

VIP@work

vocational internship placements

2018

I01 - How to create internship partnerships

Erasmus Plus KA2 - Cooperation and
Innovation for Good Practices
Strategic Partnerships for VET

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1 Preface

It often happens that unemployment among young people is approached too late. Those who have graduated enter the job market without any relevant work experience. As a result, jobseekers often pose a risk for employers.

VIP@work wants to prevent this. Our mission is to connect companies and education through intermediaries that facilitate the traineeship trajectory route for both students and employers.

This manual / blueprint is intended to support BSOs in setting up or being involved in the region of an internship partnership network. The aim is to bring together the most important partners and stakeholders in the field of education providers and SMEs. Through this network, connections can be created. The establishment of this network is aimed at collaboration between key partners and stakeholders.

This with the purpose of VET students during their training to gain practical experience in the business in the form of an internship.

This approach is also intended to allow students to make conscious choices, resulting in fewer dropouts and re-training.

In this description you will find a step-by-step plan for setting up a network. Examining and finding the key partners and their interests are essential to the success of the network. These factors determine the "coalition of the willing" and shared ownership.

The benefits according internships

Young people who experienced Vet education with internship will find more easily appropriate work in their own region and that is one off the reasons the will be less unemployed.

An internship offers students the chance to learn by doing in a setting where they are supervised by a work-place professional and can achieve their own learning goals, without the responsibilities of being a permanent employee.

They gain broader skills in their work field and that's why they integrate more easily in the labour market. They have the skills and a network in their work field that's necessarily to get a job.

2 Introduction VET internship & key partners

European definition VET internship

An internship is a period of work experience offered by an organization for a limited period. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a field. Employers benefit from these placements because they often recruit employees from their best interns, who have known capabilities, thus saving time and money in the long run. Internships are usually arranged by third-party organizations which recruit interns on behalf of industry groups. Rules vary from country to country about when interns should be regarded as employees. The system can be open to exploitation by unscrupulous employers.

Internships for professional careers are similar in some ways, but not as rigorous as apprenticeships for professions, trade, and vocational jobs. The lack of standardization and oversight leaves the term "internship" open to broad interpretation.

Typically, an internship consists of an exchange of services for experience between the intern and the organization. Internships are used to determine if the intern still has an interest in that field after the real-life experience. In addition, an internship can be used to create a professional network that can assist with letters of recommendation or lead to future employment opportunities. The benefit of bringing an intern into full-time employment is that they are already familiar with the company, their position, and they typically need little to no training. Internships provide current college students the ability to participate in a field of their choice to receive hands on learning about a future career, preparing them for full-time work following graduation.

What is a training agreement?

A training agreement is basically a document that defines the nature of student's internship or placement. The training contract is issued by student's current or former VET education provider. Above all, it serves to ensure the quality of student's placement. For this reason, we can also define it as a "Quality Commitment"* setting out the rights and obligations of all the parties involved in placements abroad. Finally, the training contract has to be signed by the sending institution (VET school), the host organization (the company) and the student.

*In the digital version you will find case studies about the positive effects of internships and how to gain the most effect. * There are 2 different print versions of a training agreement placed on the website.*

The Dutch definition VET Internship

Vocational Education and Training (VET) is a learning pathway available for young people in senior secondary. VET education provides students with the opportunity to engage in education and internships which may lead to employment and/or further study.

A student in a VET route has the legal status of a student during their internships. A student runs one or more practice internships in a company or organization during the course. There has to be a signed agreement between school, student and the company, where the Internship takes place. In the Netherlands is the SBB (Stichting Beroepsonderwijs Bedrijfsleven).

(SBB, n.d.)

With these VET internships there are no financial contributions asked from the SME's. And there is also no financial internship compensation for the students. It is a way of practical learning path and a part of the education program.

An important part of the VET programs consists of working and learning in practice, the so-called professional practice. In this we make differences between internships and apprenticeships. Internship (VET): a student who follows a day course in the vocational training, who looks for internship in the region.

Internship programs can include; mentoring, housing, networking, supporting.

(MBO start, n.d.)

The Irish definition VET internship

Since the 1990s, Ireland has undertaken an in-depth reform of its educational system. Education for all has been written into the country's legislation. From now on, both young people and adults whether they are unemployed or have a job, have the right to a second chance in terms of education.

A mainstream and vocational qualifications framework has been set up.

Employers and social partners have been called on notably to define training quality standards and facilitate recognition of qualifications and experience.

The innovations introduced into the education system include the following:

a transition year. This year between lower and upper secondary education is neither compulsory nor validated by an examination. Young people have the opportunity of discovering different subjects, doing theatre, travelling or carrying out work placements etc. The objective is for them to become more mature and independent through open contact with the outside world and to provide them with everything they need to think carefully about their professional career.

in the senior cycle Leaving Certificate Vocational Programme (LCVP), two compulsory modules have been introduced: developing a spirit of enterprise and preparing for the working world. The aim is to develop the pupils' skills in the fields of communication, documentary research, drafting reports and teamwork.

Since FET in Ireland comprises post-secondary non-tertiary education as well as second chance education/training, the FET sector is characterised by a high degree of diversity in terms of the type, level and learner.

(Onicep, 2013)

The Italian definition VET Internship

Secondary schools carry out training activities on the protection of health and safety in the workplace, by organizing courses for students included in the alternation between school and work.

The expenditure of 100 million euro per year is authorized starting from the year 2016. The head teacher identifies, within the register referred to in paragraph 41, the companies and public and private bodies available for the activation of the internships and stipulates special agreements also aimed at favoring the scholastic and university orientation of the student. Similar conventions can be stipulated with museums, institutes and places of culture and performing arts, as well as with the central and peripheral offices of the Ministry of Cultural Heritage and Activities and Tourism. The school manager, at the end of each school year, draws up an evaluation sheet on the structures with which agreements have been stipulated, highlighting the specificity of their educational potential and any difficulties encountered in the collaboration.

