

CAPQI

Collective Awareness Platforms for Quality Internship



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## Intellectual Output IO1 Report

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Foreword



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This document is produced in the context of the CAPQI project (Ref.: 2016-1-ES01-KA203-025562) and aims at providing all CAPQI partners with an overview of the current state-of-play of the internship situation in Europe and a common repository of terms and vocabulary.

This report aims at creating a common online assessment system for internships. Research on the influencers of the implementation phase of the project, such as legal and regional contexts, will be a further guarantee of the project impact. A mapping of the best practices will help us make the project outputs as close as possible from stakeholders' expectations.

## Introduction

Internships are a key element of the Youth Guarantee proposed by the European Commission in December 2012 and adopted by the EU's Council of Ministers in April 2013. Currently, one in three internships is substandard with regard to working conditions or learning content, according to a November 2013 Eurobarometer survey<sup>1</sup>. Many of these substandard internships are used by employers to replace entry level jobs.

The CAPQI project tries to increase transparency regarding internship conditions and wants to promote good practices: for example by requiring internships to be based on a written internship agreement. The agreement should cover learning content (educational objectives, supervision) and working conditions (limited duration, working time, clear indication whether interns will be paid or otherwise compensated and whether they will qualify for social security).

To undertake this research, CAPQI partners have consulted a wide range of stakeholders, including small businesses, universities and young professionals to ensure that the Quality Framework for internships is neither too prescriptive nor too burdensome.

Our research in this Intellectual Output 1 - IO1 is structured in different sections:

1. Definition (common lexical) of internships / internship and apprenticeship
2. Mapping of the existing initiatives promoting quality internships
3. Review of the legislation of the project partners countries (Portugal, Belgium, France, Spain, Luxembourg and Germany).
4. Interview with target groups

Based on these outputs, the relevant project partners have produced a proposal for a common online assessment system for internships.

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<sup>1</sup> <http://ec.europa.eu/social/main.jsp?langId=en&catId=1036&newsId=2007&furtherNews=yes>



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## I. Scope and definitions

There is no common European definition of internships and confusion often arises between the terms internships, internships and apprenticeships. For the purpose of the present initiative, only the term “internship” will be used, with the understanding that this refers to: **a work practice including an educational component (either as part of a study curriculum or not) which is limited in time**. The purpose of these internships is to help the intern's education to act as a transition to work by providing the practical experience, knowledge and skills that complete his/her theoretical education.

This initiative therefore concentrates primarily on internships that are part of higher education programs, as well as (generally postgraduate) internships that involve only the intern and the employer (internships happening outside of education – so called 'open market' internships). Transnational internships are also included in the scope of this initiative but it will not cover apprenticeships. Although an apprenticeship has similar objectives as internships described above, it is rather a systematic, long-term training of a technical occupation with alternating periods at the workplace and in an educational institution or a training centre. Moreover, in relation to apprenticeships, the employer assumes responsibility for providing the training leading to a specific occupation

**Internships** have been defined as "work-based learning opportunities, either: a) taking place as part of higher education, rewarding credit points, where interns have a student status or b) taking place outside of formal education (also after graduation) and not rewarding credit points".

**Apprenticeships** have been defined here as "work-oriented trainings that are part of vocational education and training (VET) and that are solely school-based programs or combined school and work-based programs, both carried out in the formal education system and rewarding credit points".

For more information on the difference between internships and apprenticeships, please refer to [Helpdesk, 2013](#).



## II. Mapping of the existing initiatives promoting quality internships

There are different types of actors defending quality internships: youth organisations, employer associations, and public actors. Let us first enumerate the actors participating in the promotion of quality internships.

### 1. Youth Organisations:

- a) European Youth Forum - Brussels, Belgium  
<http://www.europeanyouthforum.org>  
<http://www.youthforum.org/quality-internships>

The European Youth Forum (YFJ) is the platform of youth organisations in Europe. They advocate for a European Quality Charter on Internships and Apprenticeships<sup>2</sup> that lays basic quality principles for internships and apprenticeships to become a valuable and quality experience across Europe.

- b) Repubblica Degli Stagisti - Milan, Italy  
<http://www.repubblicadeglistagisti.it>

La Repubblica degli Stagisti is an online news organization created to deepen the internship theme in Italy and give voice to the interns. They created a quality label:  
<http://www.repubblicadeglistagisti.it/initiatives/okstage/>

- c) Pay Your Interns Initiative - Geneva, Switzerland & NYC, United States  
<https://www.payyourintern.com/>

Interns, students and young professionals wishing to denounce the discriminatory reality of unpaid internships in the UN system and other organizations.

- d) Génération Précaire - Paris, France  
[https://fr.wikipedia.org/wiki/G%C3%A9n%C3%A9ration\\_pr%C3%A9caire](https://fr.wikipedia.org/wiki/G%C3%A9n%C3%A9ration_pr%C3%A9caire)

Génération Précaire is a French collective formed in 2005 in reaction to the explosion of the number of interns in companies. They perform flashmobs, equipped with white masks, interventions in the media, with policy makers and companies. Their 10-year advocacy work led to a major change in the internship legislation in France

- e) Interns Australia - Melbourne, Australia  
[www.internsaustralia.org/](http://www.internsaustralia.org/)

<sup>2</sup> [http://www.youthforum.org/assets/2013/10/0595-10\\_European\\_Quality\\_Charter\\_Internships\\_Apprenticeships\\_FINAL.pdf](http://www.youthforum.org/assets/2013/10/0595-10_European_Quality_Charter_Internships_Apprenticeships_FINAL.pdf)



Interns Australia is the support and advocacy body for interns and students undertaking work placements in Australia.

- f) Brussels Interns NGO - Brussels, Belgium  
<http://www.bingo-brussels.eu>

By working closely with both employers and the professionals, the Brussels Interns NGO (B!ngo) ASBL and its partners want to contribute to the shift of the job-market mentality, towards one where quality early job experiences are the rule instead of the exception.

- g) Ganhem Vergonha - Porto, Portugal  
<http://ganhemvergonha.pt/>

Ganhem Vergonha! is an activist online platform created to denounce abuse committed by employers and job offers announcers. Initially, the project main goal was to contribute to the regulation of job search websites. But later, Ganhem Vergonha! has focused on creating awareness for different labour exploitation phenomena, like non-legislated internships, fake volunteering, unpaid jobs, recurrent salary delay or spec work.

- h) Canadian Intern Association – Vancouver, Canada  
[www.internassociation.ca](http://www.internassociation.ca)

The Canadian Intern Association is a national not-for-profit organization that advocates against the exploitation of interns and aims to improve internship experiences. Its work focuses on public education, law reform, academic research and gaining media coverage of intern issues across Canada and around the world.

