date | 2013 |
| Key Words | Work Skills; Education to Employment (E2E); Employability; Youth Employment; Success Stories; Survey; Worldwide |
| Link | http://www.dges.mctes.pt/NR/rdonlyres/658FB04A-909D-4D52-A83D-21A2AC4F2D38/8096/employabilitystudy_final.pdf |

## 10.3. Employability Skills and Competences

| | |
|---|---|
| **Title** | **Why are so many college students failing to gain job skills before graduation?** |
| **Author(s)** | Jeffrey J. Selingo |
| **Source** | Washington Post |
| **Language** | English |
| **Publication date** | 2015 |
| **Key Words** | Job Skills; Graduate Employment Readiness; USA |
| **Link** | http://www.washingtonpost.com/news/grade-point/wp/2015/01/26/why-are-so-many-college-students-failing-to-gain-job-skills-before-graduation/ |

| | |
|---|---|
| **Title** | **Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability** |
| **Author(s)** | Dr John Bamber (Centre for Effective Services, Ireland) |
| **Source** | European Commission – Youth - Expert Group Report |
| **Language** | English |
| **Abstract** | In a context of record levels of youth unemployment in Europe, this report is about how non-formal learning and especially youth work can enhance the creative and innovative capacities of young people in ways that are relevant to employability. It goes beyond identifying the skills and competences involved, to present illustrative examples of practice and cross-sectoral cooperation. There is a need to improve and widen the recognition of non-formal learning, and not just in relation to employability. A better equipped workforce is required. The workers need an improved curriculum, and an investment in training, to stimulate the innovative and creative capacities within young people. They need access to commonly accepted recognition tools and to improved practices that can be used in their own social and cultural contexts. At all levels, the different sectors and stakeholders need to come together to provide a supportive environment for the work, while incentives and initiatives need to galvanise the social partners for effective interaction. |
| **Publication date** | 2014 |
| **Key Words** | Key Work Skills; Employability; Youth Job Market; Youth Unemployment; Policy Recommendations for Increased Youth Employability and Employment; Cross-Sectoral Cooperation; EU |
| **Link** | http://ec.europa.eu/youth/news/2014/documents/report-creative-potential_en.pdf |

| | |
|---|---|
| **Title** | **Measuring Employability Skills** |
| **Author(s)** | Rachel Blades, Becky Fauth and Jen Gibb |
| **Source** | National Children's Bureau |
| **Language** | English |
| **Abstract** | This report summarises a brief review of relevant literature undertaken to assess the potential for developing a new tool to support the evaluation of projects aiming to enhance young people's 'employability skills': those personal, social and transferable skills seen as relevant to all jobs, as opposed to specific technical skills or qualifications. |
| **Publication date** | 2012 |

| Key Words | Work Skills; Employability; Youth Job Market; Youth Unemployment; UK |
|---|---|
| Link | http://www.ncb.org.uk/media/579980/measuring_employability_skills_final_report_march2012.pdf |

| Title | **Future Work Skills 2020** |
|---|---|
| **Author(s)** | Institute for the Future |
| **Source** | University of Phoenix Research Institute |
| **Language** | English |
| **Abstract** | Global connectivity, smart machines, and new media are some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future. This report analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the next 10 years. Rather than focusing on future jobs, this report looks at future work skills— proficiencies and abilities required across different jobs and work settings. |
| **Publication date** | 2011 |
| **Key Words** | Key Work Skills; Employability; Prospection |
| **Link** | http://www.iftf.org/futureworkskills/ |

| Title | **The Future of Learning: Preparing for Change** |
|---|---|
| **Author(s)** | Christine Redecker, Miriam Leis, Matthijs Leendertse, Yves Punie, Govert Gijsbers, Paul Kirschner, Slavi Stoyanov and Bert Hoogveld |
| **Source** | European Commission - Joint Research Centre |
| **Language** | English |
| **Abstract** | To determine how education and training policy can adequately prepare learners for life in the future society, there is a need to envisage which competences will be relevant and how these will be acquired in 2020-2030. To contribute to this vision-building, JRC-IPTS on behalf of DG Education and Culture launched this study with the aim to identify, understand and map how learning strategies and trajectories are expected to change, given current trends, thus creating a descriptive vision of the future, and to develop a normative vision outlining how future learning opportunities should be developed to contribute to social cohesion, socio-economic inclusion and economic growth. |
| **Publication date** | 2011 |
| **Key Words** | Work Skills; Skills Gap; Employment Readiness; Employability; Transition from School to Work; EU |
| **Link** | http://ftp.jrc.es/EURdoc/JRC66836.pdf |