Starting from the 2015/2016 school year, the national register for school-work alternation is established in the chambers of commerce, industry, crafts and agriculture. The register is established in agreement with the Ministry of Education, University and Research, after consulting the Ministry of Labor and Social Policies and the Ministry of Economic Development, and consists of the following components:

- an open area that can be consulted free of charge in which companies and public and private bodies available for alternation routes are visible. For each company or entity the register shows the maximum number of eligible students as well as the periods of the year in which it is possible to carry out the activity of alternation;

- A special section of the business register referred to in article 2188 of the civil code, to which companies for school-work alternation must be registered; this section allows the sharing, in compliance with the legislation on the protection of personal data, of information relating to personal data, the activity carried out, the shareholders and other collaborators, the turnover, the net assets, the website and relations with the other operators in the supply chain of companies that activate alternation routes.

(Ministero dell'Istruzione, 2017)

The Romanian definition VET Internship

Internships in Romania have recently been regulated, under this name, at a national level, in August, 2018, by the [Internship Law](#): Law no. 176/2018. Prior to this date, this type of education and work arrangement was known as a practice stage or traineeship ([ro] *stagiu de practică*), and it was regulated by Law no. 335/2013. An individual employment contract, for a determined period, with a traineeship contract annexed, was the formal basis of this arrangement. Another option for doing something similar to an internship was an unpaid voluntary stage.

Concerning the VET sector, several types of arrangements, similar to internships, are regulated and widely practiced, in collaboration between the state, education providers, private companies and pupils.

An internship program is aimed at deepening theoretical knowledge, improving practical skills and acquiring new skills or competences.

According to this new law, an intern can be 16 years old or older and the duration of an internship cannot be longer than 6 months. Minors can work for no more than 30 hours per week.

The internship is formalized by a contract between the host organisation and an intern. This document stipulates all of the rights and obligations of the two parties involved in this relation.

One organization cannot have more interns simultaneously than 5% of their total staff members. However, if the number of staff members is maximum 20, the organisation can have two interns at the same time.

An internship isn't complete without a mentor, an activity chart, the evaluation of an intern's activity, a certificate of completion and a monthly allowance which starts from a minimum of 50% of the average wage in Romania.

Interestingly, internships constitute seniority in the work force for the intern and will count when calculating their retirement scheme.

If the organization which provided the internship, decides to keep the intern as an employee for at least two years, they are entitled to request a payment from the state which constitutes an incentive meant to encourage and support employers of interns.

In technical and professional institutes, for a total duration of at least 400 hours in the second two-year period (3rd and 4th year of Secondary School) and in the last year of the course of studies (5th year of Secondary School), and in high schools, for a total duration of at least 200 hours in the three-year period (3rd, 4th, 5th year of Secondary School).

School-work alternation can be carried out during the suspension of activities. The path of alternating school and work can also be carried out abroad.

The Charter of rights and duties of students alternating between school and work, concerns the rights and duties of secondary school students involved in training courses, with particular regard to the possibility for the student to express an evaluation on the effectiveness and on the consistency of the paths themselves with their own course of study ».

Key partners and stakeholders network

Researching potential partner organizations to determine if their issues and interests are compatible with the partnership's goals and to identify the resources, skills, and influence they could bring to the partnership is an important step.

Key partners

Without the key partners there is no internship structure possible. That why they are the key partners.

BSO

Project leader

The Business Support Organization can play their role as a connecting between VET education Providers and SME's. They do have a wide network of SME's and can play their role as a connector, initiator, facilitator or organizer.

Vocational Education Providers

Manager, Director

The education provider's role is to form the right definition and to organize the internships for the students and put it on the annual curriculum en to check and test is according the formalities.

SMEs

Entrepreneur, Employee

The entrepreneurs role is to facilitate the internships and prepare theme self's and their employees for their role as a mentor for the internship. The entrepreneurs have to define with the schools wat to expect from an internship for the students and how communication will run during the internship placement.

Formal accreditation organization internship

Manager, Contact

They must run through a series of check with the entrepreneurs before they can give the formal accreditation for working with interns. This is organized different in many countries. So you have to check in your region who is responsible for giving accreditations to companies.

Stakeholders

Sometime it is good or necessary to invite stakeholders. This can be for various reasons. Members of effective partnerships say that one of the keys to success is making sure the right stakeholders – the people and organizations most directly affected by or who have the ability to influence the issue(s) – are involved.

Take your time to identify and assess the partner or partners that best suit your effort and then start taking steps to develop a partnership.

When identifying potential partners, it is important to consider those individuals and organizations that have the greatest interest in and influence over the issue(s) you want to address and the outcome(s) you hope to achieve (the purpose of the partnership)

Possible partners could be:

Chamber of Commerce

Employee, Director

They can play a role in inform and making more SME's enthusiast to become an internship provider. In some countries they are also the formal accreditation provider. They also can play their role in the dissemination of the initiative.

Local government

Employee, Mayor

They can play a role in defining a target group, in housing, a facilitating role and also to use their network to bring other SME's at the table. They also can play their role in the dissemination of the initiative.

Ministry of education

Employee, Contact

In some regions is the Ministry of education the formal accreditation provider. Sometime it can be necessary to arrange a pilot accreditation because it is never done before. They also can be useful for the dissemination.

Local Business Network

Chairman, Board

When you want to reach more SME's to become an internship provider it can be useful to bring the Business Network to the table. They can inform en make their member's enthusiast to become internship provider.

Social partners and organizations

Employee, Director

It is possible that this social partner bring in an issue in case of internships. It also could be possible that schools want to set up internships in this sector en that's why they invite this stakeholder.

Job replacement agencies & Job centres

Employee, Director

It is possible that this stakeholder must deal with a great number of unemployed young people. This can have various reasons. (Not ready for the local labour market because shortage of practical experience, changing in the labour market, questions en preferences from the entrepreneurs)

3 Why a regional internship network?

General advantages for stakeholders

Shared Knowledge

Networking is great for sharing ideas and knowledge. Whether it's asking for feedback or discussing your point of view, it will help you expand your knowledge and allow you to see things from another perspective.