- i) Intern Labor Rights - Washington D.C., USA  
[www.internlaborrights.com](http://www.internlaborrights.com)

Intern Labor Rights meets every week in New York City. Its meetings are informal and casual, and anyone interested in this issue is encouraged and welcomed to attend.

## 2. Employer Associations

- a) CSR EUROPE – Brussels, Belgium  
<http://www.csreurope.org/>

They are one of the European business reference points for social responsibility issues. They worked on the internship issue and create a self assessment form<sup>3</sup> for employers with the help of the European Youth Forum.

<sup>3</sup> <https://drive.google.com/file/d/0B1qE-d0aAmsVRjFBQ0NQb2d4SEk/view?usp=sharing>



[http://www.youthforum.org/assets/2015/07/0559-13\\_Charter\\_Self\\_Assessment-pdf-QIA-assessment.pdf](http://www.youthforum.org/assets/2015/07/0559-13_Charter_Self_Assessment-pdf-QIA-assessment.pdf)

- b) PRCA – United Kingdom  
<http://www.prca.org.uk/>

Represent the main public relations consultancies in the UK. They did an extensive work on guaranteeing a minimum level of quality to their internships with an “intern guideline”

<https://www.prca.org.uk/campaigns/better-internships/intern-guidelines>

- c) the Gateways to the professions collaborative forum

The Gateways to the Professions Collaborative Forum is an ad hoc advisory body. Its membership is voluntary and represents around 60 professional bodies and related organisations. It was re-launched in January 2010 in response to recommendations of the Panel on Fair Access to the Professions. They created a Common Best Practice Code FOR HIGH-Quality Internships: <http://acen.edu.au/wp-content/uploads/2015/10/UK-Best-Practice-Code-for-High-Quality-Internships.pdf>

- d) Pridestaff  
<https://pridestaff.com/>

Pridestaff is a HR consultancy that created guidelines to help employer set up an internship programme: [https://pridestaff.com/sites/default/files/resources/PS-Interns\\_EBk-082013\\_FINAL.pdf](https://pridestaff.com/sites/default/files/resources/PS-Interns_EBk-082013_FINAL.pdf)

### 3. Universities

Several universities (mainly in the U.S.) created some guidelines to help employer set up a quality internship programme.

- a) UMass Dartmouth  
<http://www.umassd.edu/charlton/internship/>  
<http://www.umassd.edu/media/umassdartmouth/charlton/otherformsandpdfs/Best-Practices-for-Internship-Providers.pdf>
- b) Bryant University  
[http://career.bryant.edu/resources/files/RI%20Employer%20Guide%20Good%20Internships%20are%20Good%20Business2%20\(3\).pdf](http://career.bryant.edu/resources/files/RI%20Employer%20Guide%20Good%20Internships%20are%20Good%20Business2%20(3).pdf)
- c) **University of South Florida St. Petersburg**  
<http://www.usfsp.edu/career/files/2013/05/USFSP-Employer-Internship-Guide.pdf>
- d) Technology Council of Central Pennsylvania  
<https://www.binghamton.edu/ccpd/employers/starting-maintaining-quality-internship-program.pdf>



## 4. Public Bodies

a) European Commission – DG EMPL

The European Commission worked extensively on the internship issue to propose a council recommendation on a Quality Framework for Internships<sup>4</sup>

b) CIPD

<https://www.cipd.co.uk/about/who-we-are>

CIPD is an independent and not-for-profit organisation with a highly respected Royal Charter: they exist to make sure work benefits everyone. They created a Guidebook<sup>5</sup> for Policy Planners and Practitioners on the internship issue.

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<sup>4</sup> <http://cor.europa.eu/en/events/Documents/com857-2013.pdf> + [ec.europa.eu/social/BlobServlet?docId=7620&langId=en](http://ec.europa.eu/social/BlobServlet?docId=7620&langId=en)

<sup>5</sup> <https://www.cipd.co.uk/knowledge/fundamentals/people/routes-work/internships-guide>



### III. Mapping partners' legislations on internships

The main source of knowledge is obtained from different online documents:

- a) [https://www.bibb.de/dokumente/pdf/Guidebook Apprenticeship Schemes EU27.pdf](https://www.bibb.de/dokumente/pdf/Guidebook_Apprenticeship_Schemes_EU27.pdf)
- b) European Youth Forum - <http://www.youthforum.org/quality-internships/>
- c) Euro Guidance – Stage en Europe: <http://www.euroguidance-france.org/stages-jobs-emplois/stages/les-stages-en-europe-guide-complet/>
- d) Jurisup - European survey on student placements: <https://drive.google.com/file/d/0B5ufK3c0qzJ8Qk1IcFdTWEZxTW8/view?usp=sharing>
- e) <https://raue.com/en/2016/01/25/the-german-minimum-wage-act-exceptions-for-interns/>

#### 1. Belgium

##### 1.1. LEGAL DEFINITION

Internships in Belgium can take two forms: 1) Student internships and 2) “*immersion professionnelle*”.

##### 1.1.1. Student-internships (no legal definition)

The student internship must be considered a learning period. While the student-intern is present in the workplace and is part of the general work process, his contribution can only be “average”. This means that the intern is within a company in order to learn; not to produce work.

Consequently, the student intern is not in a working relationship with the host organisation. The internship contract is not an employment contract and the intern cannot receive neither remuneration or compensation for the work carried out.

##### 1.1.2. Intern under *Convention d'immersion professionnelle*

The convention for professional immersion is defined by section 104 of the Law of 2 August 2002 as an agreement by between an employer and a worker by which the worker, called the intern, gain knowledge and skills through services worked with an employer as part of his training.

##### 1.2. APPLICABILITY OF LABOUR LAW TO INTERNS



There is a specific coverage for young workers that concerns their protection in terms of working time, working rules and wellbeing.

### 1.3. REMUNERATION

Remuneration and compensation are legal requirements only to interns under “Convention d’immersion professionnelle”.

There are no legal requirements for payment or reimbursement of student-interns.

### 1.4. SOCIAL SECURITY

Thanks to its “worker status”, the intern under *Convention d’immersion professionnelle* has access to social security (since 2013).

## 2. Portugal

### 2.1. LEGAL DEFINITION

Internships in Portugal can take two forms: 1) Curricular internships and 2) Professional internships

#### 2.1.1. Curricular internships

Curricular internships are part of a given academic training. For this type of internship to happen, there must be an agreement between an Educational Institution and an Employer. Curricular internships have a specific duration and only those that are mandatory in order to get an academic degree are considered.

#### 2.1.2. Professional internships

Practical training in a working environment are called professional internships. Their purpose is to complement the interns’ skills. The final aim to facilitate an integration in the labour market. It’s important to notice that there are mandatory internships to enter a given profession. To enter specific professions, it is legally required to obtain a technical, professional and deontological training.

### 2.2. APPLICABILITY OF LABOUR LAW TO INTERNS

General labour law is not applicable to any kind of internship.