| Title | **Key Competences for Lifelong Learning – European Reference Framework** |
|---|---|
| **Author(s)** | -- |
| **Source** | European Parliament / European Council |
| **Language** | English |
| **Abstract** | The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, published in the Official Journal of the European Union on 30 December 2006/L394 -<br><br>http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en 0010 0018.pdf ) |

| Publication date | 2006 |
|---|---|
| Key Words | Key Competences; Lifelong Learning; EU |
| Link | http://www.britishcouncil.org/sites/britishcouncil.uk2/files/youth-in-action-keycomp-en.pdf |

| Title | **10 Things Employers want you to Learn in College** |
|---|---|
| Author(s) | Bill Coplin |
| Source | Ten Speed Press |
| Language | English |
| Abstract | A brief overview of the principle skills employers look for in young graduates |
| Publication date | 2003 |
| Key Words | Work Skills |
| Link | http://www.northeastern.edu/universityscholars/wp-content/uploads/2014/10/10Things.pdf |

## 10.4. Mobility and Employability

| Title | **The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions** |
|---|---|
| Author(s) | Uwe Brandenburg (Team Leader), et. al. |
| Source | European Commission |
| Language | English |
| Abstract | The Erasmus Impact Study (EIS) aims to answer two major questions. Firstly, it analyses the effects of Erasmus student mobility in relation to studies and placements on individual skills enhancement, employability and institutional development. Secondly, it examines the effects of Erasmus teaching assignments/staff training on individual competences, personality traits and attitudes, as well as the programme's impact on the internationalisation of Higher Education Institutions (HEIs). |
| Publication date | 2014 |
| Key Words | Mobility; Graduate Employability; Erasmus; EU |
| Link | http://ec.europa.eu/education/library/study/2014/erasmus-impact_en.pdf |

| Title | **Does Student Mobility During Higher Education Pay? Evidence From 16 European Countries** |
|---|---|
| Author(s) | Margarida Rodrigues |
| Source | Institute for the Protection and Security of the Citizen, Joint Research Centre, European Commission |
| Language | English |
| Abstract | The findings of this report point to a positive association between mobility and future mobility and earnings, while the transition to employment seems to be slightly delayed. While the effects on future mobility are found in all countries and fields of education, the ones related to the labour market are only found in few of them. |

| | |
|---|---|
| **Publication date** | 2013 |
| **Key Words** | Mobility; Graduate Employability; Skills; EU |
| **Link** | http://publications.jrc.ec.europa.eu/repository/bitstream/111111111/29599/1/jrc%20report%20mrodrigues_student%20mobility_final.pdf |

## 10.5. University-Business Cooperation for Increased Graduate Employability / Employment Readiness

| | |
|---|---|
| **Title** | **A Successful University-Corporation Partnership Requires Institutional Agility** |
| **Author(s)** | Joanne Goldstein |
| **Source** | The EvoLLLution |
| **Language** | English |
| **Abstract** | There is a huge divide between what corporations need in their workforce, both new and existing, and the training and education their employees have received. Higher education has the opportunity, the infrastructure and the intelligence to become a meaningful and sustainable partner for businesses. |
| **Publication date** | 2014 |
| **Key Words** | University-Business Cooperation; USA |
| **Link** | http://www.evolllution.com/opinions/successful-university-corporation-partnership-requires-institutional-agility/ |