It is also likely that within a group there will be those who have already been where you are today. This provides you with an opportunity to learn and avoid some of the common pitfalls they experienced.

Opportunities

It's natural that networking will result in opportunities. The thing you will not know is when or how they will materialise. Whether it's a referral, offer partnership or request for your service or product, it is important to be ready to seize opportunities when they come along.

Connections

Remember you are not just gaining exposure to the people in the room; you are building connections with their network too. If someone they know has a need that matches your business, if you have made an impression, you will likely get a referral. And remember it's not just a one-way street. If someone in your network matches a business you encounter at an event, don't hesitate to share their details. It will only strengthen your relationship.

Increased confidence

By regularly networking, and pushing yourself to talk to people you don't know, it will help increase your confidence. This is an important attribute as a business owner, because your business growth is dependent on talking to people and making connections.

Raising your profile

Being visible and getting noticed is a big benefit of networking. By regularly attending business and social events, people will begin to recognise you. This can you help to build your reputation as a knowledgeable, reliable and supportive person by offering useful information or tips to people who need it. You are also more likely to get more leads and referrals as you will be the one that pops into their head when they need what you offer.

Specific advantages for stakeholder groups

It is important when you want to set up an internship partnership to hear from the key partners themselves what they see as their possible expertise role and benefits. This first phase approaching key partners works best when done individually. When they see their own role/part of the participation and benefits you gain more “shared ownership” and putting energy in the coalition. The possible benefits mentioned below are collected as benefits in different countries.

Vocational Education Providers

Benefits for cooperating in the network: Schools are more aware on new innovations in the work field. This way schools also picks up more easily the innovations that take place in their work field and can implement it in their education programs.

Benefits when the internship is realised and operating.

More students who finish school will find a job.

The students will learn more and get new insights through internships in different company's and this will reflect at the education programs.

Students finish school with additional skills and will reflect at the schools.

Local government

Benefits for cooperating in the network: Less drop-out from schools

Better connecting with the local labour market

Better qualified young people

It keeps the region vital and dynamic because young people will settle in the region and build their future here.

The local government will be able to respond much better to the market development in the region through their role in the network.

SMEs

Benefits for cooperating in the network: As an entrepreneur you increase your network when participating in the network. If someone they know has a need that matches your business, if you have made an impression, you will likely get a referral. And remember it's not just a one-way street.

Benefits when the internship is realised and operating.

Many students go to work at their apprenticeship after their training and internship.

Students have a fresh view of your company and take up current knowledge and new insights - important for a healthy mix of young and old.

Students exchange experiences with each other. Through them you can increase your appeal as an employer.

BSO, Chamber of Commerce, incubators, Regional Development Agencies

Benefits for cooperating in the network: BSOs will become an even more important spin in the web of all involved key partners by setting up and organizing these networks. Local government will seek more connection with the BSOs because they will become an even more valuable key partner.

It is a quite new tool to add for most of the business supporting organizations.

BSOs can advise local SMEs about internship in that way it also benefits for the whole region.

Why should I (as a BSO) be involved?

As BSO, you inform and advise entrepreneurs run and improve their company's successful. In Europe there are still a lot of SME's who aren't internship providers. Still the most jobs especially for VET education will have their future in this sector. Most of the BSO's don't have this tool until now in their portfolio. When they are in the position to set up Internship networks, the amount of youth employment will decrease. This will create the advantages mentioned in the general advantages, especially for the BSO's and local government.

4 How to set up a regional internship network?

The aim is to allow intermediary organizations to play a greater role in the field of internships by inspiring employers and companies and by creating a strong network between companies / employers, the VET and the government.

The goal of the project is to increase the knowledge of business support organizations. These organizations will gather information about potential sectors where internships can be developed in their own region. Business support organizations will use this information to inform, inspire and train SME's (through guidance, training, mentoring) so that they will eventually take on Interns.

One of the best ways to meet like-minded people is to establish your own network. By being the initiator of the group, you will automatically become the leading partner.

People will want to meet you because you're the creator.

Keep in mind that networking is about being genuine and authentic, building trust and relationships.

By offering a step-by-step plan for setting up these networks, VIP@work offers a successful tool. Clarifications, insights, good examples and case studies are also included in all facets of the founding.

Basic Steps & Tips to build an internship partnership

Coalitions are powerful. A coalition is a network of organizations (and sometimes just regular people) that work together to achieve a greater goal. Here are just a few of the major perks of a strong coalition:

More people and groups help to broaden the promotion of events and push messages.

A diverse coalition speaks in many voices to different audiences.

It is the perfect place for brainstorming ideas and exchanging breaking news.

It's powerful! A coalition letter with dozens or hundreds of different organizations signed on will show strength. Suggested Steps to Build a Successful Coalition.

Here are some basic steps and things to keep in mind as you get started:

Establish the basic principles your coalition will support. Keep it simple and limit it to 1-3 points. Remember that sometimes less controversial, broader positions will attract larger coalitions. Decide if you will engage other types of organizations in this process and how.

Write up a simple, powerful, short coalition letter and sign your own organization on. Do not publish it yet.

Decide whether you want to accept individual signatures or only organizations. Organizations generally look better, but you may need to include individuals that are thought-leaders or bring access to new communities.

Make a list of all the possible organizations that might want to sign on. Use your professional contacts and Internet searches to seek out organizations that work on similar issues.

Contact the appropriate decision maker at each organization. Explain the issue and ask them to sign on. It is your duty to follow-up! Try sending emails and count on phone calls for crucial follow-ups.

Always approach large organizations early. Large organizations may have bureaucracy in place that slows down decision-making. A large organization may also request slight changes to your guiding principles; you'll have to weigh these requests on a case-by-case basis.

Ask all your co-signers to help circulate an email to other possible signers.

Announce your coalition.

When you have gathered a decent-sized group of signatories, put out a press Release (see media guide) and/or a blog post. Use your social media channels!

Set up a mailing list or list serve for everyone from the coalition to exchange news and updates.