Curricular internships: There are no laws regulating Curriculum Internships.

Professional Internships: regulated by Decree-Law n. ° 66/2011 and Decree n. ° 20-A/2014, Jan. 30, amending Ordinance no. ° 204-B/2013 of 18 June, as amended by Ordinance No. ° 375/2013 of 27 December and Order no. ° 1573-B/2014, Jan. 30.



### 2.3. INTERN CONTRACTS

Curricular internships: there must be an agreement between the educational institution and the employer.

Professional Internships: there is a specific internship agreement.

### 2.4. DURATION OF INTERNSHIP

There are legal provisions on the duration for professional internships. The limitation is fixed to 12 months and cannot be extended.

### 2.5. REMUNERATION

Under a professional internship agreement, employers must pay interns a monthly allowance. This allowance cannot be less than the social support index value.

It is important to notice that employers and institutions can apply through the Portuguese Employment and Training Institute to fund paid professional internships.

There is no law foreseeing compensation for Curricular Internships.

### 2.6. SOCIAL SECURITY

There are provisions relating to contributions to social security for professional internships while none are in place for curricular internships

### 2.7. SUPERVISION

In the framework of a professional internships, the employer must assign a supervisor, who cannot monitor more than three trainees. The supervision consists of:

- Developing an internship plan, in close cooperation with the intern;
- Evaluate the intern's results at the end of the internship;
- Complete technical and pedagogical monitoring of the intern, supervising his/her progress, comparing to the goals set within the internship plan;

### 2.8. MONITORING, ASSESSMENT, CONTROL

Internships may be subject to monitoring, evaluation, or inspection made by the Portuguese Institute for Employment and Training.

These actions are intended to ensure compliance with applicable standards and can comprehend financial, accounting, factual and technical aspects of the projects, i.e. the physical and financial verification, either by administrative components either at the facilities of the internship, or even towards the entities holding the original technical-pedagogical process through, inter alia, of visits.



To this end, the promoters are required to provide all factual, technical and accounting documents required and to provide access to its facilities and / or the venues of the internship.

Interns may present formal complaints about internships through the Office of Vocational Training and ultimately through the Ombudsman.

## 2.9. USEFUL WEBSITES

<https://www.garantiajovem.pt/o-que-e-agarantia-jovem>

<http://www.iefp.pt/Paginas/home.aspx>

## 3. Luxembourg

### 3.1. LEGAL DEFINITION

While there is no specific legislation in Luxembourg, internships can happen within two frameworks: 1) internship as part of a study course and 2) internship outside a study course.

When the internship is part of a study course, the signing of an agreement between the student, the company and the training institution is required.

Interns does not have the employee status due to the absence of an employment contract. He/she retains his/her status as a student.

When the intern is not registered in a study program, there is an internship contract between the intern and the company.

An internship contract is not equivalent to a contract of employment.

There is no framework defining the tasks, remuneration, duration (apart from that applied for minors) of interns. All depends on the goodwill of the employer.

To be considered educational work, internships must:

- Have an information or orientation character;
- Cannot affect the student or interns to tasks requiring a performance comparable to that of a normal job.

### 3.2. APPLICABILITY OF LABOUR LAW TO INTERNS

The intern will be subject to the statutory duration of work provided for in the Luxembourg Labour Code, i.e. 8 hours a day and 40 hours a week. Interns are not entitled to claim overtime or compensatory rest.

### 3.3. DURATION OF INTERNSHIP



There is no legal limitation on the duration of internships. Nevertheless, social contributions and taxes are calculated differently depending on the duration. (+/- 3 months).

### 3.4. REMUNERATION

There is no legal minimum wage for interns.

Taking into account that an internship contract or an internship agreement is not equivalent to a contract of employment, the trainees are not entitled to the minimum social wage.

The remuneration of interns is therefore not compulsory and is at the discretion of the employer.

For an intern who completes an internship as part of his/her studies, the allowances granted during the probationary period are exempt from taxes.

For an intern doing an internship outside the scope of his/her studies (voluntary work placement), the employer is required to apply the tax on the remuneration awarded.

### 3.5. SOCIAL SECURITY

It is the responsibility of the employer to verify the intern's social security coverage against the accident risk. Interns who does not have coverage is then treated as an employee. The employer must therefore enrol the intern in all branches of social security by making a declaration of entry to the Joint Social Security Center.

### 3.6. MONITORING, ASSESSMENT, CONTROL

In the case of a compulsory training period, the intern may complain to his / her supervisor at his / her lycée or if it is a breach of national legislation, he / she may complain to the existing public and private institutions provided for this purpose.

In the case of interns undertaking a voluntary internship, they may complain to all existing and planned public and private institutions. (Example: trade unions, NGOs ... etc)

### 3.7. USEFUL WEBSITES

<http://www.guichet.public.lu/entreprises/fr/ressources-humaines/contrat-convention/jeunes-actifs/convention-stage/>

<http://www.frontalierslorraine.eu/emploi/etudiants/trouver-un-stage-au-luxembourg>

<http://www.csl.lu/questions-reponses/64-contrats-de-travail-speciaux>

<http://www.itm.lu/home/faq/ddt/contrats-speciaux/stage.html#anchora69c5dc9-5306-4914-8f4f-1bb4a50a0057>



## 4. Spain

### 4.1. LEGAL DEFINITION

Internships in Spain can take two forms: 1) Educative internships, 2) Labour internships.

#### 4.1.1. Educative internships

Educational internships are training activities allowing students to put into practice the knowledge they have acquired during their study. The objective is to help students enter the labour market by making them acquire competences that prepare them to develop professional activities. There are two types of educative internships:

a) Curricular internships: These trainings are academic activities within the studies plan of each degree; and can be compulsory or optional. Curricular internships are considered as any other subjects undertaken during the degree. Thus, students register as if these trainings were a subject, may have an advisor and may receive a mark on how they performed during the whole duration of the internship.

b) Extracurricular internships: throughout their academic life, students may voluntarily take on extracurricular internships. Contrary to curricular internships, extracurricular ones are neither included in the study plan nor in the academic reports of the student. Nevertheless, extracurricular internships can be included as a supplement to their degree title.

#### 4.1.2. Labour internships

Labour internships are work contracts which allow students to start an internship in a company. The objective is to widen student's professional experience, in accordance with their studies' level (undergraduates, graduates, vocational training or other officially recognised titles).

### 4.2. INTERN CONTRACTS

#### Educative internships

Internship agreements in the framework of the university are signed between educative institutions and companies. While these agreements regulate the students' working conditions, they do not establish any labour relation. Therefore, these agreements usually do not include remuneration. If so, remuneration cannot compare to an ordinary paid job, and correspond to a reduced amount of money.

#### Labour internships

Internship contracts under labour internships mean that labour law is applicable to interns under this contract. These contracts regulate a labour relation which aims at the acquisition of professional experience.

