

Work Experience Project

April 2020 TTO 3



TTO 3

Name: _____

Class: _____

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Introduction

For the past few years a work experience project has been organised for you, the third grade students. During this week you will get some work experience and an introduction to working conditions. This year the work experience project will take place from 14 u/i 17 April 2020, the so-called 'Project Week'. During this week you will have your practical training for four days. On Tuesday 21 April, you present your work experience at school. You prepare your presentation by designing a poster with information about the company, you collect and display folders and pictures and you talk about the company/organisation where you worked and about your work. Parents and employers will be invited to come to this afternoon, too, so they can see how you perform, walk round and see what other students have done during the work experience week.

Because you have chosen a bilingual education, we expect you to try and find a work placement in an English-speaking environment. Ideally, you find such a company abroad, but many students from our bilingual stream before you, have found a suitable English-speaking company in the Netherlands. Just a few examples of companies where they have worked: Martin Air, Christie's, Lloyd Hotel, British General Store, Nike, Bristol Myers, All-Care, WNF, Raining Data GMBH, Nayah Aircraft Services, DHV Watersystems.

In this booklet you will find information that will tell you all about the project. Your tutor and your English teachers will fill in the rest of the details. Please show this information to your parents.

Short description of the project

The project has three phases:

- 1. In the preparatory phase** you will receive information as a part of your regular lessons. In your English class you will practise writing the letter of application. Your teachers will go into the general nature of work and working conditions. Of course your career counsellor, Mrs Verbeek, will be able to give you advice, too. During this phase you will write a letter of application and apply for a job placement. Once you have found a company where you would like to work, you inform your tutor. After your tutor has told you that your choice is fine, you get into touch with a representative of the company you have chosen and you show the letter, written by representatives of our school -see pages 33 and 34 of this booklet-, to your employer. In that letter we ask the employers to accept your letter of application *after* you have made arrangements with them to work at that company for a few days.
Hand in your Work Experience Internship Agreement (see appendices), including the name of the company, telephone number and the details of the contact person, to your tutor.

- 2. The project week** consists of the actual work week (= **four days**). During these days you will work in a company and you will carry out several assignments. You are supposed to work **8 hours** a day. We hope that different departments of the company will be shown to you, so you will get a fair impression of how the company in question is organised. During this week a teacher from our school will get into touch with your employer by phone or by e-mail.

3. The conclusion of the project consists of two parts:

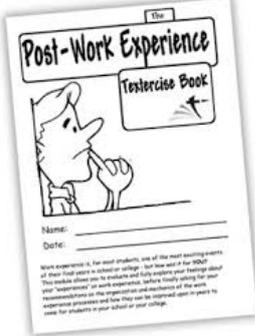
- **Setting up a booth in the school building for the presentations on Tuesday, 21st April, 15.30-16.00. Presentations (for teachers, parents, employers) 16.00 -18.00.**
- **Writing a report. In the report you write about your experiences and you work out the assignments (more information about the assignments are to be found elsewhere in this booklet).**

The project objectives for Third Year bilingual students are:

- Experiencing a 'real' work week
- Becoming acquainted with the work world
- Becoming acquainted with an occupation, through which you can make a more well-considered choice for your profile during the Fourth Year and even later, at future schools, colleges and universities
- Discovering the importance of schooling and diplomas
- Developing a notion of work and employer/employee relations
- Learning how to apply for work positions
- Learning the proper conduct in a work environment
- Learning how to adapt to unfamiliar work surroundings
- Learning how to make a presentation during the presentation event
- Experiencing a sense of unity in respect to the entire project
- Using English in speaking and writing during this week

Project Week Schedule of Activities:

When	What	Description
Week 43/44 2019	Receive info. about the work experience week and receive the Student Information Booklet	You receive information about the work experience project by mail. The Student Information Booklet is also sent by mail and it will be published on the Revius website. During a tutor lesson information will be given about the project.
December/ January	Letter of application	In English class you will learn how to write a letter of application. Write a letter of application to the company where you would like to work and include one of the letters you will find on pages 33 and 34 of this booklet.
September-January	Looking for a place to work	In principle, you have a free choice. However, the school does set some boundaries. The school will intervene in case you select a job at a location which causes unreasonable travel inconvenience for your parents. If you get the opportunity to work at a company abroad, this is excellent, of course. However, your parents will have to take full responsibility for your journey and your stay in a foreign country. In principle, it is not allowed to select a job in a place where you are already known <i>or</i> at a place where either of your parents work. We do, however, make exceptions for companies where English is spoken. Of course you have to find a coach/supervisor who is not one of your parents. Practical realities make the usual business-like procedure of applying for a job impossible. It would take too much time for rounds of applications, rejections, and new attempts to be made so that everyone could find a job for the same week. Therefore, you will set out with a letter from the school in which we give further information to your employer about this work experience project and we ask them to offer you some work experience for a week, even though your position may have already been secured. You must have found a working place by Monday, 17th February.
Week 8: 17 February 2020	Confirmation of working place	Before or on 17th February, you fill in your work experience details in class, with your tutor. Your tutor will create an excel file in which you fill in the details of your work placement (Your name, name of the company, contact person, telephone numbers, e-mail address). Hand in your Work Experience Internship Agreement or Stage Overeenkomst (see end of this