Send emails to the list regularly with links to relevant news articles and updates on the campaign. Keep the tone conversational. If you're sending a link to a news article, include a summary in your own words.

Schedule regular or semi-regular conferences calls to discuss strategy, exchange information, create smaller groups to tackle specific needs, and brainstorm next steps. Take extra time to find a time that works well for a lot of people in the coalition, rather than just scheduling something that's convenient for you.

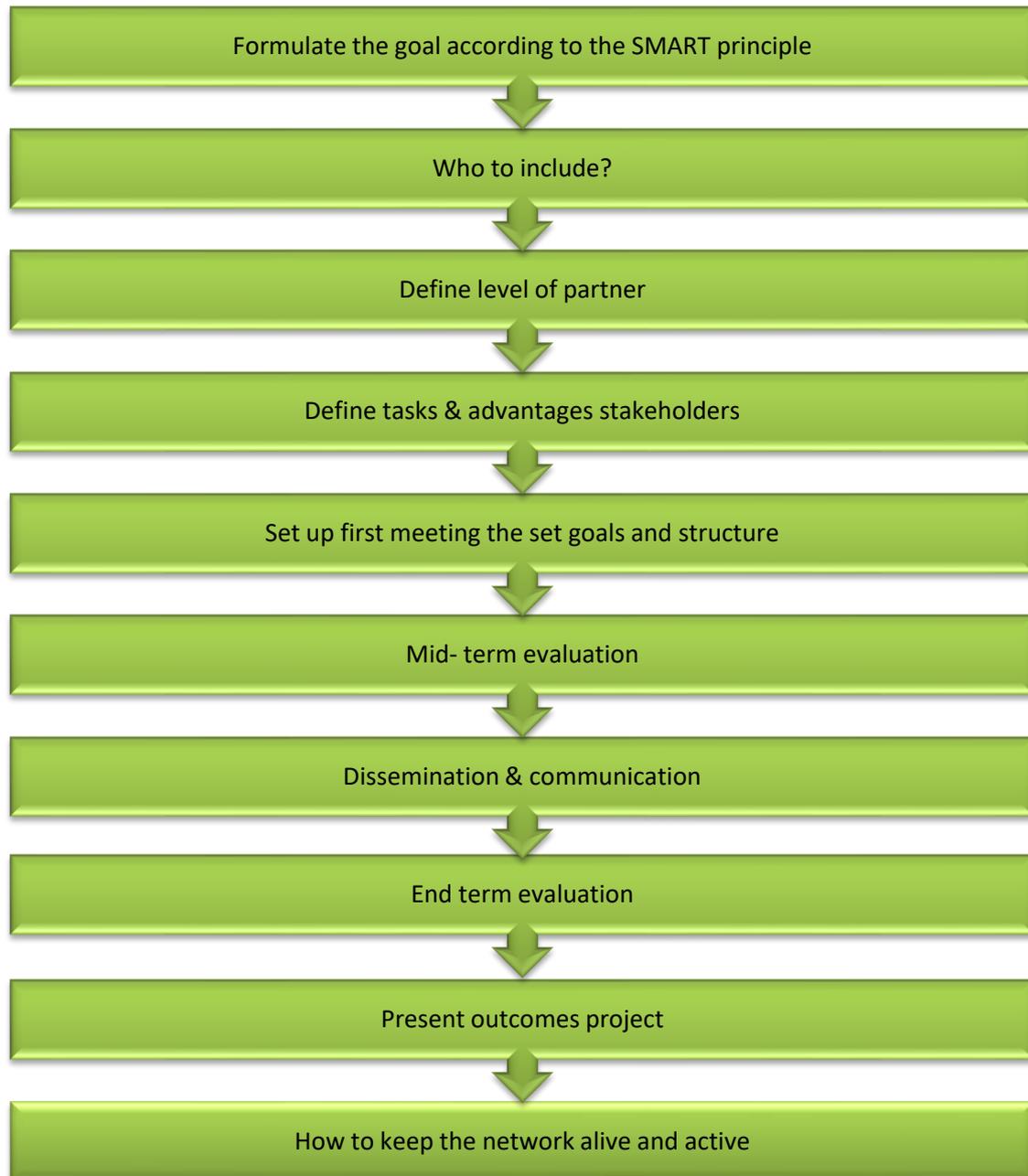
Pro tips

Once you've established your main objectives, consider making room in the coalition for anyone who shares your goals. Political diversity is often a wonderful thing in a coalition!

Build coalitions for the long term. Ideally, your coalition will thrive for years, based on trust and a belief in the strength that comes from working together. Focus on short-term goals, positive feedback, and inclusivity. If your coalition finishes its work, keep the mailing list intact in case a related issue re-emerges—or find ways to transition to a related issue.

Work to develop a personal relationship with as many coalition members as possible. If previously engaged members start skipping calls and becoming unresponsive, check in with them individually.