### 4.3. DURATION OF INTERNSHIP



Usually, internships last between 6 months and 2 years. An extension may be agreed twice at most. However, these provisions may vary depending on the collective agreements reached for each sector and if the worker has disabilities.

#### 4.4. REMUNERATION

As explained above, Educative internship agreements do not establish any labour relation. Therefore, employers are not legally required to pay students.

For labour internships, if there are no legal provisions in the collective agreement, an intern may earn, at least, 60% (during the first year) and 75% (during the second) of the wage established in the agreement for a worker who carries out an equivalent job. Under no circumstances can the remuneration be lower than the minimum inter-professional wage. Once the internship contract is over, the worker will not be eligible to claim for compensation.

#### 4.5. SOCIAL SECURITY

Young people under a labour internship contribute to the Social Security system. Their contribution includes the unemployment benefit contribution. There are also other aspects covered, such as illnesses, accidents, or injuries that may occur during their working hours.

#### 4.6. SUPERVISION

Supervision is only compulsory for educative internships. Once the training is over, employers must deliver a document where the job position, the length of the training and main tasks carried out are stated.

#### 4.7. MONITORING

Labour Offices advise for free on any question related to legal or labour aspect, union or social security details of internships. Trade unions and youth associations may support workers if he or she wants to undertake legal action.

#### 4.8. USEFUL WEBSITES

[Agencia Estatal Boletín Oficial del Estado](#)

[Cat](#)

[Oficina Jove de Treball](#)

[Avalot-Joves de la UGT](#)



## 5. France

### 5.1. LEGAL FRAMEWORK

Internships are periods of training in companies, associations, administrations or local authorities in France or abroad. These periods are designed according to the learning component that the institution providing the training provides.

Internships are generally useful for:

- discover the professional environment;
- apply elements of curriculum development;
- apply elements of specialization to a curriculum.

In each of these cases, the key role of the course is primarily pedagogical.

Internships are integrated into a school or university curriculum according to specific procedures determined by decree. It is the pedagogical team which defines and articulates the training component in the internship (source: Decree of 22 January 2014 on the national framework of training - Annex on the specifications of CNF courses).

To be an intern, it is necessary:

- be enrolled in a higher education institution;
- since the law of July 10, 2014, to be doing a training or course containing a pedagogical volume of 200 hours per year minimum in face-to-face
- be covered by an internship agreement, signed by the institution, the host organization and the trainee.

The maximum duration of the internship period (split or not) carried out by an intern in the same host organization may not exceed six months per teaching year (Article L. 124-5 of the Education Code).

Until July 2016 there will be an exemption for:

- the State Diploma of Counsellor in Family Social Economy (DECESF);
- State Diploma of Early Childhood Educator (DEEJE);
- the State Diploma of Specialized Educator (DEES);
- State Diploma of Specialized Technical Educator (DEETS);
- the years of the master's degree.

In order for internships not to replace jobs, several constraints have been added (Article D.1221-23-1 of the Labour Code):

- a waiting period applies: a period corresponding to one third of the duration of the previous training period must be respected between two training periods. For example, after a six-month internship, the host organization must wait two months before hosting a new trainee for the same position. This obligation does not apply if the internship is interrupted before the trainee's initiative expires.



- The number of trainees per structure is now limited: a decree will specify the maximum number of trainees per company, the government has pledged 10% of the workforce or two trainees for structures of thirty employees.
- In order to ensure that this quota is complied with, the following particulars must be entered in a specific part of the single register of staff which may be consulted, in particular, by the labour inspectorate:
  - the surnames and first names of the trainees;
  - start and end dates of the internship;
  - name and surname of the guardian;
  - Place of presence of the trainee.

The law of July 2014 grants all the trainees, whatever the duration of the training course, from the first day of training, the same advantages as the employees concerning:

- Transport tickets: 50% of public transport tickets and bicycle rental services (Article L124-13 of the Education Code and Article L. 3261-1 and R. 3261-1 of the Labour Code);
- access to the company restaurant and restaurant vouchers (Article L. 124-13 of the Education Code);
- Access to social and cultural activities (cinema places, cultural maps, etc.), as provided for in the employee agreement (Article L. 124-16 of the Education Code).

## 5.2. THE INTERNSHIP AGREEMENT

The internships must be the subject of an internship agreement between the trainee, the host organization and the educational institution whose mandatory information is determined by a decree.

The agreement must be signed in three original copies, one of which the trainee must keep.

## 5.3. REMUNERATION

All internships over two months (continuous or split in the same organization) must be remunerated. Only the "auxiliary medical" placements are exempt of remuneration.

A 35H trainee is paid 554.40 euros in June, August and September (months that include 22 working days) but 504 euros in July which only has 20 working days. From 1st January to 31st December 2017 the amount of the bonus is at least equal to 15% of the social security hourly ceiling, evening 3.66 euro per training period.

Interns in companies must receive a bonus if the duration of their internship exceeds 2 consecutive months or, during the same academic year, 2 consecutive months or not (Article L612-11 of the Education Code). Thus, the bonus is compulsory when the trainee is present from the 309th hour included. Payment is optional after this period, but the exemption remains applicable if the bonus does not exceed a certain percentage of the social security ceiling (24 x 15% x 154).



For an internship of less than 2 months, no payment is due. It is at the company discretion to decide whether or not they want to pay their interns.

#### 5.4. SOCIAL SECURITY

##### 5.4.1. Health coverage

the intern remains affiliated to the health insurance social security scheme it already has:

- Student regime,
- Having the right to the regime of his parents,
- Universal health coverage (CMU).

In case of sick leave, the trainee may be entitled to the daily allowance under the following conditions:

- have completed at least 200 hours of work within three months prior to the stoppage;
- The daily sickness benefit will be paid as from the 4th day of the stay, on the basis of 50% of the wage subject to contribution. Example for a monthly remuneration of 500 euros this corresponds to 500 euros / 30 days x 50%, or 8.33 euros per day compensated.

##### 5.4.2. Coverage for work accidents

In the case of work-related accidents and occupational diseases, the trainee must be attached to the general social security scheme.

##### 5.4.3. Exceptions

As the trainee does not have the status of employee, the following contributions are not due:

- Unemployment insurance contribution,
- Union contributions.

#### 5.5. USEFUL LINKS

<https://www.service-public.fr/professionnels-entreprises/vosdroits/F32131>

<http://www.net-iris.fr/indices-taux/paye/54-stage-gratification-stagiaire-remuneration-minimum>



## 6. Germany

### 6.1. LEGAL FRAMEWORK

Status of the Student. The student may be assimilated to an employee or a volunteer.

#### a. National Regulations:

National regulations exist however these regulations only govern non-compulsory internships (law on professional training), Berufsbildungsgesetz, (Federal) Law on Professional Training, original version 1969, last revision in 2011.

