



SIVSEN

Social Enterprise Comparison Survey

Comparative Report

2021



Co-funded by the
Erasmus+ Programme
of the European Union

SIVSEN Social Enterprise Comparison Survey is part of the SIVSEN (Social Innovation through VET and Social Enterprise Networks) project, which is developed under the Erasmus+ programme by five partner organisations based in the UK, Italy, Sweden and Romania: City College Plymouth, Plymouth Social Enterprise Network (UK), Foreningen Urkraft (Sweden), Materahub (Italy) and Fundatia Danis (Romania).

The SIVSEN project learns from the social enterprise sector to ensure that the knowledge, skills, and mindsets applicable to working in a social enterprise are embedded in Vocational Education to create enhanced opportunities for growth and internationalisation of social enterprises.

SIVSEN Social Enterprise Comparison Survey is coordinated by



The Comparative Report was developed by the same team from Materahub, with the data collected and provided by the SIVSEN partners



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INTRODUCTION

The **SIVSEN** project (**Social Innovation through VET and Social Enterprise Networks**) coordinated by the City College Plymouth based in the UK and in partnership with Materahub Consortium (Italy), Plymouth Social Enterprise Network CIC (UK), Föreningen Urkraft (Sweden) and FUNDATIA DANIS PENTRU DEZVOLTARE MANAGERIALA (Romania), seeks to learn from the social enterprise sector, to ensure that the knowledge, skills, and mindset applicable to working in a social enterprise is embedded in **Vocational Education** and to create enhanced opportunities for the growth and **internationalisation** of social enterprises.

This will allow for the transfer of knowledge, **enhancing the most engaging working practices and aspects of working in the social enterprise sector for work placements** which will benefit young people's health and wellbeing, as well as advancing VET staff knowledge/CPD to embed innovative provision.

Therefore, the main objective of this first part of the I01 project output **Social Enterprise Comparison Survey** is to compare the key outcomes of the desk research carried out by all partners, map existing pathways, practices and experiences in each project partner country (Italy, Sweden, Romania and the United Kingdom), compare them and identify how the educational system and the world of social economy are interrelated.

The mapping of the experience of each partner environment has allowed us to build a picture of the provision to cover topics such as: pathways into work experience placements, employment outcomes, alignment to labour market needs, regulatory frameworks, safeguarding of young people, Quality Assurance, information, advice and guidance, placement matching and certification/accreditation Innovation – this research will provide comparative experiences across several SE environments and in particular focus on the outcome for work experience placements.

This takes a sector wide approach by involving all parties who have contributed directly with strategic inputs to guarantee an innovative analysis approach of this comparative report. In order to get a clear overview of all partner countries' contexts and identify any similarities and good practices to take inspiration from, the following data has been analysed:



1. Key data and information about the **educational system** in each country
2. Key data and information about the **apprenticeship system** in each country
3. Data about **formal** (high schools, universities) and **non-formal** (VET) training initiatives (courses, programmes, projects, case studies, etc.) for work experience placements in SE sectors in partner countries.

Educational system in partner countries

The European education system is extremely diverse: within the UK and each European country different education systems are adopted and organised according to the needs and historical and cultural specificities of each country. The EU plays a major role in this, in order to set common objectives and to guarantee all members of the Union an adequate and fair level of general education. In the UK (The UK formally left the EU on 31 January 2020) and European education systems, three main models of organising compulsory education coexist: a single structure type of education, whereby compulsory education is offered from beginning to end without any transition between primary and lower secondary level (**Sweden**); the provision of a common core curriculum, whereby on completion of primary education students progress to lower secondary education, where they follow the same general common core curriculum (**UK**); and a differentiated type of lower secondary education, whereby there are different pathways at the end of primary education (**Italy**). Although it is a strong community in Europe today there are still large educational imbalances resulting from strong cultural and economic differences between the different countries.



The key institutions responsible for the national education system in the partner countries are:

RESPONSIBILITY OF EDUCATION SYSTEM AT NATIONAL LEVEL	
ITALY	
UK	
SWEDEN	Skolverket, The Swedish National Agency for Education
ROMANIA	

Educational qualification

• legend

	Early childhood education and care (for which the Ministry of Education is not responsible)		Secondary vocational education
	Early childhood education and care (for which the Ministry of Education is responsible)		Post-secondary non-tertiary education
	Primary education		Single structure
			Secondary general education
			Tertiary education (full-time)

Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2  ISCED 3  ISCED 4  ISCED 5  ISCED 6  ISCED 7

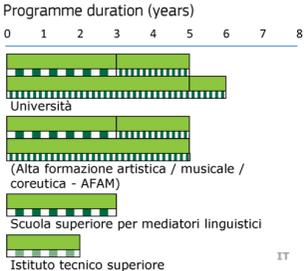
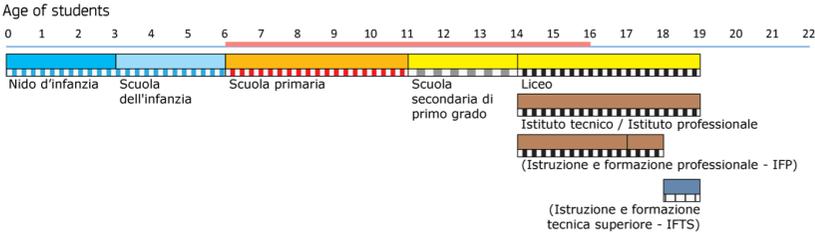
	Compulsory full-time education/training		Additional year		Combined school and workplace courses		Years	Programme being phased out during (year)
	Compulsory part-time education/training		Study abroad		Compulsory work experience + its duration			



General structure of the school system in partner countries.

Italy

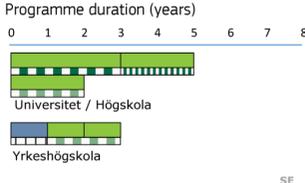
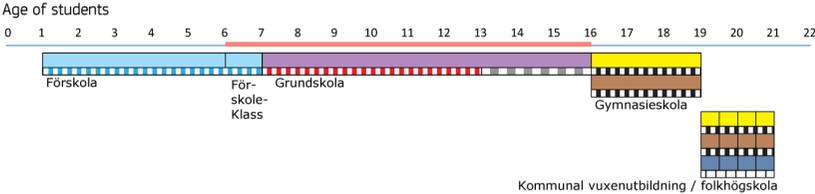
Italy – 2020/21



Note: *Nido d'infanzia* is marked as ISCED 0 on the basis of the law 107/2015, implemented from school year 2017/18.

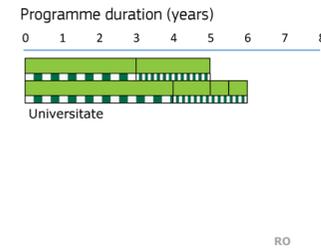
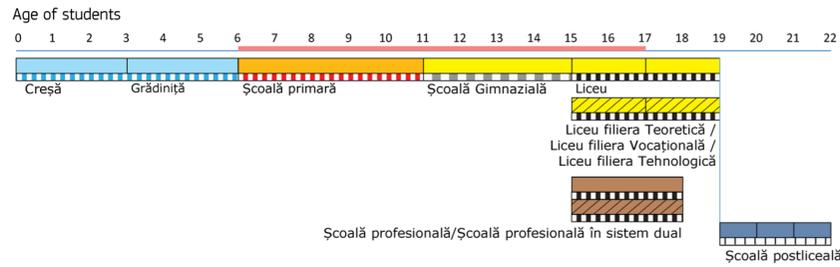
Sweden

Sweden – 2020/21



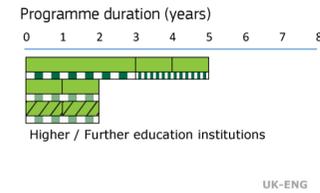
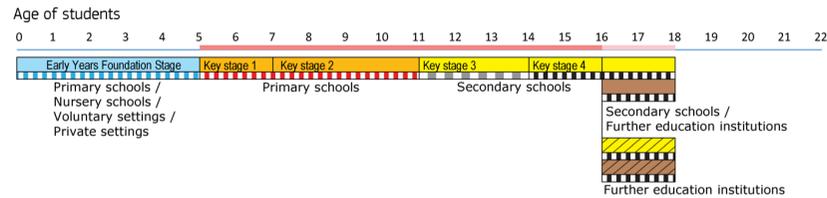
Romania

Romania – 2020/21



The United Kingdom

United Kingdom – England – 2020/21



Compulsory education

In most partner countries' education systems compulsory education starts at the beginning of primary education (ISCED level 1), often at the age of 6. In each partner country, compulsory full-time education/training lasts 10-11 years and ends at the age of 15-16, except in Romania, where the end age is 17.

	COMPULSORY SCHOOL							
	AGE OF START		AGE OF END			TOT.		
	4	5	6	7	15	16	17	
ITALY			X			X		10
SWEDEN			X			X		10
UK		X				X		11
ROMANIA			X				X	11



Formal and non-formal apprenticeship within Social sectors

In the face of high levels of youth unemployment, policymakers have discovered the benefits that apprenticeships can offer, especially if we focus on the social sector, forms of apprenticeship can be seen as an excellent means of helping young people enter the world of work. Recently, there have been important developments in the UK and in many EU Member States to facilitate the transition from school to work and, more specifically, to improve apprenticeship training, although not specifically for the social sector. However, the forms of apprenticeship in the countries studied differ, and this is certainly due to local/national policies and the socio/cultural background of each nation. However, we can say that at a UK/European level, for this project, when we talk about apprenticeship we talk about:

- a form of learning that takes place in the workplace in order to acquire skills
- an apprenticeship requires substantial and continuous training, which in most cases includes theoretical (not on-the-job) training

Therefore, when we talk about apprenticeship or work experience it is the same activity where for a period of time a student/young person temporarily works for an employer to get experience of the workplace/sector.

In the following table, we will try to summarise the main features of formal and non-formal apprenticeship systems in each country, and finally, in the last chapter, we will try to explain in which way and under which forms apprenticeship is present in each country and how it supports the entry of young people into what is called the social sector.