The blueprint



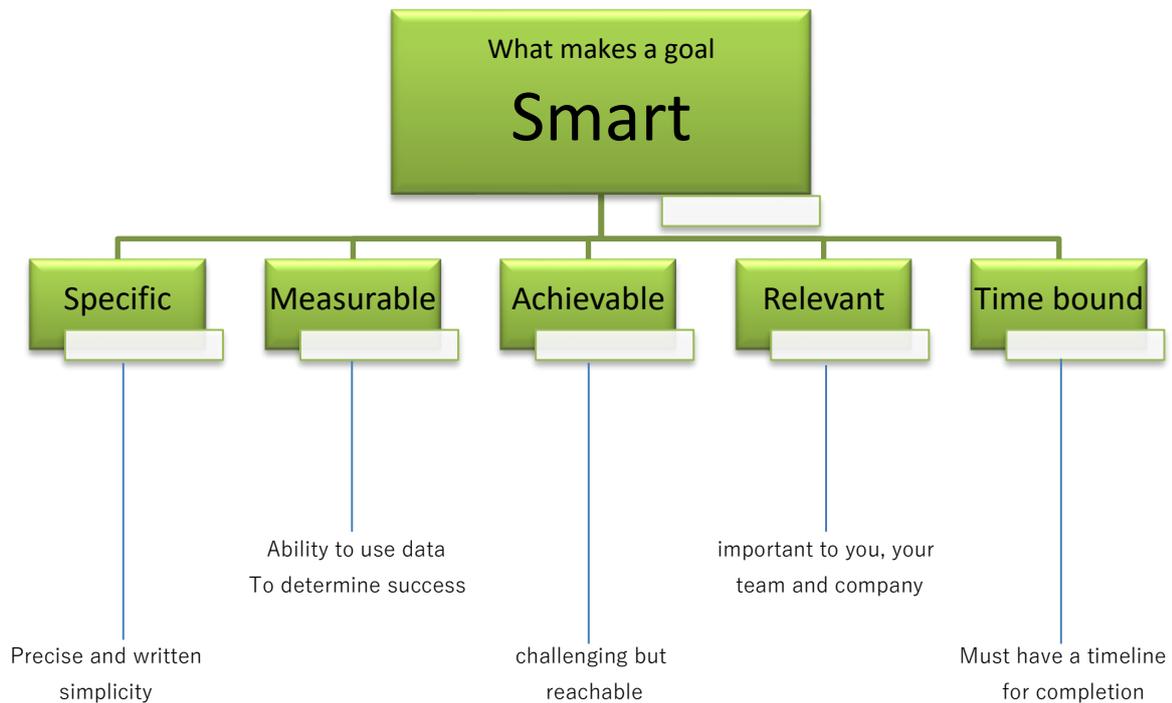
Step by step setting up the internship partnership

1 Goals

SMART goal definition

1. Setting Goals Is Easy, but Achieving Them Isn't

That's why setting **SMART** goals - **Specific, Measurable, Achievable, Realistic and Timely** - is the first step in making your goal a reality.



Make your goal as specific as possible and express it in positive terms.

How do you measure success? You'll need a way to evaluate your progress and determine if you're moving towards your goal. For example, if you want to improve your finances, then you should have a way of keeping track of income and expenses.

Is your goal achievable? Consider whether you have the resources necessary to achieve your goal. If not, you need to determine if you can assemble everything required to streamline your process. Remove any obstacles before you get started!

Realistic goals are achievable goals; unrealistic goals are just dreams. It's not necessary to be negative, but take the time to evaluate in an honest way whether you are realistic.

Losing 30 pounds in two weeks is not impossible, but it's not very likely and certainly not healthy.

Make your goal timely by stating a due date for your goal AND the action steps involved in achieving it.

2. Align your goals with your values

If your goal doesn't reflect your beliefs and character, then you'll have difficulty achieving it. And even if you do manage to get what you want, you won't be entirely happy. Set a goal that is meaningful to you and be clear about the consequences of your outcome.

3. Share your goals with three to five key people

Not everyone needs this strategy with every goal, but almost everyone can benefit from it at some point. Finding supportive, positive people is key because you certainly don't need anyone sabotaging your progress.

4. Assemble everything You need before you need it

This prep work is vital in eliminating the frustrating and time consuming "running around" which can derail your progress later.

5. Minimise potential challenges

There are three key ways to prevent overconfidence and poor planning from creating obstacles down the line:

6. Make it measurable

Create a complete, measurable, action plan that includes all the steps necessary to achieve your goal. Don't forget due dates for each step.

Incorporate all your actions into your schedule. Add them to your calendar with anywhere from 10 to 20 percent flex time to help you control any unexpected delays. Regularly evaluate your progress. You may need to make changes or adjustments as your project takes shape. Anticipate them, so that you won't get blindsided.

Consistent actions will propel you towards your goal. Even choosing a small task will make a dent in your to-do list and may motivate you to do even more.

7. Establish a support system

Who or what can provide you with encouragement, advice, healthy feedback or a willing ear?

8. Reward yourself

Don't wait until you achieve your goal, especially if it's a long-term one. Reward yourself as you reach certain milestones. Something as simple as scheduling time for yourself or perhaps a special treat that you've felt guilty about indulging in can keep you motivated to keep going.

(Sanchez, 2007)

Who to include

Who do you need to make this project work? You keep again in mind the points mention how to create a VET internship network. But always focus on the right people with the same intentions who are prepared not only to gain but also to give something to the region. It's not meeting as many people as possible in hopes something will work out. Instead, you need to concentrate on the people who you know will be able to make a difference in your network.

Stakeholders

Researching potential partner organizations to determine if their issues and interests are compatible with the partnership's goals and to identify the resources, skills, and influence they could bring to the partnership is an important step. Explicitly identifying the benefits and the possible challenges of each potential partner may help you, the facilitator(s), or other partnership organizers anticipate opportunities as well as sensitive issues.

When assessing potential partners from the stakeholders identified in Section 1.1, there are a variety of factors and desired partner characteristics to consider, such as:

Compatibility Historical relationships and trust issues

Benefits of collaboration to the potential partner and the partnership as a whole

Resources each potential partner can bring

Level of interest in collaborating on the issue(s)

Level of concern for the issue(s) and support for what the partnership hopes to accomplish.

Tools 1 - A and 1 - B can help you think broadly

about who these key stakeholders are, as well as which ones might be a priority to include in your partnership.

TOOL 1 - A: ISSUE(S) BULL'S EYE

Instructions:

1. Write the issue(s) and what you hope to accomplish through a partnership in the center of a piece of flip chart paper or a whiteboard; draw three rings around the issue(s); label the rings Level 1, Level 2, and Level 3 respectively. Each level refers to a type of stakeholder:

Level 1: Stakeholders who are actively engaged in or directly affected by the issue(s), are highly influential, and have critical perspectives to consider.

Level 2: Stakeholders who may be impacted by the issue(s) and are able to influence other stakeholders.

Level 3: Stakeholders who have the potential to be convinced about the importance of the issue(s) and could be helpful supporters.