#### b. Other types of regulations:

Compulsory internships are not completely governed by law, since neither the law previously cited nor general legislation applies to them (except rules concerning insurance responsibilities).

#### c. Applicable Texts:

The Region/Town/University may use local measures for implementing student internships.

### 6.2. APPLICABILITY OF LABOUR LAW TO INTERNS

Employment Law does not apply to interns, except rules concerning insurance obligations.

Interns are not covered by national Employment Law, and collective agreements do not apply to this either.

### 6.3. INTERN CONTRACT

Tripartite Internship Agreements are optional

### 6.4. REMUNERATION

The German Minimum Wage Act (Mindestlohngesetz/"MiLoG") provides for the right to a minimum wage since January 1, 2015. The minimum wage covers almost every sector and type of employment (including part-time and full-time employment, mini-jobs and most internships). The current amount of the minimum wage is 8.50 Euro gross per hour.

General Rule: interns are entitled to the minimum wage, unless one of the exceptions defined in the Act applies.

Caution – an intern is not necessarily an intern: The activity of an intern is supposed to grant practical knowledge and experience for a specific occupation. If the intern is working in areas that are not related to the desired occupation and carries out the same work as "regular" employees, there is a certain risk that he will legally be qualified as a "regular" employee, who is at least subject to the minimum wage. It may even be – depending on the circumstances of the individual case – that the employee is entitled not only to receive the



minimum wage but an adequate remuneration according to Sec. 612 para. 1 German Civil Code (Bürgerliches Gesetzbuch/"BGB"). This means that the employer has to pay the usual remuneration to be expected for the performed work which is often higher than the minimum wage (cf. also Federal Labor Court (Bundesarbeitsgericht/BAG), February 10, 2015 – 9 AZR 289/13).

#### Exceptions for interns

The minimum wage does not apply to the following four internship-categories:

“Obligatory internship” (Pflichtpraktika“, Sec. 22 para. 1 no. 1 MiLoG): Internships which are obligatory pursuant to educational regulations, vocational training ordinances, higher educational regulations, or if they are a mandatory part of a course at a vocational training institution (Berufsakademie), are exempt from the Minimum Wage Act’s scope. Maximum time-limits for the duration of obligatory internships do not exist.

“Voluntary orientation internship” (“Freiwillige Orientierungspraktika“, Sec. 22 para. 1 no. 2 MiLoG): Internships of up to 3 months which shall serve as orientation with regard to the choice of a vocational training or of studies at a higher educational institution are exempt from the Minimum Wage Act’s scope.

Caution – It is most likely that the minimum wage will have to be paid from day one on if the maximum period of three months is exceeded.

“Voluntary accompanying internship” (“Freiwillige ausbildungsbegleitende Praktika“, Sec. 22 para. 1 no. 3 MiLoG): Internships of up to 3 months which accompany vocational training or higher education of the intern, unless such an internship had already been established with the same employer at some time in the past, are exempt from the Minimum Wage Act’s scope.

Caution – It is most likely that the minimum wage will have to be paid from day one on if the maximum period of three months is exceeded.

“Entry-level qualification” (“Einstiegsqualifizierung“, Sec. 22 para. 1 no. 4 MiLoG): Internships which are intended as an entry-level qualification pursuant to Sec. 54a Social Security Code chapter III (Sozialgesetzbuch Drittes Buch/SGB III) or a vocational preparation pursuant to Sec. 68 to 70 of the Vocational Training Act (Berufsbildungsgesetz/BBiG) are exempt from the Minimum Wage Act’s scope.



## 7. Comparison tables

	Belgium	Portugal	Luxembourg	Spain	France	Germany
Specific labour law	no	no	no	no	yes	no
Internship outside education	yes	yes	yes	yes	no	yes
University agreement Compulsory for students	no	yes	yes	yes	yes	no
Compulsory Remuneration for students	no	no	no	no	yes	yes
Remuneration Compulsory for graduates	yes	yes	no	yes	not applicable	yes
Time limitation	no	yes	no	no	yes	no
Limitation in the n° of interns for companies	no	no	no	no	yes	no



## IV. Interviews

In this section we will show the main information about the interviews and data collected with different relevant actor/players around internships.

### 1. With trade unions

Trade union Mladi plus: Trade union for students, pupils and young unemployed people who manage to ban unpaid internships in Slovenia and advocate for a legislative framework ensuring a quality guarantee in internships.

Interview with Tea Jarc

Full development and interview here:  
<https://drive.google.com/file/d/0B5ufK3c0qzJ8d3VnWWxnUWM1MFU/view?usp=sharing>

The main objectives were:

- to ban unpaid internships
- to ensure paid internships for the professions where they are mandatory
- to ensure quality framework of internships

Nevertheless, their work is still in progress. Now a labour law is changing in Slovenia and Trade Union Youth Plus proposed to ban unpaid internships in a law as well and by this provide a legislative framework for unpaid internships to be illegal.

What is still lacking is:

- providing enough places and opportunities for paid internships, as in many professions they are still mandatory. Young people, after they finish their studies, cannot enter the labour market and start their profession, if they haven't done an internship (which is mandatory) and therefore their access to internships and working experiences is limited, if there aren't enough funds and if the country is still applying austerity measures.
- quality framework is not defined and it can happen that although working in a same profession, internship is not the same level in terms of quality
- because internships are not funded by European social funds, through Youth Guarantee scheme in Slovenia, there is an age limit of 29 years old, to be eligible to do an internship within this frame. A lot of young people, who finished their studies didn't have access to the internships before, (because of austerity measures) and they are over 29. years old, and still they are facing a lot of difficulties to get an internship or working experiences.

### 2. With Universities

InternsGoPro conducted interviews with 48 university career services (full list in appendix) between October and January 2017. From these interview, 23 career services (so far)



expressed interest in getting access to tools guaranteeing the quality of internships for their students:

The main added values identified by institutions were:

- impact assessment of the internship programme put in place by the career services
- help in knowing the level of quality of a given employer and help in the management of the relationship with employers. E.g. setting priorities in favouring some relationships over others, etc.
- fostering the trust in the value of the academic programme among students (current and future)

The main concern was:

- Some career services have special relationships with some companies and wouldn't like to jeopardize this relationship with critical review(s) of these companies done by their students
- Concern about the technical feasibility. This issue is dealt with the IT services and the implementation of the plug-in might take some time as different actors are involved in the decision making

These 23 universities will be contacted again once the plug-in is available to boost the dissemination and impact of the tool. The second round of interview will be done with university IT technicians and will give us more insights on their concerns concerning the technical implementation of the plug-in

### 3. With Employers

InternsGoPro conducted interviews with 45 organisations from different sectors and size (full list in appendix) between October and January 2017. InternsGoPro hold interviews with Human Resource Directors or Heads of Office (when possible). The interviews addressed the following points:

- the importance of developing an internship programme for employers;
- the type of indicators employers would use to evaluate their performance of such programmes;
- Advantages/disadvantages of external evaluation of employer performance (e.g. ratings);
- the usefulness of communication tools showcasing employers' commitments to quality internships (e.g. labels).