Please note that due to the different educational systems throughout Europe, the definition and structure of formal and non-formal education experiences thus including the terms apprenticeship, work and work-based learning experiences may differ from country to country.



	NON - FORMAL APPRENTICESHIP	FORMAL APPRENTICESHIP
<p>ITALY</p> 	<p>Open-ended contract aimed at training and employment of young people.</p> <p>Three types:</p> <ul style="list-style-type: none"> - For professional qualification and diploma (15-25 years); - Professional or trade contract (18-29 years); - High-level training and research (18-29 years). 	<p>P.C.T.O. is an innovative teaching method, which through practical experience, helps to consolidate the knowledge acquired at school and to test students' aptitudes in the field, to enrich their education and to guide their study pathways and, in the future, their work, thanks to projects in line with their study plan.</p>
<p>ROMANIA</p> 	<p>The "Apprenticeship at the workplace". Data provided by the Ministry of Labour and Social Protection indicates that from 2006 until 2019, 6847 apprenticeship contracts were concluded. From 2012 until 2019 the number of apprenticeship contracts increased from 60 in 2012 up to 2419 contracts for the first six months in 2019 (Cedefop, 2019).</p>	<p>DUAL VET: Students entering their 9th year of school, who wish to follow a VET programme with a consistent component of work-based-learning, finalized with a vocational qualification recognised at national level. The students must be lower secondary programmes graduates (usually, 14-15 years old) and under 26 years old. Most students involved are from the current generation of lower secondary programmes graduates</p>



<p>SWEDEN</p> 		<p>Two types of apprenticeship: - Gymnasial apprenticeship (Gymnasial larlingsutbildning); - Introductory apprenticeship (Yrkesintroduktionsanstallning) introduced in 2014 and still being tested.</p> <p>Traineeship within Public Employment programmes</p>
<p>UK</p> 	<p>School or college work experience placement -A traineeship</p>	<p>Two apprenticeship programmes: - Young Apprenticeship: young people between 16 and 19 years old; - Adult Apprenticeship: young people aged 19 and over.</p> <p>Three levels of apprenticeship: - Intermediate; - Advanced; - Higher.</p>

Further insights

- **SWEDEN**

In Sweden there are no national apprenticeship programmes in the social Entrepreneurship sector since the SE sector itself is very small and not regulated by law. However in regions and cities where SE's enterprises are present they can offer apprenticeships in cooperation with schools and HE in need of VFU or LIA or APL placements just as any other company offering work placement. For example, Urkraft is a social enterprise in cooperation with Socionomprogrammet at Umeå University and offer VFU placement at Urkraft. That is due to the fact Urkraft's mission and work is within the framework and goal of that particular education. Urkraft also works as an intermediary organisation between the Employment office and unemployed. For example, an unemployed person in training at Urkraft can do work placement at a company, industrial or other, and we as the intermediary org are responsible for the framework, goal and follow up.



But we are not the actual place for work training. This is not something specific for just Urkraft, all organisations working as intermediary organisations/complementary actors to the Employment service have similar assignments and activities regarding work placements.

- **ITALY**

In Italy there is no standard framework/programme (governed by laws/regulations) or specific to the social sector for work experience, but there are many social and non-profit organisations that provide internship periods for young people attending school within their structures. The Italian social sector is complex, well-structured, and works closely with the public administration, so although there is no specific national programme, as can be seen from the table, there are many agencies/NGOs that train young people in the workplace and the percentage shows that many Italian young people decide to work in this sector.

These social enterprises/ongs have developed their own guidelines/timetables to allow for non-formal apprenticeships.

It is likely that these have grown organically to meet the challenges of their organisation/sector, while aiming to ensure that the benefits to young people, themselves and any associated educators are maintained through adherence to safeguarding policies and procedures.

- **ROMANIA**

The formal educational system in Romania is connected to companies through the apprenticeship system: vocational schools, the new dual VET system, technological high schools and universities organise apprenticeship and internship programs in companies. However, there is no specific program dedicated to social enterprises and we could not identify a formal educational program focused on providing work experience in the SE sector.

- **UNITED KINGDOM**

In the United Kingdom, there is no standard (governed by law/regulations) or social sector specific work experience framework/programme, instead many organisations have developed their own guidelines/timetable or framework. It is likely that these have organically grown to address the challenges of their own organisation/sector whilst aiming to ensure that the benefits to young people, themselves and any associated educator are also maintained through adherence to stringent Safeguarding policies and procedures.



Future government initiatives which are yet to be fully defined/released refer to Gatsby benchmarks, plus Traineeships, T levels (including work experience as part of these) and "sectoral apprenticeships". However these do not yet relate to what is happening on the ground.

In this context, there are private training providers/organisations that are not based on formal training initiatives for work experience placements in social enterprises, but are instead, non-formal programmes organised on a local level.

General conclusions

There seems to be a high level direction in all four countries to ensure that further education is aligned with the labour market, driven by a mismatch, or perceived mismatch between skills provided by education and those actually required in the world of work. VET Providers in all countries are being encouraged to create high quality work experiences, and to liaise more closely with employers in the creation of these work experience programmes.

SIVSEN is specifically about work experience in social enterprise, and how that might lead to a better experience and opportunity for young people, both in terms of the quality of the workplace environment, and as a way of meeting young people's aspirations for a career that is in line with their values. According to The Deloitte Global 2021 Millennial and Gen Z Survey 49% of Gen Z's would make career choices based on their personal ethics.

Elements that are relevant to this include that the Swedish APL Guidelines state that the workplace must be a "good working environment". In the UK, students are also expected to carry out a "social action" project as part of their education, but this is construed as being separate to their work experience. Italy has NGOs which offer volunteering and internships in the social sector.



FOCUS GROUP



FOCUS GROUP

To guide the research and to better understand what is needed to implement IO2 within the project, each partner country has organised a focus group with targeted participants:

- at least 2 key people from Training institutions (Colleges, high schools, etc.)
- at least 2 employers from Social Enterprises
- Partner representative/s

Focus Groups aim at conducting a more in-depth needs analysis that complements the hard data of the previous activities with first-hand testimonials to enable the partnership to develop a framework including training material that truly takes into account the specific educational and apprenticeship/work experience national contexts, experiences and needs of training providers and educators as well as social entrepreneurs. Focus group research is useful for issues identification and to determine areas needing further research. They involve a group setting where the participants have common shared experiences which allows stimulation of interaction among group participants. Some key data and considerations emerged from the focus groups that will go on to influence and shape the recommendations made for further project activities and training materials. In the following part of this report we will try to summarise the most important data.

UK: The focus group took place on Zoom at 4pm on 23rd September, 2021, facilitated by Michelle Virgo and Gareth Hart from PSEN. Participants had been recruited from City College and the social enterprise network. There were five participants from City College, Plymouth and four social entrepreneurs. Two of the City College participants had previously worked in the social enterprise sector so brought this combined perspective to discussions.

ROMANIA: The focus group was organised on August 13th, 2021, online using the Zoom platform. In total, there were five participants:

- Two representatives of training/education institutions;
- Three representatives of social enterprises (one of which joined the discussion during the second activity of the focus group)

The focus group was organised by one partner's representative, in addition to the five participants mentioned above.

SWEDEN: The focus group was organised on September 29th, 2021. In total, there were four participants:

- Two representatives of training/education institutions;



- Two representatives of social enterprises and the focus group was organised by one partner’s representative, in addition to the four participants mentioned above.

ITALY: The focus group was held on Friday 1 October from 4 to 6 p.m. using the zoom platform. In total, there were four participants:

- Two representatives of training/education institutions;
- Two representatives of social enterprises (one of which joined the discussion during the second activity of the focus group)

The focus group was organised by one partner’s representative Materahub, facilitated by Gabriella Antezza and Angela Dibenedetto, in addition to the four participants mentioned above.

All focus groups were conducted through the use of the Google Suite jamboard platform and included two individual activities, and a final group activity.

ACTIVITY 1: Social Enterprises

- 1) TOP 3 Benefits that you gain as social entrepreneur
- 2) TOP 3 Benefits that you think/know for sure that the apprentice/work experience participant gains for him/herself
- 3) TOP 3 Challenges/barriers that you encounter before, during and/or at the end of the apprenticeship/work experience programme

	Question 1 - Benefits gained as a social entrepreneur	Question 2 - Benefits gained as an apprentice or work experience participant	Question 3 - Challenges and barriers
Italy	(Expanding social interaction) - main benefit for entrepreneurs	(facing and overcoming prejudices and growing emotionally) - main benefit for trainee	(to broaden skills and trigger the desire to make a contribution to those for whom one works) - main challenge
	Skills, new ideas, young energies	Develop personal sensitivities, gain experience of human and professional growth, begin to learn about and enter the world of work	Ensure the continuation of work experience, do not let the energies of new recruits fall by the wayside
Romania	Extra workforce for a period of time, focusing on specific tasks and using their creativity and resources for the organisation	Practicing and developing skills and knowledge related to a specific job/career in the social sector	The lack of resources (human resources and time) of the social enterprise to manage the apprentices/work experience programme



	Linking the organisation and staff to the new generation of young people, who come with new ideas/visions, and who could also motivate the staff in their work	Exploring and connecting to a specific employer, and see if this could be the future employer, before really applying for a job	The social economy sector is less attractive for the apprentices in comparison to the public sector or the business sector
	Potential to select new employees, and improve the organisation's good image in the community	Real connection and understanding of the labour market and the social economy sector	There is too much effort, especially during the pandemic time, to put in an apprenticeship programme when compared to the gained values/outcomes of the programme
Sweden	We get input from elsewhere, we get knowledge and experience from elsewhere other than our own sector	Knowledge of social enterprises	Mismatch of internship and you as an employer have to end the internship prematurely
	It is a way for us to increase knowledge about society and education by having an intern or trainees (as work experience)	Knowledge of the target group that the company works for and see that there is a place for everyone in the society	They may not really understand what kind of organisation a social enterprise is and how it is operated.
	We get new contacts with training providers	Work experience, contacts with employers	There should be time to supervise - a lot of employers have a high workload and don't feel they have time to supervise and tutor the student
UK	Improves reputation, and is good for public relations (PR	Deeper range of businesses to work with.	Capacity & resourcing.
	Diversifying the workforce and recruiting future workforce - leading to innovation	Input to the curriculum.	Creating and managing work experiences that break down, rather than reinforce existing privilege and barriers to social mobility
	Brings in specific skills that may not otherwise be available to a Social Enterprise	More available employers for UK and international work placements.	Working online.