2. Brainstorm and write the names of the stakeholders (organizations or persons) that have an interest in or connection to the issue(s) on sticky notes; place the sticky notes in one of the rings based on your knowledge of how close or pivotal each is to the issue(s). Tip: If you are doing this in a group, you may want to have everyone decide who the key stakeholders are on their own and place their sticky notes on the target. The group can then discuss the possibilities and move sticky notes around to reflect consensus.

(CPWR, sd)



TOOL 1 - B: STAKEHOLDER PERSPECTIVES

Instructions: The following list of common stakeholder perspectives in internship partnerships can be used as a checklist or brainstorming tool for considering possible partners. The last column asks whether the stakeholder would likely be a “core partner” or an “additional resource” that could be involved on an as - needed basis (see Tool 1 - G: Models of Partnership for further explanation).

What interest does this person/organization have in the issue(s)? What role or perspective could this partner contribute? What decisions do they influence?	Interest, Roles & Perspectives Name(s) of current or potential participants	Core Partner (C) or Additional Resource (R)
Local government Interest, role, and/or perspective:		
Chamber of commerce Interest, role, and/or perspective:		
Social partners and organizations Interest, role, and/or perspective:		
Local business network Interest, role, and/or perspective:		
Social entrepreneurs Interest, role, and/or perspective:		
Job centre Interest, role, and/or perspective:		
Interest, role, and/or perspective:		

Meet your potential partners in person and take time to establish rapport and build trust as you work on assessment and outreach:

- a. Give a general overview of the partnership’s issue(s).
- b. Explain the specific actions needed to address the issue(s) and why a partnership is needed.
- c. Ask about their organization and perspective.
- d. Ask about their organization’s needs and discuss how the partnership might help meet those needs.
- e. Ask what resources their organization could contribute to the partnership.
- f. Make a clear and specific “ask” of those invited to partner.

The questions in Tool 1 - C can be used as a guide as you begin to make decisions about which stakeholders to invite to be part of your partnership. Tool 1 - D is a worksheet for recording your answers to the questions.

TOOL 1 - C: THINK IN DEPTH ABOUT POTENTIAL PARTNERS

Instructions:

The following list of questions can be used to consider the benefits and challenges of working with potential partners to address the issue(s) and what the partnership hopes to accomplish.

Note – use only those questions that are relevant to your partnership.

1. What potential partners have been identified? (See Tools 1 - A and 1 - B)
2. Which potential partners could help us better address our issue? (See Tools 1 - A and 1 - B)
3. Have we identified new and non-traditional partners? (See Tool 1 - A: The Issue Bull's Eye)
4. Do the potential partners understand and support the partnership's priorities or have similar priorities?
5. Do the potential partners have a history of good relations with each other? Is there a shared respect for each partner's or potential partner's organization and work? If not, can the differences be overcome?
6. What are the potential drawbacks to partnering with each organization?
7. What specific resources will each potential partner bring to the partnership? Is there a strength or resource that will contribute to the success of the partnership?
8. What resources would be valuable? Who has those resources?
9. Could collaboration reduce costs or make reallocating funds possible?
10. Is there a person who could be a "champion" and would work to make sure the partnership happens? (See Tool 1 - E: Consider Facilitators and Champions)

(CDC, 2011)

TOOL 1 - D: POTENTIAL PARTNER ASSESSMENT

Instructions:

Use the following chart to keep track of the advantages and challenges of working with different potential partners based on the discussion generated from the questions in Tool 1 - C. Use more than one copy of this chart if you want to consider more than three potential partners, or adapt the chart to best suit your needs.

What is the issue(s), and what do you hope to accomplish through the partnership?

Potential Partners	[Partner A]	[Partner B]	[Partner C]
Previous Experience • History of good relations • Shared respect			
Potential Benefits of Partner Involvement • Support for priorities - understanding of issue(s) and support for what is hoped to be accomplished • Similar work culture • Specific strength or valuable perspective • Specific resources partner can bring • Community/Industry/Academic buy - in • Experience working in a partnership • Research or evaluation skills			
Potential Drawbacks or Challenges of Partner Involvement Potential benefit TO partner (what will they get out of it?)			
Potential challenges FOR partner (what concerns might they have?)			
Other Notes			
Next Steps • Would potential partner be either a good core partner or a resource?			

Once you have identified partners, Tool 1 - E includes questions to consider when determining which of your partners can fill the two leadership roles that experienced partnerships have described as being pivotal to success: facilitators and champions. Facilitators help build trusting relationships between partners and help the partnership run smoothly. They lead the group process, making sure all voices are heard, and all partners are engaged. They take a leading role in driving the agenda, and often ensure that administrative and logistical needs of the partnership are fulfilled. Facilitators are often individuals who come into the partnership already well - respected and trusted by other partners. See Section 2: Understand the Art of Facilitation for more about this role including the differences between a “neutral facilitator” and a “facilitative leader.” Champions are often respected leaders in their fields who are firmly committed to the partnership and its goals. They use their credibility and influence to convince their colleagues to support the effort, creating early buy - in and momentum for the partnership.

TOOL 1 - E: CONSIDER FACILITATORS AND CHAMPIONS

This tool includes questions to consider when determining which of your partners can fill the two leadership roles that experienced partnerships have described as being pivotal to success: facilitators and champions.

Instructions:

The following chart can be used to list the people currently filling, or potentially able to fill, the facilitator or champion roles. While these roles may get filled organically over the life of the partnership, taking a moment to consider these roles may enable you to strategically target individuals for participation or leadership.

Roles and Perspectives	Name(s) of Current or Potential Participant
Facilitators – Who can bring different people together? Who can effectively communicate with others? Who can make sure that all voices and perspectives get heard? Who is trusted to be neutral and not “take sides?”	
Champions – Who are the respected leaders in their fields? Who can provide access to different communities or target populations? Who has the influence to convince people within the industry to do the right thing? Who can help navigate choppy waters? Who knows and is willing to engage the government and regulatory world?	