| | |
|---|---|
| **Title** | **Forging Futures: Building higher level skills through university and employer collaboration** |
| **Author(s)** | CFE Research |
| **Source** | UK Commission for Employment and Skills (UKCES) / Universities UK (UUK) |
| **Language** | English |
| **Abstract** | This joint publication looks in detail at the ways in which universities and employers can form collaborative partnerships to develop higher level skills. The report outlines the reasons why universities and employers should collaborate to develop new ways in which people can develop higher level skills. It also gives practical examples of how collaborations have been created, and promotes the need for more partnerships of this kind to develop a wider range of ways in which both graduates and existing employees can develop such skills. The report also features 12 case studies from current collaborations across the UK, which cover six industrial sectors (advanced manufacturing, construction, creative and digital, energy, IT and life sciences). |
| **Publication date** | 2014 |
| **Key Words** | University-Business Cooperation; Skills Development; Key Work Skills; Employability; UK |
| **Link** | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/356749/FF_FinalReport_Digital_190914.pdf |

| Title | Assessment of cooperation between higher education institutions and employers in Europe |
|---|---|
| Author(s) | Nevena Rakovska, Samo Pavlin and Mateja Melink (editors) |
| Source | EMCOSU Programme (European Commission) |
| Language | English |
| Abstract | Survey carried in the framework of a European project entitled EMCOSU (Emerging Modes of Cooperation between Universities and Private Sector Organisations), focused on reinforcing the link between education activities and HE graduates' employability needs and the promotion of cooperation with HE tools in particular. Further information and documents available at: http://www.emcosu.eu/en/emcosu/ |
| Publication date | 2013 |
| Key Words | University-Business Cooperation; Graduate Employability; Survey; EU |
| Link | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/356749/FF_FinalReport_Digital_190914.pdf |

## 10.6.  Cooperative Education and Internships

| Title | A pedagogical model for development of a service - learning internship program that adds marketing value for a regional university in the US |
|---|---|
| Author(s) | Dana Moore Gray |
| Source | The International Association for Business Education (SIEC-ISBE) |
| Language | English |
| Abstract | A review of research literature regarding internships and service learning, and the design and development of an internship program for all university majors at a satellite campus of a regional university in the United States. |
| Publication date | 2014 |
| Key Words | Internship Models; USA |
| Link | http://www.siec-isbe.org/uploads/8/9/6/2/8962951/gray_service-learning_2014.pdf |

| Title | Common Best Practice Code for High-Quality Internships |
|---|---|
| Author(s) | Gateways to the Professions Collaborative Forum |
| Source | Trades Union Congress (TUC) |
| Language | English |
| Abstract | This code describes the core elements required in order to obtain maximum benefit from internships for both interns and employers. It addresses remuneration and best practice in relation to the preparation, recruitment, induction, treatment, supervision and mentoring of interns, and certification, reference and feedback, and social mobility issues. |
| Publication date | 2013 |

| Key Words | Best Practice; Internships; UK |
|---|---|
| Link | https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251483/bis-13-1085-best-practice-code-high-quality-internships.pdf |

| Title | **Starting And Maintaining A Quality Internship Program** |
|---|---|
| Author(s) | Michael True |
| Source | Messiah College |
| Language | English |
| Abstract | A guide for employers on starting and maintaining a quality internship program. |
| Publication date | n/a |
| Key Words | Internship Models; Internship Design; Internship Management; USA |
| Link | http://www.messiah.edu/documents/internship_center/StartingAnInternshipProgram-7thEdition.pdf |

| Title | **Impact assessment accompanying the document Proposal for a Council Recommendation on a Quality Framework for Traineeships** |
|---|---|
| Author(s) | Commission Staff |
| Source | European Commission |
| Language | English |
| Abstract | Traineeships can effectively enhance young people's employability through providing a stepping stone to the labour market. Nevertheless, concerns about the effectiveness and quality of traineeships in general, and open-market traineeships in particular, have been increasingly recognized by a wide range of stakeholders including European Institutions. |
| Publication date | 2013 |
| Key Words | Internships; Employability; Quality Framework; Policy Recommendations for Increased Youth Employability and Employment; EU |
| Link | http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52013SC0495 |