ACTIVITY 2: Training Institutions/Educators

- 1) TOP 3 Benefits that you gain as training institution
- 2) TOP 3 Benefits that you think/know for sure that the apprentice/work experience participant gains for him/herself
- 3) TOP 3 Challenges/barriers that you encounter before, during and/or at the end of the apprenticeship/work experience programme

	Question 1 - Benefits gained as a Training Institution	Question 2 - Benefits gained as a participant	Question 3 - Challenges and barriers
Italy	New resources in the company	Trying out new things	Economic gap of the enterprises and the difficulty to contribute to the contractual continuity after public financing
	Students willing to commit themselves to the job	Embarking on a work experience without "performance anxiety" as one who is called upon to learn and therefore to "take" from the company	Constraint on the number of trainees linked to the employees = few employees therefore very few trainees
	Imagining experimental actions thanks to the inclusion in the company of "non-employees" bound by contracts and roles	Orienting and testing personal skills and knowledge before officially entering the labour market	"Omnivorous" working style of Social Enterprises of SMEs ... often impose on the legal representative the role of tutor, with all the limits of the case
Sweden	The students get to test the work in practice that is taught in theory	It can lead to work for the student	It is sometimes difficult to find internships and supervisors
	It is a learning experience to have contact with the industry and employers	Real work assignments, which can motivate the student	The tutor sets the assessment with the teacher sets the formal grade
Romania	The work experience helps the young people to better accumulate other knowledge and skills during the future training & education activities	Increased chances to find a job	The companies' limited resources (especially time) to take care of the apprentices and to provide interesting tasks/activities for the apprentices, without requiring advanced training and knowledge



	The employability rate of the students/learners/graduates increases	Developing skills and knowledge and teamwork experience in a real work environment	Lack of motivation of young people to join apprenticeship/work experience programmes
	Improved relations/connections with the employers and better understanding of their needs in terms of knowledge and skills required from their future employees	Direct contact with an employer, but also networking and getting inspired by starting similar businesses if they are interested in taking the entrepreneurship path	Training institution's reduced capacity to organise, provide, and manage enough apprenticeship/work placements for young people
UK	Deeper range of businesses to work with (from a new sector)	Increased understanding of alternative business models in this sector	Programme structure. The college has to deliver a set number of hours teaching, and although work experience is a requirement, it isn't always built into the programme structure
	Valuable input to the curriculum	Awareness that life isn't just about profitability - there is a different sector that needs the breadth of roles usually only talked about being available in private/public sectors	Students have a lot of choices and high expectations. They don't often know what a social enterprise is. Social enterprise employers need good PR to attract students.
	More available employers for UK and international work placements	Social enterprises are more supportive of the students and there is a focus on soft skills and well being	There's a perception that students in FE (as distinct from HE), students from poorer backgrounds and those with additional difficulties often don't factor in social issues when thinking about a career, and that college - led work experience is competing with paid part time work in the private sector



Activity 3: Group activity

❖ ACTIVITY 3 → Group Activity

- A. Key **criteria to select** an work experience participant (skills, knowledge, motivation, etc.)
- B. The most effective way (including parameters, requirements, etc.) **to match the right apprentice/work experience** participant with the right SE
- C. **Who should design**, monitor, and assess the apprenticeship/work experience programme (the training institution or the enterprise, or both)?
- D. How could both the training institutions and the social enterprises **ensure a good learning experience** for apprentices/work experience participants?
- E. What is really missing to make the apprenticeships/work experience programmes **in social sectors worth it** for all (attractiveness, information, assessment/certification, benefits for employers, etc.)?

In THE FOLLOWING BoxS, the results FOR each question



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❖ ACTIVITY 3 → Group Activity

QUESTION 1: A- CRITERIA OF SELECTION

1. **Motivation**, interest and A willingness to work in the sector
2. Specific **hard and soft skills** and knowledge related to the tasks and such as: critical and analytical thinking, data analysis, and understanding and evaluating information.
3. Application **open to all** not just best in class or high achieving students

QUESTION 2 : B- MATCHING PARTICIPANT WITH SE

1. **Identification** of the area/department of the enterprise in which the trainee can grow and develop
2. A clear **link** between education and companies
3. **Interviews** with candidates, organised by the training institution, where a member of the social enterprise is also present
4. A simple **match between the tasks/activities** required by the apprenticeship and **the trainees' competences and skills** for these.
5. Application process has been developed **between educator and SE**
6. A clear, **description of the workplace, hours and days** of operation and activities that will be undertaken **so students know what they will be doing and what they can expect to learn**



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❖ ACTIVITY 3: Training Institutions/Educators

QUESTION 3: C-RESPONSIBILITY

- The **school**
- **Collaboration** between the **two parties** - the TI and the employer and **also apprentices** (especially in the evaluation of the programme itself)
- The TI and the employers should spend time on **designing the programme** and defining the placements' requirements.
- In the monitoring process, the **mentor/supervisor** should have the most important role.
- An **impartial organisation**/a mediator might be better perceived by the trainee

QUESTION 4: D-ENSURING A GOOD LEARNING EXPERIENCE

- **Preliminary** analysis action
- **Ongoing** action: monitoring, post-placement actions
- A **work plan** agreed between the trainee and the mentor/supervisor
- The **company** should **prepare its staff/mentor** before the trainee arrives in the organisation and identify the person within the company who has the right skills to support the trainee.
- **Constant meetings** between the apprentice and the mentor/supervisor to clarify everything
- Make trainees understand the **connection** between the **training** experience they undertake and their **access to the labour market**.



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ACTIVITY 3: Training Institutions/Educators

QUESTION 5: F. What is really missing to make the apprenticeships/work experience programmes in social sectors worth it for all?

- An effective and valuable **'youth-business'** match
- An **online platform** that could list all organisations that could provide work experience, organised in a transparent way, with a system of evaluation and stories of the work experience they have had in these organisations **(help us a lot!)**
- Young people should be better informed about the **social economy sector** and how rewarding it is for people to work for a social issue.
- **Meetings** between **former trainee and candidates** so that the apprenticeship is better explained and presented.
- **Financial benefits/funding** for employers to hire apprentices at the end of the apprenticeship programme.



SURVEY



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SURVEY

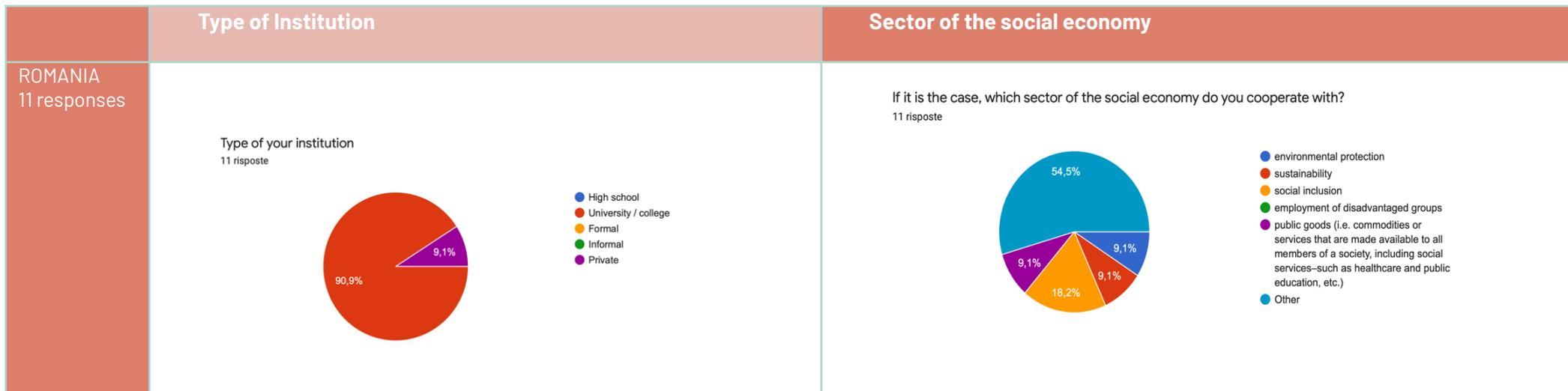
To guide the research and better understand the needs, requirements, and what is needed to implement IO2 within the project, each partner country sent questionnaires to:

- 10 key people from **training institutions** (colleges, high schools, etc.)
- 10 employers from **social enterprises**

From the surveys, data and information emerged from each partner country is summarised below.