1.3 INVOLVE PARTNERS

The partners you select will bring unique skills, experiences, and expertise to your internship partnerships, allowing them to play different roles. While their level of participation may change and evolve over time, it is useful to consider the different roles individuals and organizations can take on and their unique capacities.

Examples of the roles partners played in two different partnerships are described in the following case studies. (This part will be input from all partners after testing)

An individual's or organization's role and the ability to meet expectations of support and involvement should be considered when selecting partners. The following three levels of participation provide a way to define a partner's role(s) and clarify expectations:

Networking - the partner is willing and able to use their connections, websites, publications, and social media to gather and share information to advance the partnership's work.

Cooperating - the partner is committed to the overall partnership's goals and provides resources and activities to the partnership in support of the goals.

Collaborating - the partner is formally committed to sustaining the partnership and reaching its goals. Early in your partnership, you can use these three levels and Tool 1 - F to guide a discussion about the level of engagement partners believe is required for the effort and what they are able to commit. Or, if you have an established partnership you may use this discussion to refine and communicate your vision of the partnership to new partners.

TOOL 1 - F: THREE LEVELS OF PARTICIPATION

Instructions:

1. Distribute a copy of the table to the partners. Using the issue(s) that brought the partners together, ask them to identify the level of support which they are willing and able to commit to the partnership.
2. Repeat this exercise if there is more than one issue.
3. Keep track of the discussion and summarize the results in a report to share with all the partners.

Issue(s) _____

	Networking	Cooperating	Collaborating
Level of Support Required:	Individual Partner	All Partners	Partner Organization
Purpose:	Exchange information & periodically hold joint activities	Support a common Goal	Share resources & achieve common goals and outcomes
Coordination:	Short - term or episodic, even if occurring at regular intervals	Mid - to long - term plans with activities occurring on a regular basis	Mid - to long - term plans with financial agreements and joint management needed
Institutionalization of the Partnership:	Informal	The mission of each partner organization supports the joint activities, and documentation of the partnership	Formal written partnership agreements for the duration of the partnership
Responsibilities of Partnership Members:	Only certain partners are involved	All partners are Involved	All partners are involved

(PPCWG, sd)

1.4 PARTNERSHIP MODELS

Selecting a partnership structure that will allow the partnership to meet its goals is also important. There are many different partnership models. The following are examples of two different ones that have worked successfully in the construction industry. While these models show many groups or members in a partnership, a partnership can involve as few as two different partners.

The first, Labour - Management Partnership, is a model established to address the broad goal of internship partnerships. The core partners in this model include those organizations that have the same level of concern and interest in all internships issues facing. When this core group identifies an issue, it brings in other partners with specific expertise, influence, or interest in the issue who will be able to help the partnership reach its intended outcome.

The second partnership model, All Partners Are Key Partners, addresses a pre - defined issue and outcome. Although such a partnership may expand its scope at a future date, its initial focus is narrow. Those with the expertise and influence needed to achieve the intended outcome are brought in as partners from the start. All partners are key because without one or more of the partners the intended outcome could not be achieved.

TOOL 1 - G provides a brief introduction to these two partnership models and questions to help you identify a model for your partnership. You always need the three organizations [Vet Education school, SMEs', BSO & formal authorization supervisor] because if you don't, nothing will happen. If any one of these organizations says no to something, it won't happen.

TOOL 1 - G: MODELS OF PARTNERSHIP

Instructions:

1. Hand out copies of each model or draw each model on flip chart paper or a whiteboard.
2. Use the following questions to guide a discussion of which model (or a variation of the two) will work best for your effort(s). Which model best reflects the structure you had in mind when selecting the partners?
 - What changes would you make to the model to make it a better fit?
 - What would be the advantages of this type of model for your group?
 - What disadvantages would there be?

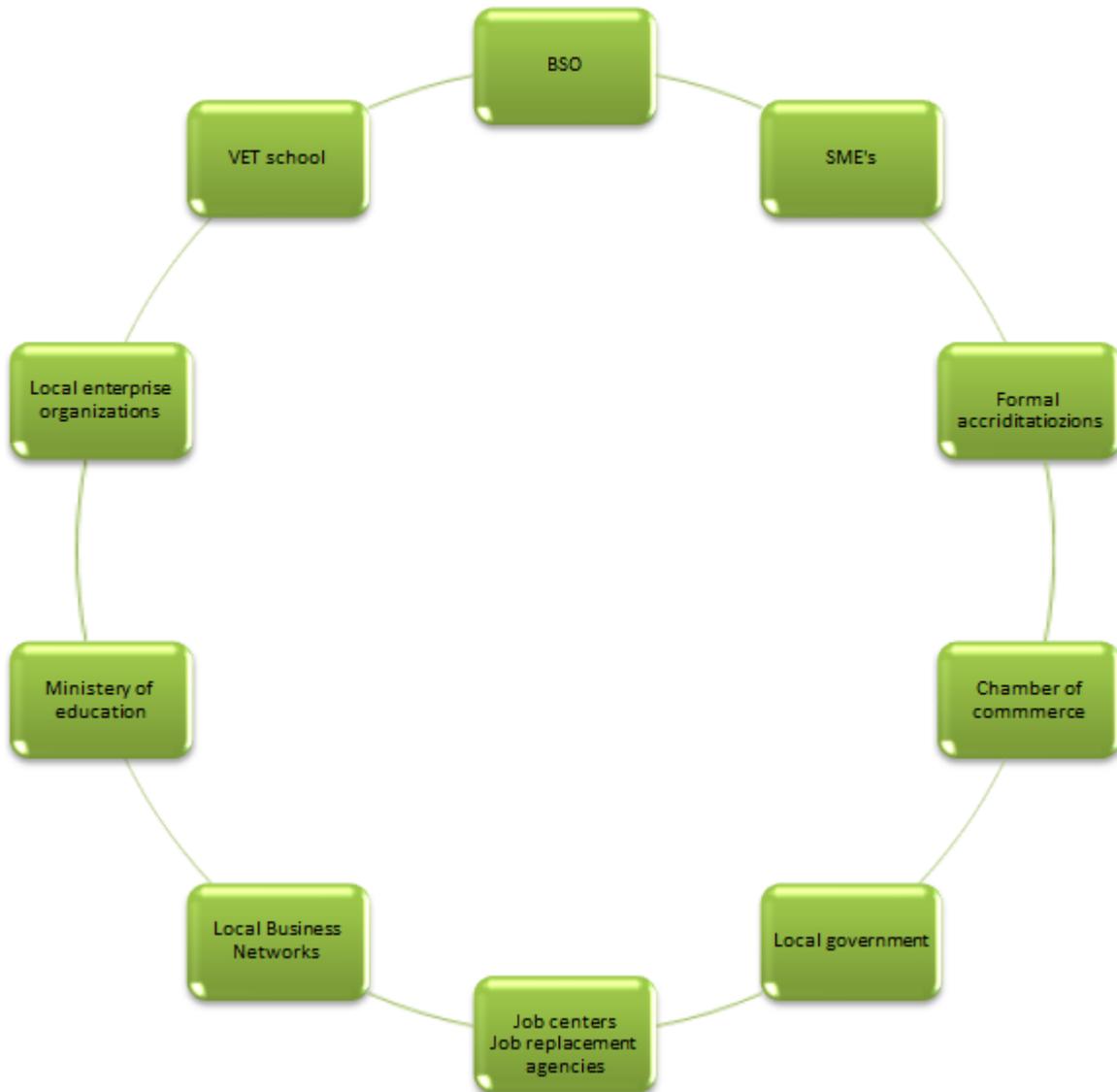
Model 1. Labour - Management Partnership Core