The main added values identified by employers on the creation of a quality framework for internships were:



- Help employers in creating a structured internship; a quality framework could be used as a guideline;
- The capacity to communicate effectively on the fact that employers respect quality criteria could be beneficial in terms of reputation and talent attraction;
- Receiving an award upon the respect of a standard would enable Human Resources Directors to showcase to the management that they are doing good things and help them get even more leverage to change current internship practices and make sure they respect quality indicators.
- Capacity to access the data from the interns' ratings would prove useful to create Human resource intelligence and know where to improve. The value would be even greater if there was the possibility of a benchmark in each sector.
- A decentralised approach with the plug-in would facilitate the visibility of employer brands among students and university

The main concern was:

- The whole process could bring the most value if it was complemented by tools that enable employers to communicate about their commitments towards quality internships and access the data generated by the ratings.
- Ratings can be very subjective and dependent from case-by-case circumstances. How to make sure the rating is objective and reflect the real situation within the company?
- How to deal with bad ratings that could cause reputation damage?
- Fear that people having a bad experience will be more inclined to rate their employer than people having a good experience; hence creating an unbalanced vision of the company's internship programme.
- How to ensure that the ratings are trustworthy and come from an intern that actually did an internship in the rated company?

20 employers expressed the interest in testing the CAPQI's tools once they are ready. These 20 employers will be contacted again once the rating form (O2) and the plug-in (O3) are available to verify the user experience with them.



## V. Definition of quality indicators for the online assessment form

Based on the research and interviews conducted, partners have identified several key areas that a quality framework for internships should contain:

### 1. CONCLUSION OF INTERNSHIP AGREEMENT

An official agreement should be concluded between the intern and the host organisation. This, in order to serve the purpose of the trainee to be defended by law and for the host organisation to be sure about what contribution the trainee is going to make. The internship agreement should be the basis of all internships and should cover the professional and learning objectives, the duration and, where applicable, the rate of remuneration/compensation.

### 2. DEFINITION OF PROFESSIONAL AND LEARNING OBJECTIVES AND TUTORING/GUIDANCE

There is a need for clearly defining the professional and learning objectives of the internship a personal supervisor should be designated in the host organisation for each trainee that is hosted. The supervisor figure should monitor the trainee's progress and explain general work procedures and techniques.

### 3. PROPER RECOGNITION OF THE INTERNSHIP

Upon completion of the internship, the intern should receive a certificate stating the duration and educational content of the internship, the tasks performed, as well as the knowledge, skills and competences acquired. This would also help to record knowledge and skills acquired in another country.

### 4. REASONABLE DURATION

The replacement of regular workers with trainees is increasing. In order to reduce this trend, it is important that the duration of internships is clearly established so that they can fulfil their role of a tool enabling a smoother transition into the labour market. In general, a three to six months internship period is deemed appropriate.

### 5. ADEQUATE SOCIAL PROTECTION AND REMUNERATION OF THE TRAINEE

Low-paid or unpaid internships lead to situations where those who do not have the necessary financial/family etc. background, are deprived of this way of gaining work experience.

It is thus essential to provide adequate social protection and financial compensation to guarantee that any interns - whatever its economic background – can undertake an internship. This is essential to secure equal opportunities for all young people in the labour market.



6. TRANSPARENCY OF INFORMATION ON RIGHTS AND OBLIGATIONS

Abuses are often made possible because of a lack of information on the rights and obligations of each party.

The rights and obligations of the trainee, the employer and, where applicable, the educational institution should be transparent and clear to all parties.

7. ADDITIONAL CONSIDERATIONS

The online assessment system should have various levels of quality to make sure to be as inclusive as possible and create transparency for any kind of internships. Quality levels need to be high enough for impact and legitimacy. Nevertheless, they shouldn't be too high otherwise they might risk to scare employers away.

Need to have 2 different “remuneration scales”, one for graduates and one for students.

In countries with huge regional differences (e.g. Italy) the levels of financial compensation for interns should vary accordingly.

The levels & principles must make sense in all EU countries and for all industries.

5.1. Quality Indicators and Levels of the ELQI

The following list contains a list of our quality indicators. The quality of your internship programme depends on how many quality indicators your organization commits to.

**advanced:** All Green Quality Indicators checked

**excellent:** All Green Quality Indicators checked + Yellow Quality Indicators checked + at least 6 points

**Champion:** All Quality Indicators checked

Employers commit to respect the principles of each criteria and all the following quality indicators for all internships for a year:		Tick Box
<b>Remuneration</b>		
<b>A)</b> 1. Remunerate a) graduates at least 100% of the Intern Subsistence Index (ISI); and b) students at least 60% of the ISI	<b>B)</b> Provide a contribution in kind, e.g. accommodation, travel expenses, meal vouchers, insurance	



2. Remunerate a) graduates at least 125% of the ISI; and b) students at least 80% of the ISI	(0 or 5 pt)
3. Remunerate a) graduates at least above 125% of the ISI or the minimum wage, according to which is higher; and b) students at least 100% of the ISI	(0 or 6 pt)
<b>International Openness</b>	
Sign the Erasmus+ Learning Agreement for interns using the Erasmus+ programme	
Support interns to get integrated in a foreign environment (orientation, tips, accommodation, social contacts, leisure time activities, etc.)	
Provide guidance concerning working culture, habits, communication (e.g. addressing, greetings) and hierarchy	
Provide language learning support to the intern	(0 or 1)
<b>Offer and Contract</b>	
1. Offer a duly signed contract/written agreement respecting national labour legislation	
2. Write in the internship offer <b>AND/OR in the Agreement</b> a clear description of tasks corresponding to what the intern will actually do (Tasks can be revised in accordance with the intern)	
3. Limit the internship duration to a maximum of <b>12 months</b>	
<b>Learning Content</b>	
1. State the skills that the intern will be able to acquire before the start of the internship (in the offer, contract or job interview)	
2. Limit the assignment of unskilled tasks to a maximum of 1/4 of working time	
3. Make sure the intern has, or is provided with (informal training), the necessary know-how to carry out his tasks	
4. Provide formal training to increase the intern's professional skills through workshops/modules (e.g. software, tools, soft skills, sector knowledge)	(0 or 1 pt)
5. Assign challenging tasks with a high degree of responsibility (e.g. in charge of outputs with substantial visibility or impact)	(0 or 1 pt)