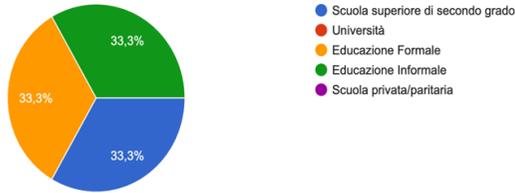
SURVEY: Collection of answers from Training institutions and educators

General information about the participants of the survey

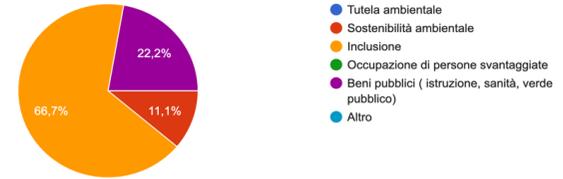


ITALY
9 responses

Tipo di istituzione
9 risposte

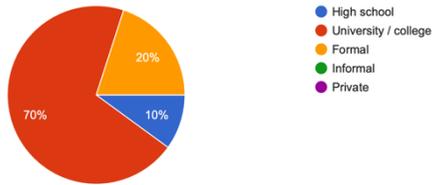


Con quale settore dell'economia sociale collabora?
9 risposte



SWEDEN
10 responses

Type of your institution
10 risposte

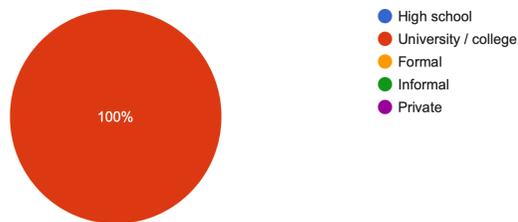


Which sector of the social economy do you cooperate with?
10 risposte

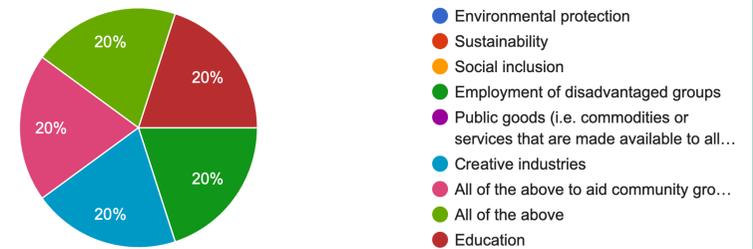


UK
5 responses

Type of your institution
5 risposte



Which sector of the social economy do you cooperate with?
5 risposte



General information about the participants of apprentices/work experience

	Numbers of participant		Duration of the programme (in months) on average
	Min	Max	
Italy	1	120	3
Romania	1	250	1
Sweden	1	3	4
UK	1-10	50+	2

Information about the design of the apprenticeship/work experience from all partners

	Do you design/agree on the apprenticeship/work experience programme with the employer/s?		If yes, how and which criteria are used (e.g. age, studies, etc.) to design the programme and select those hosted by the employers.	If not, who is responsible for the design of the programme?
	YES	NO		
Italy	66.7%	33.3%	<ul style="list-style-type: none"> Preparation Curriculum related to business needs; motivation and course of Studies Profile of the young person to insert 	Our institution has specific standard programmes
Romania	54.5%	54.5%	<ul style="list-style-type: none"> Studies, curricula, students' interested, company's needs We take into consideration the profile designed by the company, especially the HR department and based on the exact profile, we select the participants in our programs Academic year, curricula content to fit with the activities Students from years 2-4 of university studies Studies, competencies from the educational curriculum 	Our institution has specific standard programmes
Sweden	30%	70%	<ul style="list-style-type: none"> The school, together with the employer, designs a plan for LIA/apprenticeship according to the course syllabus, study guidance to achieve the course objectives Age may be relevant when it comes to practice in, for example, psychiatry The time in the business designs the workplace, the student must fulfill learning objectives according to the National Agency for Education 	Our institution has specific standard programmes
UK	20%	80%	<ul style="list-style-type: none"> Our scheme is open to students within the Faculty of Arts Humanities and Business, The content of the internship is based on business need It would be a combination - some of our students would work/study in SE in Europe According the the job role, individual needs of the student and quality requirements Studies, programmes are designed in line with the activities of the business 	We have a mix of activities



Information about criteria for individual candidates for apprenticeship/work experience from all partners

	Do you have specific criteria and/or any pre-set application forms to select your apprentices/work experience participants?		If yes, specify the criteria	If not, specify why, if applicable
	YES	NO		
Italy	44,4%	55,6%	<ul style="list-style-type: none"> • Skills • Educational background and personal aptitude relative to business objectives • Teaching skills, language skills and digital skills • Study profile, soft skills 	Italian High school does not use selective criteria
Romania	45,5%	54,5%	<ul style="list-style-type: none"> • Skills, Studies, previous experience, recommendations • Age, year of study, languages, language level, other hard skills • The selection is based on "first come first served" criteria with emphasis on individuals pertaining to vulnerable groups- low income households, rural areas, ethnic minorities, etc. • Students from years 2-4 of university studies; The students must have skills in the Environmental Engineering program minimum one year • Relevance to the transport sector or to the supply chain (logistics) sector 	
Sweden	50%	50%	<ul style="list-style-type: none"> • Students can choose based on five options. Among these places and alternatives, there may be special circumstances such as age or gender requirements • A document called wishes for LIA, where you can choose wishes for the target group to work within. For example: age criteria, own experiences and gender can play a role and are stated in the form • We use the VFU portal, a digital system where internship places are posted, students can choose between seven different alternatives. You must have completed your courses to be eligible for VFU • Yes. Students can wish what area. And work / business area. They get to rank 1-3 • Work experience, special reasons given by students, their own wishes about internships 	
UK	20%	80%	<ul style="list-style-type: none"> • For our Erasmus+ funded visits, student applications must complete an application form, submit a video/written statement detailing how participation will benefit their future & why they are a suitable candidate. The students are selected by the curriculum staff (project lead) based on their submissions, attendance and overall participation in their College course • Potential participants need to complete an Expression of Interest and submit their CV, covering letter and portfolio • Application and assessment recruitment process - Employability skills are essential • We are funded by Erasmus+ and its relatively flexible in terms of content • Skills scans are used for each apprenticeship to identify current knowledge and areas that require support/experience. This is combined with an 1:1 interview process between the candidate and the College lecturer 	



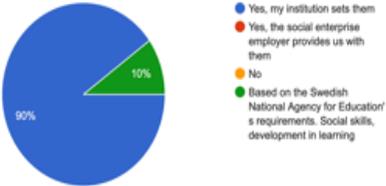
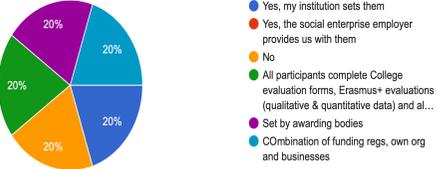
	Specific person in institution supervising the trainees' in-company apprenticeship/work experience participant	Standard procedure / policy to monitor the quality of the apprenticeships/ work experience programmes
Italy	<ul style="list-style-type: none"> • Responsible orientation • Designer - company tutor • Educator, Tutor, Supervision 	<ul style="list-style-type: none"> • Company monitoring and needs analysis sheet • Monitoring companies / territory • Questionnaires and reports evaluation forms, monthly meetings, meetings on request
Romania	<ul style="list-style-type: none"> • Students' internship tutor, who is a professor with a role in supervising the students' apprenticeship (for short periods). However, this professor does not really supervise the work of the student, but they read the report provided by the student and evaluate and grade this report. 	<ul style="list-style-type: none"> • The criteria is designed at the university level and discussed within each faculty. • Depending on the hard and soft skills of the participants, the quality of the apprenticeship is considered • Feedback from trainees - at the end of traineeship they are asked to fill out a form in reference to the activities they carried out at said firm/institution where they were placed. • Initial agreement with partners, supervisors from both parts, final evaluation. • The tutor appointed by the institution monitors the student's internship together with the tutor of the partner institution. The practicing student will note in his / her practice portfolio his / her daily activity. • The daily schedule; Access to information from the company; Visits to the company headquarters and facilities; The availability of a mentor from the company.
Sweden	<ul style="list-style-type: none"> • Teacher • Specific person 	<ul style="list-style-type: none"> • Visiting the internship, Follow up call with the student and the supervisor • The students and supervisors have an evaluation basis. We make site visits in the middle of the internship period, and we call around and talk to the students. • Visits to all students and supervisors. recurring meetings with all supervisors and supervisor training. The student evaluates the internship so we can follow up the quality • We visit the internship site, and the student enters the school for supervision and internship talks. • Supervisors must have a sociology education and the workplace must work with social work. We visit the workplace at least once every 17 weeks. • The teacher follows up, has a dialogue with students and supervisors. The student participates in a questionnaire about the internship period • The teacher visits the student every 14 days. Working environment. Knowledge requirements. Breathing. • The student has a plan for the internship. Meeting between supervisor and teacher. the supervisor makes an assessment statement of the student's internship. The teacher has contact with the students. Students submit assignments. • The teacher or a specific person from the school visits the student once a month • Regular reconciliations with pupil and student. Supervisor and student send in assessment documents.
UK	<ul style="list-style-type: none"> • Curriculum (Accompanying) staff member / project lead with the host organisation coordinator. • A specific person of reference within my institution • A combination from the College and the partner organisation 	<ul style="list-style-type: none"> • We request both participating students and accompanying staff to complete daily feedback on activities at work placements. • Regular workplace visits, quality assurance of delivery. • Different for differing provision e.g. Erasmus+, Turing, Apprenticeships, Traineeships • This down to the specific awarding body of the apprenticeship as well as standard Ofsted requirements



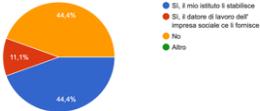
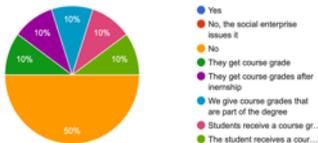
Information about the assessment of the apprenticeship/work experience from all partners