A partnership can be made up of a core group of labour and management partners who invite additional stakeholders, such as manufacturers or researchers, to participate as needed depending on the safety and health issue at hand.



Model 2. All Partners Are Key Partners

All partners are identified as key partners and are full participants in every aspect of the partnership.



6 How to create shared ownership

Shared ownership is a broad concept that mainly has to do with taking responsibility, keeping commitments and making a real contribution to the organization.

Key questions within ownership are:

- Does everyone take responsibility?
- Is there good cooperation?
- Are key partners stakeholders solution-oriented?
- Are key partners and stakeholders encouraged in their tasks?

You can organize with other key partners on regular base a round table meeting to keep each other informed about movements or activities that are going on.

The points above are especially important for the key partners who are not involved in running projects to keep in touch with them.

Dedicated and Human Resources

- A full commitment to the coalition is demonstrated by a contribution of time, resources, and power. The coalition's modus operandi should include a clear, dedicated commitment by the partners to pool or jointly secure the resources necessary for achieving the alliance's goals.
- Resources are scarce, but by leveraging them, collaboration enhances the probability of success and allows coalition members to share equally in the results and rewards. By combining power, expertise, materials, and time, collaboration also empowers group members. The investment unites and extends strengths, minimizes weaknesses, and yields, new ideas and more results, all of which benefit each organization's development.

Source: ww.nln.org [2017] coalition building

Strong communications base and timely outreach

A successful coalition depends on well-defined communication channels operating among all the members. Continuous information exchange and the building of connections will provide the foundation for the communication, trust, and sharing that are integral to vibrant partnerships.

Collaborators should feel that they are in the loop. They should be aware of what is going on and know that they are wanted group members whose contributions to group communication are needed to keep the coalition current with the ever-changing public policy process.

In addition, well-defined communication channels should be in place for a coalition to reach its goals successfully. The traits that are necessary for effective coalition operations include:

Building grassroots advocacy

Interacting with and energizing the media

Providing refined spokesperson commentary

Delivering digital and Internet-based communications

Establishing and maintaining credibility by speaking truthfully, openly, and consistently

Follow-up

Follow-up is often discussed in government relations work. It is essential to establishing credibility. But follow-up also is important within the coalition. A successful partnership is constantly seeking ways to improve its group processes. Coalition members should rate the group on its inclusion, leadership, decision-making, and workload distribution.

Evaluation of the group's process should be incorporated into its modus operandi.

Success is not only about the project, it is also about the success of the coalition. Some questions to ask in the evaluation might include the following:

(NLN, 2017)

7 How to keep the network alive and active

To keep the network alive and active you have to keep the following things in mind to make internship discussable:

- Find bottlenecks on the regional labour market - to make internships discussable
- Find like-minded people who want to invest in the contact between (people) in institutions, schools and business - to make internships discussable
- Create and connect to groups that want to stimulate the connection between educational institutions and companies - to make internships discussable
- Create meetings between employees in companies and young people - to make internships discussable
- Create a physical environment in which the collaboration between schools and the business community is visible - to make internships discussable
- Also ensure that your organization is actively connected to valuable networks in which these themes may play a role.

All this with the aim of a broader cooperation between schools, companies and local authorities to achieve internships for SME's by business support organizations.

To acquire this position, it is necessary to 'organize spontaneity' on the one hand and to respond to formal developments that help to realize this connection on the other hand.

Organize theme meetings

If there are no active projects or internship set-ups in the picture you can set-up one or more theme meetings to inspire the key partners about subject related to internships.

You can think about mentoring, job-shadowing, education-shadowing, creating ownership for students, reverse mentoring, etc. etc.

Informal and alternative possibilities

- Organize a meet and match between employees and students
- Organize a mentor event. You can choose to get in touch only with mentors. But also, a meet and match with mentees and mentor is something to think about
- You can start with organizing a plain discussion table just to let you inform which movements are actual in the region

Keep in touch

If one of your contacts taught you a valuable lesson, tribute, or helped you resolve a tricky issue, show your appreciation by sending them a note.

Set up small gatherings for a handful of key partners who all know each other. This way your network from a past network or project can get together for a lunch or happy-hour outing.

Socialize

A great way to build and nurture your network and help people build theirs is to host an event. This can be a random event at your house or a recurring event at a chosen meeting place. This will provide an informal way to get together and connect the members of your network with each other.

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