| Title | **Handbook for Cooperative Education, Internships, and Registered Apprenticeship** |
|---|---|
| Author(s) | Margaret Erthal (Project Director) |
| Source | Illinois State Board of Education |
| Language | English |
| Abstract | The purpose of this publication is to provide a resource for those who plan, develop, and deliver cooperative education, internships, and registered apprenticeship work-site learning. |
| Publication date | 2009 |

| Key Words | Internship Models; Internship Design; Internship Management; USA |
|---|---|
| Link | http://www.isbe.net/career/pdf/coop_ed_handbook.pdf |

| Title | **Leveraging Cooperative Education to Guide Curricular Innovation - The Development of a Corporate Feedback System for Continuous Improvement** |
|---|---|
| Author(s) | Cheryl Cates and Kettil Cedercreutz (editors) |
| Source | Center for Cooperative Education Research and Innovation, University of Cincinnati (USA) |
| Language | English |
| Abstract | Written as a handbook, to guide those interested in implementing a similar system in an experiential learning environment, the covers the organization of cooperative education, information system principles, data analysis, and includes a number of cases describing the implementation of the feedback system for use in curricular innovation within the environments of design, business, and engineering. |
| Publication date | 2008 |
| Key Words | Internship Models; Internship Design; Internship Management; Partner Engagement; Curricular Innovation; USA |
| Link | http://www.uc.edu/content/dam/uc/propractice/ceri/docs/Leveraging_Co-op_Guide.pdf |

| Title | **Handbook for Research in Cooperative Education and Internships** |
|---|---|
| Author(s) | Patricia L. Linn, Adam Howard, Eric Miller (editors) |
| Source | Google Books |
| Language | English |
| Abstract | This Handbook is designed to help cooperative education and internship professionals and employers design, carry out, and disseminate quality research and evaluation studies of work-based education. It offers examples of studies about work-based education, but with a practical twist: The authors frame their studies within a specific key research design issue, including finding a starting point and a theoretical framework; fitting research into one's busy practitioner workload; deciding on particular data-gathering methods and an overall methodological approach; integrating qualitative and quantitative methodologies; and disseminating results. Also addressed are: the use of theory in research; the role and relationship of program assessment to research; and ethical considerations in research. By combining descriptions of research and evaluation studies with practical advice from top researchers in the field, this volume is a useful tool for educators and employers who are designing and carrying out their own studies, as well as a resource for what current research is discovering and affirming about the field itself. (*A complete pdf is not available for download on the web. It can be purchased on Amazon.*) |
| Publication date | 2003 |
| Key Words | Internship Models; Internship Design; Internship Management |
| Link | https://books.google.lt/books?id=t-_-jqZX7gAC&pg=PA63&lpg=PA63&dq=student+internships+good+practice&source=bl&ots=btPAF2L_1o&sig=xS5wKZ-RkZ7DOfYWrGRZ4hLHgp_8&hl=lt&sa=X&ei=tZ_zVMmkLobjaKKRgdgN&ved=0CFoQ6AEwCDgU#v=onepage&q=student%20internships%20good%20practice&f=false |

The **GRADual Strategic Partnership and Project** – *Increasing Students/Graduates Employment Readiness[18]* – aims at maximising intermediary organisations' role in terms of innovative and cost-efficient services provided to universities and business for improving student and graduate employment readiness through quality internships schemes.

This will be done through know-how exchange, learning from best practices, peer reviews and joint trainings and joint outputs that will eventually improve organisational responses to common challenges. This arrangement will ensure generation of ideas of transformative nature.

The Strategic Partnership involves 3 intermediary organisations providing services to universities and business from 3 EU countries (Lithuania[19], Spain[20] and Scotland[21]), 6 universities[22] partnering with the intermediaries and a high impact Lithuanian NGO[23] connecting international professionals.

The proposed setup brings together prominent actors in their respective countries having similar organisational goals and solid track records of promoting university-business cooperation, entrepreneurial education and investing in future business leaders with distinctive organisational structures, operational models, partnership strategies and more importantly work methods, approaches and instruments.

The project will also address participating universities capacities in a) knowledge transfer, b) proposing innovative education and c) enhancing their students' and graduates' employment readiness by forging working level partnerships with employers and relevant like-minded organisations.