	Specific assessment criteria to evaluate the apprentices'/work experience participants' performances / progresses during & at the end of the programme period	Specific assessment criteria										
Italy	<p>5) Il vostro istituto di formazione fa riferimento a criteri di valutazione specifici per valutare le prestazioni ... alla fine del periodo del programma? 9 risposte</p> <table border="1"> <caption>Assessment Criteria for Italy</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SI, il mio istituto li stabilisce</td> <td>44.4%</td> </tr> <tr> <td>SI, il datore di lavoro dell'impresa sociale ce li fornisce</td> <td>11.1%</td> </tr> <tr> <td>No</td> <td>44.4%</td> </tr> <tr> <td>Altro</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	SI, il mio istituto li stabilisce	44.4%	SI, il datore di lavoro dell'impresa sociale ce li fornisce	11.1%	No	44.4%	Altro	0%	<ul style="list-style-type: none"> • Monitoring sheet • Frequency of commitment produced • Learning professional skills, social skills, development of new business ideas
Response	Percentage											
SI, il mio istituto li stabilisce	44.4%											
SI, il datore di lavoro dell'impresa sociale ce li fornisce	11.1%											
No	44.4%											
Altro	0%											
Romania	<p>5) Does your training institution refer to any specific assessment criteria to evaluate the apprentices... at the end of the programme period? 11 risposte</p> <table border="1"> <caption>Assessment Criteria for Romania</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes, my institution sets them</td> <td>72.7%</td> </tr> <tr> <td>Yes, the social enterprise/ employer provides us with them</td> <td>9.1%</td> </tr> <tr> <td>No</td> <td>9.1%</td> </tr> <tr> <td>Other</td> <td>9.1%</td> </tr> </tbody> </table>	Response	Percentage	Yes, my institution sets them	72.7%	Yes, the social enterprise/ employer provides us with them	9.1%	No	9.1%	Other	9.1%	<ul style="list-style-type: none"> • At the end of the traineeship the participants are evaluated by the supervisors at the companies where they were placed. That evaluation is not final since they are once again evaluated by the supervisors within our institution: the participants make an oral presentation where they describe the activities and skills learned while being trainees, based on a written report they drafted throughout the period they were trainees. • The evaluation of the professional practice activity/internship is made based on the practice report made by each student. The report is made starting from the objectives and requirements formulated in the guide for the practice report, which contains specific requirements for each year of study. • Students are asked to make an internship report according to a guide at the end of the mandatory internship. However, in the report, the student is asked to describe and assess the interaction with the other employees, to present and comment critically on the usefulness and relevance of the activities proposed to him/her within the host institution and to describe the activities carried out within the internship whose duration is 2 weeks (80 hours). • Making sure that the internship is in the field in which the students study and that the internship hours provided in the study contract are performed. • Relevance of the tasks performed, level of achievements, description of work in the apprenticeship report filled out by the student.
Response	Percentage											
Yes, my institution sets them	72.7%											
Yes, the social enterprise/ employer provides us with them	9.1%											
No	9.1%											
Other	9.1%											



		<ul style="list-style-type: none"> • The internship ends with an internship notebook (portfolio). The student will be evaluated at the end of the internship, by a professor delegated with this task. The student will accumulate the credits specified in the curriculum for the mandatory apprenticeship discipline. • Students have to complete an Apprentice Log/ Notebook with specific details. • Feedback from trainees - at the end of traineeship they are asked to fill out a form in reference to the activities they carried out at said firm/institution where they were placed.
<p>Sweden</p>	<p>5) Does your training institution refer to any specific assessment criteria to evaluate the apprentices... at the end of the programme period? 10 risposte</p>  <p> ● Yes, my institution sets them ● Yes, the social enterprise employer provides us with them ● No ● Based on the Swedish National Agency for Education's requirements. Social skills, development in learning </p>	<ul style="list-style-type: none"> • Course goal criteria must be achieved, students must be able to hold workshops, write action plans, students must, for example, be able to come up with improvement measures, be able to evaluate and analyze the workplace • Based on assessment criteria in the middle and end of the VFU period linked to the course's learning goals, the student's ability to handle, have investigative conversations, assimilate supervision and development needs. • The supervisors make a mid-term assessment and conclusion • Yes, my school decides them. The student must achieve specific course objectives eg: professional conversations, motivational conversations, assignments, write about a conflict, how it is handled and how low-affective treatment is used, interview the supervisors about psychological strategies, analyze a situation and analyze it, quality work - professionalism in different situations • The supervisor makes an assessment document designed by the department. The course objectives must be approved. • The course objectives must be achieved and certain criteria must be achieved. How you have achieved, for example, knowledge in communication, technical devices, hygiene, the degree to which you are self-employed or need supervisor support • Learning objectives must be met. Example: Skills, abilities. • Based on the study plan, based on course objectives depending on which education • Competence, skills and knowledge. For example, how dependent or independent the student has been from the supervisor. How the progression has been.
<p>UK</p>	<p>5) Does your training institution refer to any specific assessment criteria to evaluate the apprentices/work experience participants' perfor...ses during & at the end of the programme period? 5 risposte</p>  <p> ● Yes, my institution sets them ● Yes, the social enterprise employer provides us with them ● No ● All participants complete College evaluation forms, Erasmus+ evaluations (qualitative & quantitative data) and al... ● Set by awarding bodies ● Combination of funding regs, own org and businesses </p>	<ul style="list-style-type: none"> • Our internships/work placements are not assessed and do not form part of the programme of study currently • Erasmus+ - not really - as long as the experience is met in full under eligibility conditions • This is set by the End Point Assessment Organisation for the apprenticeship in question



	Does your institution issue any formal or informal certification and/or accreditation at the end of the programme?	Formal or informal certification and/or accreditation at the end of the programme
Italy	<p>5) Il vostro istituto di formazione fa riferimento a criteri di valutazione specifici per valutare le prestazioni ... alla fine del periodo del programma? 9 risposte</p>  <p>Legend: ● Sì, il mio istituto li stabilisce ● Sì, il datore di lavoro dell'impresa sociale ce li fornisce ● No ● Altro</p>	<ul style="list-style-type: none"> ● Certification ● School Credits ● Youthpass
Romania	<p>6) Does your institution issue any formal or informal certification and/or accreditation at the end of the programme? 11 risposte</p>  <p>Legend: ● Yes ● No, employer issues it ● No ● Other</p>	<ul style="list-style-type: none"> ● Usually, a certificate of completion is provided, but it is informal. ● In the case of internships, the institution in which the student completed the internship issues an internship certificate. This attests that the student performed the internship and specifies the period in which he/she performed it. In some situations, a type of grade is also specified in the certificate, assessing the quality of the work done by the student. ● The internship is part of the curriculum, thus no separate certificate is provided. ● The period of apprenticeship is included in the graduating diploma details.
Sweden	<p>6) Does your institution issue any formal or informal certification and/or accreditation at the end of the programme? 10 risposte</p>  <p>Legend: ● Yes ● No, the social enterprise issues it ● No ● They get course grade ● They get course grades after internship ● We give course grades that are part of the degree ● Students receive a course gr... ● The student receives a cour...</p>	<ul style="list-style-type: none"> ● Students receive course grade after VFU or LIA, as part of their curricula.



<p>UK</p>	<p>4) Does your institution issue any formal or informal certification and/or accreditation at the end of the programme? 5 separate</p> <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>80%</td> </tr> <tr> <td>No</td> <td>20%</td> </tr> </tbody> </table>	Response	Percentage	Yes	80%	No	20%	<ul style="list-style-type: none"> • Details names, dates, host organization signature, company stamps, host name, project outcomes • Interns are issued a digital badge • Awarding body certification and nationally recognized qualifications • Europass, own certs, certification of qual if applicable. • As per apprenticeship standard
Response	Percentage							
Yes	80%							
No	20%							

	<p>Three most important things that the apprentices/work experience participants shall KNOW to carry out their work experience in a social enterprise/company</p>	<p>Three most important SKILLS that the apprentices/work experience participants shall have to carry out their work experience in a social enterprise/company</p>
<p>Italy</p>	<ul style="list-style-type: none"> • Knowledge of the company's activities, business objectives • Motivation - ethics - professionalism • Goals • Knowledge of professional/technical talent goals • Learning plan objectives, user satisfaction, improvement plans • Ethics and vision of the host company • Understanding of the tasks envisaged, knowledge of the method of involvement (flexibility, fixed, etc.), knowledge of the economic framework 	<ul style="list-style-type: none"> • Teamwork • Interpersonal skills - communication skills - social skills • Empathy, digital skills, teamwork • Teamwork - creativity - • Digital skills, language skills • Flexibility, empathy, creativity • Basic industry knowledge, educational approaches
<p>Romania</p>	<ul style="list-style-type: none"> • Knowledge of the sector of activity of the social enterprise/ company/ NGO/ public agency, but also on the labour market • Knowledge of the company's main activities, its values, mission, the needs it responds to, its products, services, number of employees, rules and procedures, its stakeholders, competitors, supply-chain, its market, the system in which it activates, etc. • Knowledge related to the specificities of the job/tasks, but also health and safety requirements • Understanding data collection, sources of information and research processes, data analysis, etc. • Knowledge on specific apps and software, but also specific technologies or equipment used by the company 	<ul style="list-style-type: none"> • Teamwork & ability to work with and understand others • Communication skills, including writing skills and listening skills • Digital skills • Problem solving skills • Emotional intelligence, including empathy • Willingness to learn and commitment to professional development • Adaptability and cognitive flexibility • Creativity • Self-knowledge/self-awareness • Planning skills • Data collection skills, including research skills • Managing conflict skills • Communicating in a foreign language skills, such as English proficiency • Specific skills for the job/tasks, such as how to handle specific equipment