<b>Supervision</b>	
1. Assign a supervisor to each intern, with a ratio not exceeding 3 interns to 1 supervisor	
2. Organise an introductory meeting with the intern to discuss mutual expectations, as well as learning and professional objectives of the internship	
3. Organise regular sessions at least once a week where the supervisor tracks the intern's progression, gives feedback or provides support	
4. Structure the intern's tasks within a work plan & a timeline (which can be revised with the intern)	
5. Appropriately prepare the supervisor to his task as supervisor, so that feedback and guidance can maximise the intern's learning curve	(0 or 1 pt)
<b>Organisational Culture &amp; Work Environment</b>	
1. Give the intern a proper introduction to their new work place: e.g. introducing interns to their colleagues, explain the organisation's objectives and values and a tour of the facility	
2. Acknowledge and value the intern's inputs and achievements (e.g. public acknowledgement, name on publication, bonuses etc.)	
3. Provide the intern with an appropriate working station (desk, computer, software, etc.)	
4. Make the intern feel full part of the team (include the intern in team building activities and celebrations)	
<b>Career Development &amp; Employment</b>	
1. Maintain a maximum intern-employee ratio of 1:1 (for companies with up to 7 employees), and a maximum intern-employee ratio of 1:3 (for companies with more than 7 employees)	
2. Provide the intern with a reference letter detailing the work undertaken/completed, the skills and experience acquired	
3. Organise one or more meetings between the intern and the	



management of the organisation to discuss future career prospects and potential support	
4. Create opportunities for the intern to develop key skills such as networking and communication skills	(0 or 1 pt)
5. Offer at <b>least 1 out of 4 interns</b> an employment opportunity	(0 or 1 pt)

## 5.2. Coverage of Quality Indicators by rating questionnaire

Coverage of Quality Indicators by rating questionnaire	
Questions in the rating form for interns	Quality Indicators
<b>Remuneration<sup>6</sup></b>	
<p>If you are a graduate to what extent did your remuneration cover your living costs?</p> <p>If student, to what extent did your remuneration, once added to your other sources of income, cover your living costs?</p> <p>Remuneration here includes extra benefits such as accommodation, travel expenses, etc.</p> <p>Net salary/month (€) *</p>	<p>A)</p> <p>1. Remunerate a) graduates at least 100% of the Intern Subsistence Index (ISI); and b) students at least 60% of the ISI</p> <p>2. Remunerate a) graduates at least 125% of the ISI; and b) students at least 80% of the ISI</p> <p>3. Remunerate a) graduates at least above 125% of the ISI or the</p>

<sup>6</sup> International internships have another role than national internships. The learning experience has more priority than payment. Furthermore, there are funding opportunities such as Erasmus grants which do not exist for national internships. If we request the employers to pay international interns as much as national interns, this is to the disadvantage to the international interns as national interns can be more productive than internationals in the first weeks or especially in short term internships (need less introduction).

We suggest that quality certification should be possible so long the intern receives at least some benefits (contribution in kind) to reward the efforts, especially if all other quality indicators are met. Smaller enterprises or NGOs who offer a high-quality internship where you learn a lot could otherwise not get any label.



	minimum wage, according to which is higher; and b) students at least 100% of the ISI
Extra benefits Accommodations Insurance Meal vouchers Transport costs	<b>B)</b>  <b>Provide a contribution in kind, e.g. accommodation, travel expenses, meal vouchers, insurance</b>
<b>International Openness</b>	
Were you doing an internship abroad (in another country than your home country)?  Yes/ No	
Did you receive financial support by the Erasmus+ programme?  Yes/No	Sign the Erasmus Learning Agreement if the intern has the opportunity to be part of the Erasmus programme
If you have not received financial support by the Erasmus+ programme, was the enterprise responsible for this?  Yes/No	
How would you evaluate the support of your team to get integrated in a foreign environment (orientation, tips, accommodation, social contacts, leisure time activities, etc.)	Support interns to get integrated in a foreign environment (orientation, tips, accommodation, social contacts, leisure time activities, etc.)
How would you evaluate the guidance your received concerning information about the working culture, habits, communication (e.g. addressing, greetings), hierarchy	Provide guidance concerning working culture, habits, communication (e.g. addressing, greetings), hierarchy



Did you receive language learning support by your host organisation?	Provide language learning support to the intern
<b>Offer and Contract</b>	
Did you sign a contract/written agreement with your host organisation?	1. Offer a duly signed contract/written agreement respecting national labour legislation
<b>Did you have a clear description of the tasks you had to do right from the beginning?</b>	2. Write in the internship offer <b>AND/OR in the Agreement</b> a clear description of tasks corresponding to what the intern will actually do (Tasks can be revised in accordance with the intern)
	3. Limit the internship duration <b>a maximum of 12 months</b> , except for cases in which the university has designed a specific internship programme
<b>Learning Content</b>	
Did you have a clear description of the <b>skills to be acquired</b> ?	1. State the skills that the intern will be able to acquire before the start of the internship (in the offer, contract or job interview)
<b>To what extent were the tasks challenging and were you able to develop your skills?</b>	2. Limit the assignment of unskilled tasks to a maximum of 1/4 of working time
<b>Have you received guidance or training on how to carry out your tasks?</b>	3. Make sure the intern has, or is provided with (informal training), the necessary know-how to carry out his tasks
	4. Provide formal training to increase interns' professional skills through workshops/modules (e.g. software, tools, soft skills, sector knowledge)
	5. Assign challenging tasks with a high degree of responsibility (e.g. in charge of outputs with substantial visibility or impact)
<b>Supervision</b>	



<p><b>Was the supervisor in charge of your responsible for more than 3 interns?</b></p> <p>Yes/No</p>	<p>1. Assign a supervisor to each intern, with a ratio not exceeding 3 interns to 1 supervisor</p>
	<p>2. Organise an introductory meeting with the intern to discuss mutual expectations, as well as learning and professional objectives of the internship</p>
<p><b>Did you have a session with your team/supervisor in average at least once a week?</b></p>	<p>3. Organise regular sessions at least once a week where the supervisor tracks the intern's progression, gives feedback or provides support</p>
<p><b>Would you consider the tasks and work plan throughout your internship as sufficiently structured?</b></p>	<p>4. Structure the intern's tasks within a work plan &amp; a timeline (which can be revised with the intern)</p>
<p>How would you evaluate the quality of the supervision you received?</p>	<p>5. Appropriately prepare the supervisor to his task as supervisor, so that his/her feedback and guidance can maximise the intern's learning curve</p>
<p><b>Organisational Culture &amp; Work Environment</b></p>	
<p><b>How would you evaluate your introduction at work in the beginning?</b></p>	<p>1. Give interns a proper introduction to their new work place: e.g. introducing interns to their colleagues, explain the organisation's objectives and values, a tour of the facility</p>
<p><b>To what extent did you receive feedback about your work?</b></p>	<p>2. Acknowledge and value intern's inputs and achievements (e.g. public acknowledgement, name on publication, bonuses etc.)</p>
<p><b>Were you provided with appropriate equipment?</b></p>	<p>3. Provide each intern with an appropriate working station (desk, computer, software, etc.)</p>
<p><b>To what extent did you feel that your organisation made an effort to make you part of the team?</b></p>	<p>4. Make the intern feel full part of the team (include him/her in team building activities and celebrations)</p>