The cooperation within a transnational strategic partnership will contribute to the transferability of the project results within the established learning network and beyond, working closely with employers in order to minimise the current skills gap and thus contributing to more effective preparation of students and graduates for the job market.

# Notes

1	See Annex of these *Guidelines* for a full description of the GRADual Strategic Partnership and the GRADual project *Increasing Students/Graduates Employment Readiness.*
2	See Section 10 of these Guidelines: Recommended Background Reports and References.
3	http://www.mckinsey.de/sites/mck_files/files/a4e2e_2014.pdf
4	http://www.partners 4value.lt
5	Although a majority of EU documents (including the Erasmus+ Programme) use the terms "traineeship" and "trainee", for the purpose of these *Guidelines* the terms "internship" and "intern" will be used instead as they better reflect the educational component of the Work-based learning experiences to be addressed in this document.
6	http://europa.eu/rapid/press-release_IP-14-236_es.htm
7	http://www.versobooks.com/books/1112-intern-nation
8	http://www.theguardian.com/books/2011/may/15/intern-nation-ross-perlin-review
9	SWD/2013/0496 final, http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52013SC0496
10	https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/141424.pdf
11	RD 1497/1981, de 19 de junio, sobre Programas de Cooperación Educativa, http://www.boe.es/buscar/doc.php?id=BOE-A-1981-16532
12	http://www.clubcoopera.com/index.php
13	RD 1845/1994, de 9 de septiembre, por el que se actualiza el Real Decreto 1497/1981, de 19 de junio, sobre programas de cooperación educativa, http://www.boe.es/buscar/doc.php?id=BOE-A-1994-22805
14	RD 592/2014, de 11 de julio, por el que se regulan las prácticas académicas externas de los estudiantes universitarios, http://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-8138
15	http://www.mckinsey.com/insights/social_sector/converting_education_to_employment_in_europe
16	Large and multinational firms; SMEs; startups; business organisations and associations; NGOs and foundations; government and public agencies; international organisations; etc.
17	A good practice model to be considered is the *UE Converge Project* carried out in 2008 by Fundación Universidad-Empresa, the Chamber of Commerce of Madrid and the 16 universities located in the Madrid region. 220 human resources managers and/or experts from companies and corporations (35% large, 26% medium and 39% small), business associations, NGOs and research institutions representing 25 economic sectors and employing over 685.000 people were consulted on: general and specific graduate skills/competences required by employers; level of skills/competences held by graduates entering the job market; gaps between employer needs and graduate skill/competency levels; employer needs regarding internships. The results obtained proved to be instrumental for the modification of existing internship programmes and the development of new internship programmes which could effectively respond to current business and market needs in the field of graduate employability and employment readiness. A summary of the results, presented at the European University Association's 2008 Autumn Conference "Inclusive and Responsive Universities: Ensuring Europe's Competetiveness", can be downloaded at http://www.eua.be/events/past/2008/EUA-Autumn-Conference-2008/presentations.aspx
18	GRADual is a Strategic Partnership for Higher Education funded by the Erasmus+ Programme under key action "cooperation for innovation and the exchange of good practices".
19	*Lithuanian Confederation of Industrialists (LPK) – www.lpk.lt*: an umbrella organisation bringing together 42 associations of different industrial branches and 9 regional associations which represent over 2700 enterprises (industrial firms; state or private capital companies; trading, business and training establishments; scientific research institutes). Confederation membership is entirely voluntary. LPK's main objectives are to contribute to the development of business-friendly environment for Lithuanian enterprises by fostering economic, technical and social progress in the country; to be a "business voice" in the governmental, social and international governance structures; to assist companies expanding business markets for their production and raw materials and to improve conditions for their exports and imports; to build bridges between Lithuanian manufacturers and their counterparts abroad in order to expand cooperation horizons and boosting innovation. LPK has successfully implemented over 50 projects during the last 10 years with a focus on entrepreneurial education, innovation, and social dialogue between various target groups (students, employers, labour).The LPK has a strong position at policy advisory level increasingly promoting the Education to Employment (E2E) model that represents the current needs of industry and SMEs – not only in Lithuania, but also in Europe. The Confederation pro-actively participates in moving forward concrete initiatives in E2E area at the national level while bringing evidence based results to policy level. LPK has also demonstrated a strong interest in promoting university-business cooperation for strengthening linkages between Education and Employment by taking over the coordination of the Partners 4 Value Initiative (P4V) under the agreement signed with the United Nations Development Programme's Office in Lithuania. P4V seeks to