<p>Sweden</p>	<ul style="list-style-type: none"> • 1) the workplace's professional goals, values and attitudes 2) knowledge what the internship period is about, goals for curriculum 3) what they are expected to do and not do during the LIA period • 1) Law, legislation on social work. 2) Knowledge of the activities where the internship is to be carried out. 3) Theories of social and behavioral science. • Knowledge about Law, knowledge of the target group at the work place • Knowledge about the target group, a pre-understanding of what you will encounter in the workplace. Occupational goals related to the workplace • 1) Students must be familiar with the area of activity 2) Familiar with existing tasks 3) Legal knowledge • Knowledge of the business, what you will encounter The professional role within the work place What governs the work place, eg the Social Services Act, the Secrecy Act • work environment, safety, knowledge of the work place • Laws and regulations. Knowledge of the workplace, approximately what to face. Understanding of working life, especially if you are young, understanding that you can not do everything at once • Sufficient knowledge beforehand about, for example, material knowledge safety knowledge Knowledge about Professional terms at the workplace • Vocational issues, what role to play, so you are prepared before the internship. A personal maturity so you can handle different situations and meetings with people Some basic knowledge of the profession so you have some pre-understanding of the work 	<ul style="list-style-type: none"> • 1) communication 2) basic knowledge in the profession 3) Treatment, curiosity - take responsibility for their own development • 1) Reflection, self-awareness 2) Conversation skills, investigation and group discussions 3) Write investigations • treatment, tutable • Communication, important because it is a tool Teamwork, because it is a job that you do together, give and take energy. Self-awareness, to understand why you react the way you do • 1) Communication and treatment 2) cooperation 3) Digital skills • Communication, language level Cooperation, teamwork Technical skills, eg assistive technology • Development of social skills and digital skills can be good • Communication, meetings between people. Intercultural understanding, competence. Sensitivity and patience • Social knowledge, team work Communication skills with other people Commitment • Communication skills is imported Social skills Basics in treatment work, conversation skills
<p>UK</p>	<ul style="list-style-type: none"> • Some sector knowledge (general knowledge of training levels offered), Equality and Diversity and Safeguarding • The needs of our client vary massively when it comes to knowledge, as we are such a broad faculty. Projects can range from social media strategy, to archiving; graphic design to online learning technologies • Basic knowledge of sector, task and roles • Knowledge and demonstration of practical experience within their field • Demonstration of soft skills 	<ul style="list-style-type: none"> • Customer service, team work and basic digital • Interpersonal skills; communication; collaboration • Communication, Problem Solving, Digital • Maths and English • Digital Skills - IT skills are needed to use applications at College and in the workplace Teamwork/Communication - to work successfully with others at College and in the workplace • Skills, knowledge and behaviours that are specific to their job role in order for candidates to demonstrate competency in their chosen field



SURVEY

Collection of answers from Social enterprises

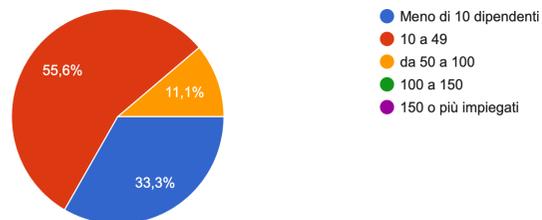
General information about the participants of the survey

	Size of the Company	Sector of the social economy
Romania 10 responses	<p>Size of the company 10 risposte</p> <ul style="list-style-type: none">Less than 10 employees10 to 4950 to 149150 and more employees	<p>Which sector of the social economy do you work in? 10 risposte</p> <ul style="list-style-type: none">environmental protectionsustainabilitysocial inclusionemployment of disadvantaged groupspublic goods (i.e. commodities or services that are made available to all members of a society, including social services—such as healthcare and public education, etc.)Other

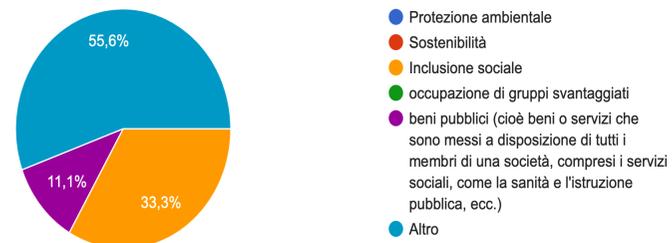


Italy
9 responses

Dimensione dell'impresa
9 risposte

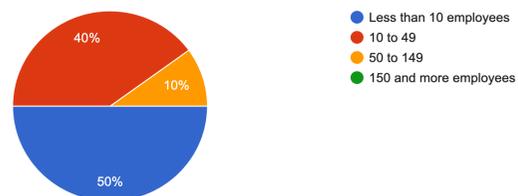


In quale settore dell'economia sociale lavora?
9 risposte

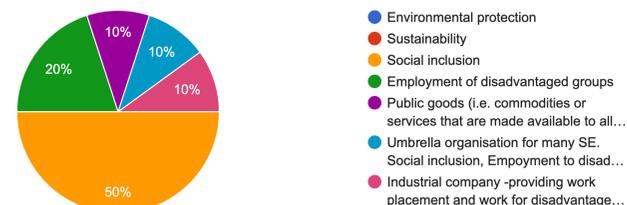


Sweden
10 responses

Size of the company
10 risposte

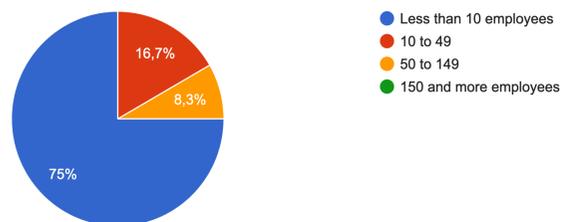


Which sector of the social economy do you work in?
10 risposte



UK
10 responses

Size of the company
12 risposte



Which sector of the social economy do you work in?
12 risposte



General information about the participants of apprentices/work experience

	Numbers of participant		Duration of the programme (in months) on average
	Min	Max	
Italy	1	2	6
Romania	1	20	3
Sweden	1	30-40	2 - 3
UK	1	3	2

	Did you design/agree on the apprenticeship/work experience programme with a training institution (college, school etc.)?		If yes, specify how and which criteria are used (e.g. age, studies, etc.)	If not, who is responsible for the design of the programme?
	YES	NO		
Italy	77,8%	33,3%	<ul style="list-style-type: none"> • Studies, interests, training needs for employment purposes • Compatibility with the trainee's course of study • Age • Transversal skills • Language skills 	Nobody mentioned "The Training institution designs it" but majority of the participant said "Other" just 2participant said: Our company has specific standard programmes
Romania	50%	50%	<ul style="list-style-type: none"> • We were helped by AIESEC Brasov to bring students from abroad to our town • I chose no because I haven't done any work experience so far but I would consider the studies to be quite important • Studies, previous experience (volunteering), age, location, communication skills. • Age, studies, fields of interest 	Nobody mentioned "The Training institution designs it" but majority of the participant said "Other" just 2participant said: Our company has specific standard programmes



Sweden	30%	70%	<ul style="list-style-type: none"> The school, together with the employer, designs a plan for LIA/apprenticeship according to the course syllabus, study guidance to achieve the course objectives Age may be relevant when it comes to practice in, for example, psychiatry The time in the business designs the workplace. the student must fulfill learning objectives according to the National Agency for Education 	Our institution has specific standard programmes
UK	58,3%	41,7%	<ul style="list-style-type: none"> Worked with a local HEI to offer a consultancy project to students Always based on the individual's needs and desires We worked with the placements officer in humanities at the University of Plymouth to find students that wanted to work with us on some research about the honey bee history. We also worked with Low Carbon Devon (affiliated to UoP) to deliver an internship to help decode the honey bee waggle with us. We also worked with Plymouth College of Art to enable 2 photography students to capture our work and help to exhibit their work in the city Age We work with partner schools to develop the most appropriate programme Age, studies, career interests The Sustainability Hub from Plymouth University designed a general programme and we provided a placement for a student with a specific position designed in-house. The criteria was that it had to be a current student of someone who has finished their degree within 4 years 	The training institution designs it

Information about criteria for individual candidates for apprenticeship/work experience from all partners

	Do you have specific criteria or pre-set application forms to select apprentices/work experience?		If yes, specify the criteria	If not, specify why, if applicable
	YES	NO		
Italy	22,2%	77,8%	<ul style="list-style-type: none"> Child and minors services sector Language skills, Digital skills 	<ul style="list-style-type: none"> We are very flexible and try to value the knowledge, skills and personal qualities of the candidates The selection is made through CV and interview with a human resources representative We trust the university or Training institute we collaborate with
Romania	50%	50%	<ul style="list-style-type: none"> To belong to and be an active member of the targeted disadvantaged community. Student at a specific type of department (political science, sociology, international relations, international economic relations, journalism, international cooperation and humanitarian aid), interest in the field of cooperation for development, Agenda 2030, SDGs, with a focus on research. 	<ul style="list-style-type: none"> The students were already chosen by an intermediary organization. The main criteria was fluency in English language Honestly, I would consider it important to have a real conversation with that person, to see if they have a



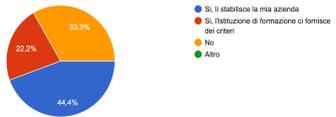
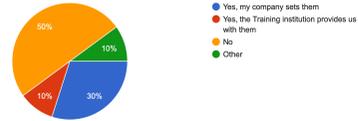
			<ul style="list-style-type: none"> • ONG management, part time archicad. • Motivation and interest in learning to conduct research. • Interest in the field of autism, skills in the technology of information field. 	<p>real interest in the field of public health and poverty. I do not care about skills that much because honestly I think that this is something that could be learned during the programme.</p>
Sweden	20%	80%	<ul style="list-style-type: none"> • Important that they want to join us 	<ul style="list-style-type: none"> • We decide in cooperation with social services they need to want to be at our company • Relevant education connected to the section they choose
UK	75%	33%	<ul style="list-style-type: none"> • Just that the placement is suited to the individual and that they gain something from the experience and enjoy themselves • Placements programme- History of the honey bee- We helped connect the student up with other professors across the country to help inform the research, and let the student curate the direction of the research. Low Carbon Devon Internship- They helped us write the job description and facilitate the interview process. Photography students- We were approached with a brief they had set themselves, we just enabled them to capture our work and exhibit their work • Age 16 - 20, living or studying in Plymouth and surrounding area • Formal letter of application and a CV. Demonstration of relevant studies 	<ul style="list-style-type: none"> • Individual assessment • The students who joined us came through different routes, two as part of their university placements and one as part of the Low Carbon Devon Internship Programme. The application for the Low Carbon Devon Internship was tailored to the requirements of their recruitment process and to fit our needs. • We aim our programme at excluded young people and expect no previous experience • We have only done it once, and we look for apprenticeships if/where needed • We are open to supporting with their learning as long as it's in line with our business activities