<b>Career Development &amp; Employment</b>	
<b>Did you feel that in your department the ratio interns-employees was balanced?</b>	1. Maintain a maximum intern-employee ratio of 1:1 (for companies with up to 7 employees), and a maximum intern-employee ratio of 1:3 (for companies with more than 7 employees)
<b>To what extent have your achievements been evaluated in your final certificate/reference letter?</b>	2. Provide the intern with a reference letter detailing the work undertaken/completed, the skills and experience acquired
<b>To what extent have you received career guidance by your supervisor/team?</b>	3. Organise one or more meetings between the intern and the management of the organisation to discuss his future career prospects and potential support
<b>To what extent did your team provide you opportunities to develop your networking and communication skills?</b>	4. Create opportunities for the intern to develop his key skills such as networking and communication skills
	5. Offer at <b>least 1 out of 4 interns</b> an employment opportunity

### 5.3. Note on the Interns' Subsistence Index:

Create an "Intern Consumption Price Index" based on the principle of subsistence/basic living costs for students/interns in a given country/region/city: The index would be refined with deeper research, but to start it would be based on a mix of 4 indicators: 1) national poverty line; 2) min wage and social transfers if available; 3) check with a local university the cost of living for their foreign students + double check with a local Youth NGO: Approximate cost of living, usually it includes: Accomodation + Food + transport + Health insurance + extra?

Partners have already started to collect data to create the interns' subsistence index: <https://drive.google.com/file/d/0B1qE-d0aAmsVZC1jOFVjSGpCSVE/view?usp=sharing>



## VI. Conclusion & Remarks

The objective of the IO1 was to create a proposal for a common online assessment system for internships. Though project partners are confident that they developed a strong basis, this assessment system will still undertake real-size test in IO2 and IO3 where it will be concretely implemented in online tools. The assessment system and its criteria might be subject to changes to guarantee a wide-spread use for every stakeholder involved (students, universities, young professionals, employers, etc.).

The main conclusion is that Research and interviews with stakeholders have confirmed the interest in the development of practical tools (such as an online assessment system) to monitor the quality of internships and ensure a better relationship between each stakeholder.

Interviews have also pointed out the diversity of interests and applications related to an online assessment system. The IO2 will thus explore the possibility to adapt the assessment form to a given context (transnational internship, graduate internships, etc.). In IO2, project partners will seek technical solutions to develop tailor-made forms; with the possibility for any stakeholders to add questions around the set of core questions defined in IO1.



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## VIII. Annexes

### University interview list

Name	Location	Interest in the assessment system
ISCTE	Portugal	V
Universidad Francisco de Vittoria	Spain	V
American University of Paris	France	V
University of Luxembourg	Luxembourg	V
Solvay Business School	Belgium	V
Universidad Catolica de Murcia (UCAM)	Spain	V
University of Alcala	Spain	V
IE schools	Spain	V
Queen Mary University of London	U.-K.	V
New College of the Humanities	U.-K.	V
Université Catholique de Lille	France	V
Vesalius College	Belgium	V
University of Amsterdam	The Netherlands	V
UBI - United Business Institutes	Belgium	V
Hertie School of Governance	Germany	V
University of Bath	U.-K.	V
Vienna School of International Studies	Austria	V
Antwerp Management School	Belgium	V
University of Ghent	Belgium	V
College of Europe	Belgium	V
Porto University	Portugal	V
LUISS	Italy	V
University of Algarve	Portugal	V
CDEFI - Conférence des Directeurs des Ecoles Françaises d'Ingénieurs	France	V
CPU – Conférence des Présidents d'Universités	France	V
COURROIE - Conférence universitaire en réseau des professionnels de l'orientation et de l'insertion professionnelle des étudiants	France	V
UCL	U.-K.	V
University of Leuven	Belgium	
University College Dublin	Ireland	
Institut Barcelona	Spain	
Willy Brandt School of Public Policy	Germany	
King's College London	U.-K.	
Lancaster University	U.-K.	
Johns Hopkins University	Italy	



Università Commerciale Luigi Bocconi	Italy	
CIFE - Centre International de Formation Européenne	Belgium	
Tilburg University	The Netherlands	
HEC	France	
Universiteit Leiden	The Netherlands	
University of Essex	U.-K.	
Durham University	U.-K.	
LSE	U.-K.	
University of Kent	U.-K.	
Central European University	Hungary	
University of Edinburgh	U.-K.	
Vlerick Business School	Belgium	
EPLO - European Public Law Organization	Greece	

## Employer Interview List

Name	Sector	Office Location of the interviewee	Interest in the assessment system
Jason Associates	Human Resources	Portugal	
Europeen Citizen Action Service	NGO	Belgium	V
Euforia	NGO	France	V
Telefonica	Telecommunication	Spain	
EASI	Technology	Belgium	
Orange	Telecommunication	France	
La Poste	Logistics & Supply	France	V
Novo Nordisk	Pharmaceuticals	Denmark	V
Equinet	NGO	Belgium	V
SAP	Technology	France	V
Euractiv	Media	Belgium	V
Japan Tobacco	Tobacco	Belgium	V
Neyber	Financial Services	U.-K.	V
Foodora	Food & Beverages	Germany	
Estée Lauder	Cosmetics	France	
Movinga	Logistics & Supply	Germany	
BNP Paribas Italy	Banking	Italy	
Goodyear	Automotive	Belgium	
Kering Eyewear	Luxury	Italy	
Timesmore Group	Facilities Services	Belgium	
Vodafone Group	Telecommunication	U.-K.	
Jeronimo Martins	Retail	Portugal	
Ferrero	Food & Beverages	Belgium	



General Electric	Electric	France	
MCI	Telecommunication	Belgium	V
Assystem	Engineering	France	
European Women's Lobby	NGO	Belgium	V
Adecco	Human Resources	Switzerland	V
EuroFIR	NGO	U.-K.	V
Edenred	Financial Services	Belgium	
Amazon	Logistics & Supply	Luxembourg	
WWF	NGO	Belgium	V
British American Tobacco	Tobacco	Netherlands	
AECOM	Engineering	Spain	V
Camara de Comercio Espana	NGO	Spain	
Fleishman Hillard	Consulting	Belgium	
Edelman	Consulting	Belgium	V
Everis	Consulting	Belgium	V
H+K Strategy	Consulting	Belgium	
Abbott	Pharmaceuticals	U.-K.	V
Minsait - Indra	Technology	Spain	
STIB	Transport	Belgium	V
Agora Partners	Consulting	France	V
FTI Consulting	Consulting	Belgium	
Enedis	Electric	France	