1) promote students and university staff training mobility jointly working with 5 Lithuanian universities (VU, VGTU, KTU, VDU, KU); 2) establishing a network of secured local industrial internships; 3) engaging Lithuanian universities and business for jointly developing and delivering graduate internship programmes in Lithuania.

20   *Fundación Universidad-Empesa (FUE) – www.fue.es:* a private non-profit institution, FUE has addressed challenges and opportunities arising from the university-business framework since 1973 through a permanent contact and cooperation with the public administrations (local, regional, national and European), HEIs and companies. Institutional visibility is guaranteed by a Board of Trustees that represents 500.000 companies, 17 universities and over 400.000 undergraduate and graduate students. Activities set a special focus on 4 areas: education (customized training programmes, academic orientation); career development (student and graduate internship programmes, career reorientation for PhDs and researchers, job fairs, job opportunity guide and website, job placements for junior profiles, studies and reports); entrepreneurship (workshops, seminars, competitions) and innovation (project management, RD&I job portal). FUE has designed and developed student & graduate internship schemes for over 30 years. It currently offers 8 programmes for undergraduates and graduates, including an innovative on-line programme. FUE is responsible for design and coordination of associated learning programmes, targeted marketing campaigns, recruitment of host organisations and candidates, orientation, legal and financial administration and, if required, programme customization to meet specific demands or requirements. FUE is also active in the design and implementation of tailored recruitment processes across very different sectors (retail, leisure, IT), reaching out for specific profiles both in Spain and globally (Europe, North and South America). FUE also develops orientation manuals related to university studies, graduate job opportunities, employability, and entrepreneurship, as well as surveys, studies and reports of relevance in the area of university-business cooperation. Recent projects include leadership of the EU-GRAD consortium for the in-depth analysis on the state of the art of transnational internships across the EU.

21   *The Saltire Foundation (SF) - www.saltirefoundation.com*: founded and nurtured by the GlobalScot network, SF is a registered, independent Scottish charity whose mission is to find, fuel and spark the next generation of business leaders in Scotland. The organisation is led by a committed and active group of Trustees who are business leaders drawn from key sectors in Scotland and internationally. SF offers three unique and world class programmes that fast track the development of potential business leaders: 1) The Saltire Scholars Undergraduate Internship Programme gives undergraduate students with huge potential and ambition the chance to experience the working environment of highly successful firms or high growth entrepreneurial companies at home and abroad. By providing undergraduates with leadership opportunities, a global mindset and a supportive and challenging network, SF aims to help Scotland grow and develop into a significant player on the international stage. 2) Saltire Fellows already have the business experience, the passion and the potential that marks them out. The intensive Fellowship programme, which starts at Babson College in the USA, accelerates their development and that of Scottish companies. It combines theory and practice, offering both classroom and experiential learning guided by the principle of Entrepreneurial Thought and Action. 3) Saltire Alumni engages SF alumni in a mutually beneficial, lifelong relationship to each other and SF. It encourages alumni to support one another and the Foundation to create a more dynamic and global Scottish economy through regular events, networking and job opportunities. The Foundation works to plug them into Scotland's finest opportunities, challenge them and inspire them for the rest of their professional lives.

22   Kaunas University of Technology, Kaunas Vytautas Magnus University, Klaipeda University, Vilnius Gediminas Technical University, and Vilnius University from Lithuania; and Universidad Camilo José Cela from Spain.

23   Global Lithuanian Leaders (GLL).

Erasmus+

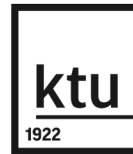GRADual

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