	Who supervises the trainees' in-company apprenticeship/work experience participant	Standard procedure / policy to monitor the quality of the apprenticeships/ work experience programmes
Italy	<ul style="list-style-type: none"> • A specific employee • The tutor of the training provider 	<ul style="list-style-type: none"> • The majority of participants said NO
Romania	<ul style="list-style-type: none"> • A specific employee (project manager, assistant manager, sometimes the social entrepreneurs themselves) • Someone from the intermediary organization, such as an NGO, that organizes the internship programme 	<ul style="list-style-type: none"> • The majority of participants said NO, but they also said: <ul style="list-style-type: none"> • During the phase of selection we evaluate mainly the motivation for improvement of their social and personal skills. • For us, as a federation of organisations it is very important to keep and attract young and motivated people whose experience and feedback is helping us in sustaining the relevance of the volunteer program. At the very end of each volunteering period we prepare a package of evaluation materials with the aim of establishing a clear way to improve this experience within FOND.
Sweden	<ul style="list-style-type: none"> • A specified employee • A colleague in charge of the training/setting at the industry • Working in the specific area in which the person is training 	<ul style="list-style-type: none"> • Yes, the Training institution has one

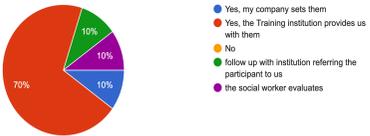


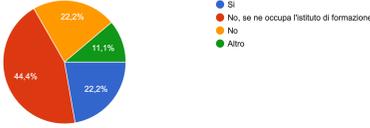
UK	<ul style="list-style-type: none"> No specific person, depends on the apprentice's role Our volunteer support worker has worked with volunteers in a variety of posts over the years and has worked for us in this role also having been a volunteer themselves. Our manager comes from a volunteer background and also worked for our local authority as a coordinator for volunteer responsible adults. As an organisation we have all been volunteers and many of us continue to do so Directors The team line manager within the relevant department Team Coordinators 	<ul style="list-style-type: none"> The majority of participants said NO
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Information about the assessment of the apprenticeship/work experience from all partners

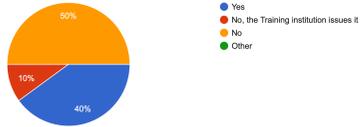
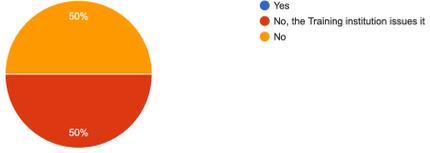
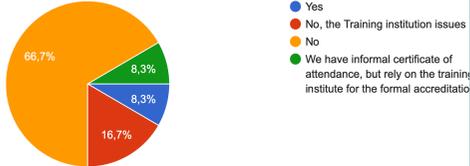
	Does your company refer to any specific assessment criteria to evaluate the apprentices/work experience participant's performance/ progress during & at the end of their period at your organisation	Specific assessment criteria
Italy	<p>5) La vostra azienda fa riferimento a criteri di valutazione specifici per valutare le prestazioni e i progressi degli apprendisti/partecipanti allo stage...e del loro periodo presso la vostra organizzazione? 9 risposte</p>  <p> ● Si, li stabilisce la mia azienda ● Si, l'istituzione di formazione ci fornisce dei criteri ● No ● Altro </p>	<ul style="list-style-type: none"> assessments of soft skills, autonomy, flexibility, "problem-solving", ability to work in a team, reliability, accuracy. monitoring observation and evaluation Preparation Soft skills form and implementation of technical skills End of internship questionnaire
Romania	<p>5) Does your company refer to any specific assessment criteria to evaluate the apprentices/work experience participant's performance/ progress dur...& at the end of their period at your organisation? 10 risposte</p>  <p> ● Yes, my company sets them ● Yes, the Training institution provides us with them ● No ● Other </p>	<ul style="list-style-type: none"> There are three areas of skills that are being constantly monitored: personal growth, social abilities, technical skills. We have a survey at the end of the program. We do not have such criteria.



<p>Sweden</p>	<p>5) Does your company refer to any specific assessment criteria to evaluate the apprentices/work experience participant's performance/ progress dur...& at the end of their period at your organisation? 10 risposte</p>  <ul style="list-style-type: none"> ● Yes, my company sets them ● Yes, the Training institution provides us with them ● No ● follow up with institution referring the participant to us ● the social worker evaluates 	<ul style="list-style-type: none"> ● no ● We make a social audit with criteria
<p>UK</p>	<p>5) Does your company refer to any specific assessment criteria to evaluate the apprentices/work experience participant's performance/ progress dur...& at the end of their period at your organisation? 12 risposte</p>  <ul style="list-style-type: none"> ● Yes, my company sets them ● Yes, the Training institution provides us with them ● No ● We work with the training institution and the "placement" to see what expectati... ● Yes with the Low Carbon Devon intern, we are still currently involved in the pr... ● We held exit interviews as we would with any employee. 	<ul style="list-style-type: none"> ● We use AQA Unit Awards ● We co-design SMART outcomes at the beginning of the placement and measure the apprentice performance against those

	<p>Does your company issue any formal or informal certification and/or accreditation at the end of the programme?</p>	<p>Formal or informal certification and/or accreditation at the end of the programme</p>
<p>Italy</p>	<p>6) La vostra istituzione rilascia delle certificazioni e/o degli accrediti formali o informali alla fine del programma? 9 risposte</p>  <ul style="list-style-type: none"> ● Si ● No, se ne occupa l'istituto di formazione ● No ● Altro 	<ul style="list-style-type: none"> ● Letter of reference, evaluation form for sending organization, possibly Europass mobility for foreign apprentices ● Certificate



<p>Romania</p>	<p>6) Does your company issue any formal or informal certification and/or accreditation at the end of the programme? 10 response</p>  <p>Legend: ● Yes ● No, the Training institution issues it ● No ● Other</p>	<ul style="list-style-type: none"> • A certificate of completion, informal, or a volunteer certificate • Recommendation letters, including LinkedIn recommendations • The law of Social Economy has been elaborated and voted on in 2015, but still there is no clear set of implementing rules. At this moment, six years later, a certification released by a social enterprise has no legal binding and offers no further benefit for the apprentice that concludes an internship in a social enterprise.
<p>Sweden</p>	<p>6) Does your company issue any formal or informal certification and/or accreditation at the end of the programme? 10 response</p>  <p>Legend: ● Yes ● No, the Training institution issues it ● No</p>	
<p>UK</p>	<p>6) Does your company issue any formal or informal certification and/or accreditation at the end of the programme? 12 response</p>  <p>Legend: ● Yes ● No, the Training institution issues ● No ● We have informal certificate of attendance, but rely on the training institute for the formal accreditation</p>	<ul style="list-style-type: none"> • AQA Unit Awards



	Three most important things that the apprentices/work experience participants shall KNOW to carry out their work experience in a social enterprise/company	Three most important SKILLS that the apprentices/work experience participants shall have to carry out their work experience in a social enterprise/company
Italy	<ul style="list-style-type: none"> • Linguistic knowledge, IT, web and social media knowledge, to operate in international contexts also using ICTs • KNOWLEDGE OF SOCIAL WORK, KNOWLEDGE OF SECTOR REGULATIONS - REHABILITATION KNOWLEDGE • Safety rules (to protect oneself and others), privacy (do not publish sensitive content on social media), knowledge and skills (know and apply the knowledge acquired in the course of study) • Knowledge of the Foundation, knowledge of the world of private philanthropy, professional goals • Commercial tailoring environmental protection • Cultural and creative industries, Europe • Knowledge of the third sector People-oriented Corporate values • Knowledge of cultural heritage for the specific activity carried out by the coop. Oltre l'Arte manages the cultural heritage of the city of Matera. • Knowledge of foreign languages necessary to interact with tourists of different nationalities. • Areas of intervention, internal procedures, minimum knowledge of the geographical context 	<ul style="list-style-type: none"> • Effective communication skills and techniques, in order to achieve certain goals • Teamwork • Entrepreneurial and interpersonal skills • Communicating in a foreign language skills, such as proficiency in English • Digital skills, problem solving • Skills related to the specifics of the job/tasks, such as the one related to philanthropy field • Professionalism • Ability to work independently
Romania	<ul style="list-style-type: none"> • Knowledge of the field/sector of activity of the social enterprise, such as public health, nutrition, community development, youth sector, inclusion of people with disabilities, or people coming from disadvantaged communities, NGO sector, international development, etc. • Understanding of the social economic sector itself and the work ethic of social entrepreneurs • Knowledge about social inclusion, and personal growth, teaching & learning methods • Knowledge about the social enterprise itself, and its mission & values • Social media, digital marketing, app development and ICT knowledge • Motivation, determination, realism, but also passion for the field 	<ul style="list-style-type: none"> • Teamwork • Communication skills, including writing skills for different purposes, or sales/persuasion skills • Digital & ICT skills, including social media skills, digital marketing skills, or developing apps skills • Empathy, social inclusion • Communicating in a foreign language skills, such as proficiency in English • Specific skills for the job/tasks, such as non-formal teaching skills, design skills, construction skills, nutrition knowledge, appreciation of rural traditions, etc.
Sweden	<ul style="list-style-type: none"> • 1) the workplace's professional goals, values and attitudes 2) knowledge what the internship period is about, goals for curriculum 3) what they are expected to do and not do during the LIA period • 1) Law, legislation on social work. 2) Knowledge of the activities where the internship is to be carried out. 3) Theories of social and behavioral science. • Knowledge about Law, knowledge of the target group at the work place 	<ul style="list-style-type: none"> • 1) communication 2) basic knowledge in the profession 3) Treatment, curiosity - take responsibility for their own development • 1) Reflection, self-awareness 2) Conversation skills, investigation and group discussions 3) Write investigations • treatment, tutable



	<ul style="list-style-type: none"> ● Knowledge about the target group, a pre-understanding of what you will encounter in the workplace. Occupational goals related to the workplace ● 1) Students must be familiar with the area of activity 2) Familiar with existing tasks 3) Legal knowledge ● Knowledge of the business, what you will encounter The professional role within the workplace What governs the workplace, eg the Social Services Act, the Secrecy Act ● work environment, safety, knowledge of the workplace ● Laws and regulations. Knowledge of the workplace, approximately what to face. Understanding of working life, especially if you are young, understanding that you can not do everything at once ● Sufficient knowledge beforehand about, for example, material knowledge safety knowledge Knowledge about Professional terms at the workplace ● Vocational issues, what role to play, so you are prepared before the internship. A personal maturity so you can handle different situations and meetings with people Some basic knowledge of the profession so you have some pre-understanding of the work 	<ul style="list-style-type: none"> ● Communication, important because it is a tool Teamwork, because it is a job that you do together, give and take energy. Self-awareness, to understand why you react the way you do ● 1) Communication and treatment 2) cooperation 3) Digital skills ● Communication, language level Cooperation, teamwork Technical skills, eg assistive technology ● Development of social skills and digital skills can be good ● Communication, meetings between people. Intercultural understanding, competence. Sensitivity and patience ● Social knowledge, teamwork Communication skills with other people Commitment ● Communication skills is imported Social skills Basics in treatment work, conversation skills
UK	<ul style="list-style-type: none"> ● Relevant skills/experience to complete the project ● Knowledge of the financial services sector, of basic office administration and of societal injustices ● We don't expect them to know anything about us or what we do before they start, we will introduce them to us, what we do and who we are and keep regular checks to make sure they are happy with us and that they are gaining knowledge of who we are and what we do. 1. We are a community interest company - that any money we make goes into running the organisation. 2. That we save stuff destined for landfill or early recycling so that others can make good use of it and give it a new adventure. 3. We are here to provide resources for others as well as support each other. These are all important to us as we are based in the heart of a community - both geographical and also a community of interest - environmental, creative and playful. We like everyone to know how proud we are of our 27 year history ● General awareness of social enterprise, knowledge of business practices, knowledge of economic policy. All desirable but not essential ● Our values - so it their work is driven by a commitment / alignment to pollinator conservation Independent work ethic- self driven and able to demonstrate initiative when required. Leadership qualities-to inspire others to be better. ● This depends on which area they are joining, but could include social work which compliments our fuel poverty work, renewable energy for our community renewables work and marketing and communications. ● The Youth Social action programme is an apprenticeship and is a little different from traditional work experience. It is a 13 week programme in which young people learn about social business and social action and 	<ul style="list-style-type: none"> ● Communication, time management, self motivation - for student consultancy projects, it is important the students are able to work independently manage their time effectively to meet the brief ● Communication, basic administration and computer skills ● We don't expect our participants to have any specific skills, we would like them to want to spend time with us, honesty and open to learning opportunities- many of our placements come to us with their own personal issues, so we have no preconceived expectations. We are asking that those who need a support worker come with one as we are unable to offer that level of individual support on a day to day basis. ● Communication skills; digital skills; marketing skills ● The internship / placement opportunities are very much dictated by the piece of work, therefore different skill sets for different things. As we have multiple strands the business works around, the job description or brief dictates the skill set required. ● Teamwork as we are always collaborating with one another, communication skills to liaise with clients, stakeholders or the community, and the ability to work independently. ● Teamwork and being able to work collaboratively, and curiosity ● Skills relating to the practical workshop tasks we carry out ● Basic digital skills. Good English language. ● Problem-solving, work indepently, initiative ● Communication, deadline/personal responsibility, autonomous working



design their own response to a social issue they care about. Its a practical programme and they get to meet and work with lots of different social businesses. they don't need prior knowledge in social business, they just need to come with curiosity, interest in what we'll be doing and a passion for wanting to make positive change and do things differently

- Knowledge relating to how a workshop operates economically
- Basic understanding of our industry. What we do and who we work with.
- Depends on the position but generally speaking knowledge on funding streams, sales and marketing are useful to our SE
- Knowledge of our sector. Knowledge of the skill area we are looking for.
- Knowledge of our main purpose

MAIN CONCLUSIONS

● ROMANIA

The social economy sector benefits or could benefit from apprenticeship programmes by gaining a new workforce for a specific period of time, and/or selecting new employees who come with new and fresh ideas for business development. On the other side, the training institutions are interested in increasing their learners/graduates' employability, strengthening their connection with the community, and getting better learners, with more practical experience, in the classrooms. The apprenticeship programmes provide clear gains also for the young people, such as improved skills and knowledge, and direct connection with employers and the labour market.

Currently, such apprenticeship programmes face some challenges:

- Lack of resources (time, staff) in both training institutions and social enterprises, to organise and properly manage the programmes
- Young people's lack of motivation and interest toward the social economy sector, but also toward other similar opportunities
- Lack of understanding of what the social economy sector is (less visibility of the sector in the community)
- From the social enterprises' point of view, there is too much effort and little return on investment in implementing such a programme

In order to build a more efficient apprenticeship programme framework for the social economy sector, we conclude that the new proposal should provide solutions for finding extra resources in organising and managing the programme; increase return on investment for both the social enterprises and the training institutions; take the burden of organising, monitoring and evaluating the programme from the training institutions and the social enterprises; and find ways of motivating young people to become apprentices in social businesses, and informing them about the rewarding work they will carry on for a social cause.



• SWEDEN

More information about social enterprises and their role in society is needed. Adapted internships may be needed. One difficulty is that the industry may not have time to supervise to the extent desired. But in a time of lack of skills demanded by Employers in Skellefteå and Northern Sweden, it is necessary that you as a company take that time. Now during the pandemic, this has been even more challenging. Both for companies to offer internships but also to be able to supervise. One challenge seen is the gap in follow-up and the evaluations. The supervisor must give an assessment of the student while it is the teacher who sets the formal grade. This means that there must be a great deal of trust between them.

But one conclusion is that both companies and education see the benefit of receiving interns. Companies see the opportunity to increase their network of contacts through contacts with the educational providers. You also see that this is good for the student in that you get contacts with employers and thus a greater chance of a job.

• ITALY

The focus group was an interesting moment of discussion between the world of social enterprises and the bodies involved in training and education. The discussion was heated, in fact the focus group lasted for more than 75 minutes, as you can see from the recording. This is very significant, as it suggests that there is a real need to talk about what happens within social enterprises and the need to inform young people about the possibility of working in socially responsible enterprises. Therefore, what emerged is that there is a lack of culture in the social economy, as it is often ghettoised within the traditional spheres of welfare and the third sector. There is a need to educate young people that businesses operating in the social economy no longer focus only on classic sectors such as education, health and social inclusion, but have begun to contaminate other sectors, such as social agriculture, the cultural sector with a social impact, urban regeneration and other sectors that the recent reform of the sector in Italy has regulated.

Therefore, there is a lack of culture on social issues and on starting socially responsible enterprises. Often, there is also a lack of targeted training to make people understand that when we talk about the social economy, we are not just talking about volunteering, but about real social enterprises, which also contribute to society in economic terms. There is a need for a programme that sets out the key competences for working in the social sector, particularly in relation to entrepreneurial skills and those concerning economic sustainability. In addition, what has been highlighted is that there is also a lack of collaboration between the world of work and training providers.

• UK

The UK VET landscape is undergoing significant change, with the introduction of T levels, Traineeships, and new responsibilities to involve local employers in curriculum development. The current national economic and employment landscape was also mentioned, being described as “unusual and



different to previous years". Fewer than usual young people are being referred to work placement schemes and there are lots of entry level job opportunities, but also high unemployment. This focus group provided an opportunity for FE professionals and social entrepreneurs to come together, identify some shared goals and begin to build ways of working together to meet these. Shared goals included:

- Addressing inequality and enabling social mobility
- Creating socially beneficial job opportunities for young people and a diverse, innovative workforce for the social sector
- Providing meaningful, supportive and inspiring work placement / apprenticeship opportunities
- Broadening the range of work placement opportunities available to young people in VET
- Ensuring that employers are resourced to provide high quality work placement opportunities

From the social entrepreneurs perspective, offering work experience is a valued activity which makes good business sense and contributes to their social objectives. It is good PR, helps to raise their profile as a business, brings in diverse and innovative perspectives and contributes to developing the skills, values and motivation needed in their future workforce.

From the educational institution perspective, social enterprises represent an untapped source of work placement providers who are likely to provide supportive, high quality experiences for their learners. Plymouth is recognised as a social enterprise city, with a large number of potential social enterprise employers, and social enterprise work placements are perceived as providing an additional "humanistic" dimension to the work experience. *"The fact we are a social enterprise city, and that shows no sign of slowing up isn't being reflected in what we are offering to students. We are using traditional routes to market and work experience placement".* Social enterprises and educational institutions emphasised slightly different sets of benefits for the young person from the social enterprise work placement. Social enterprise employers reported the benefits of "real world" experience in a highly supportive environment, and the development of confidence and soft skills. Educators focused on the benefits of exposure to alternative business models and the opportunity to experience purpose-led workplaces, whilst also noting high levels of support for young people, including disadvantaged young people in a social enterprise work placement. Everyone agreed that work experience needs to be well planned and adequately structured and resourced. Staff capacity and resourcing issues were identified as key challenges by both employers and colleges. The introduction of T levels with dedicated curriculum time, and a £1000 payment to employers for each work placement student they host will go some way to addressing this. *"When T levels come in , social enterprises are going to benefit from the £1000 per learner to facilitate a personalised programme, as it will enable them to resource this. This will be particularly the case for small social enterprises."* Students' awareness of the range of opportunities available to them was a further challenge, and it was thought that younger and less privileged students in particular may not have had an opportunity to develop the individual sense of purpose that would make employment experience in a social enterprise appealing. It was noted that such opportunities are sometimes competing with paid work in the commercial retail or catering sectors which are likely to be much more familiar to the student. Participants felt that social enterprises need to sell their offer to students better. These barriers linked with more general concerns expressed about social mobility and ensuring that students from poorer backgrounds have equal access to high quality work placements. Finally, Covid, working from home, and the shift to digital presents barriers for employers who need to manage virtual work experience differently to in-person, and for young people who do not have access to the digital and physical resources to participate.