		booklet) with your tutor on 17 February or, preferably, earlier.
<p>Week 15</p> 	Information about how to prepare your presentation for the presentation afternoon	At school/ by mail you will be informed about how to present your work experience, how to design a poster about your work experience. You work on your report and your poster during the work experience week and over the weekend after it. You also prepare your presentation, of course. Your report has to meet several requirements (see next pages).
<p>Week 16: 14, 15, 16, 17 April</p>	Practical training	<p>On Tuesday, Wednesday, Thursday and Friday you will work at your company. You will carry out an assignment every day and you fill in your journal. Have a look at the assignments beforehand, so you know what you have to do. Do keep in mind that you have to make a presentation of your practical training, so try to gather information and material for this during these days. Don't forget to take pictures and do ask your employer and your parents to come to school to see (and listen to) your presentation on Tuesday, 21st April.</p> <p>As you may have noticed, you will already have worked out several parts of the report during your practical training</p>
<p>Week 17: Tuesday 21st April</p>	<p>Hand in Reports Show Posters</p> <p>Presentation at school (rooms to be announced)</p> 	<p>Tuesday, 21st April is the final date on which you can hand in your reports. Make sure you have your report with you when you present your work experience and give your report to the teacher who assesses your presentation. Your poster has to be clearly visible.</p> <p>From 15.30 on you will be able to set up your booth in a double classroom on the first floor. In your booth you will show what you have done at your company. The presentation itself is from 16:00 until 18.00, during which your parents and your employer are most welcome. Your presentation will be graded by teachers who walk around and ask you questions in English. Of course you do your presentation entirely in English. This means that you also have to write all texts (on posters etc.) in English.</p> <p>You are not allowed to leave before you have been assessed by one of the teachers and not until you have handed in your report. Make sure you clear your table and, if necessary, help others to do the same.</p>

Week 29	Result	The result for the experience project (report and presentation) appears on your final report card
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YOUR REPORT

Your report should be typed and it should include the following elements:

- Title page
 - Table of Contents
 - Introduction
 - The Company
 - Sustainability (see chapter 'Sustainability')
 - Journal ('Logbook')
 - Evaluation / Conclusion
- Appendices: Assignments

On the **title page** you write your name, class, company name and address, name of tutor and date. Put your report in a plastic folder.

Please mind that your report is more than just the answers to the assignments in the attachment. You have to write a nice report as follows:

1. INTRODUCTION

In the introduction you write about why you have chosen this company, how you found the address and what your expectations beforehand were. Clearly state what type of work you have done, in what department you worked (which departments you have visited) and who your coach was. Give some information about him/her.

2. THE COMPANY: GENERAL DESCRIPTION

For this assignment you will be researching several aspects of the company working environment in which are doing your work placement. Use the pages at the back of this reader or download them from the internet. Fill in the answers to the questions and include those pages in the appendices of this report. Make sure you have answered the following questions in your general description:

- **Company goal(s) and activities**

What is/are the goal(s) of the company / organisation and how are they achieving their goal(s)? What activities are planned or underway to achieve this(these) goal(s)?

- **The history of the company / organisation**

When was the company / organisation established and by whom? What are the most significant changes / improvements that have occurred within the business since it was founded?

- **Organisational structure**

Draw a chart of the organisational structure, clearly outlining the roles and responsibilities of the personnel ('organogram': see p. 35 of this reader). Is there a Board of Directors or an executive leadership and who fulfils these roles? What decisions do they make? Are there any committees? How often do meetings take place and who attends these meetings? Briefly describe the functions and competency areas of each of the departments. How many employees does the company/ organisation have?

- **Your Opinion**

Here you express your personal opinion of the company. This opinion should include an explanation of the following aspects:

- Do you think things are going well within the company? Explain your answer.
- Is it clear to you what the functions of the various personnel are? Elaborate.
- Is it enjoyable to work in this company? Why/ why not?

3. SUSTAINABILITY

Read the chapter about sustainability in this booklet and answer the questions.

4. JOURNAL

To ensure you have an accurate record of your work experience, you should make daily entries in your journal ('logboek') while your memory of the day's events is still clear. Be sure to record the date of each entry. Write your entries at the end of each day, in draft form on the sheets provided at the back of this booklet. If you also have the chance to write your daily entries in final form you will save yourself a lot of time in the end.

- Describe what you did, what you noticed, what your experience was like and what you thought of it. You can also record any comments from your colleagues here.
- Ensure your description is well structured / grouped into logical sections. Work neatly, using illustrations where possible and pay attention to style and spelling.
- End your journal with your overall impression of the week, but remember that you will be expanding on this in point number 5, so keep it brief.

5. EVALUATION/CONCLUSION

In this last part you will look back on your work experience placement. You can use the following questions as guidelines on what to discuss in your closing remarks. These are not meant to be answered strictly as questions, but rather form the basis for your closing remarks.

- How did you like your work placement week and working in general? What did you like about it and what didn't you like?
- Was it tiring and what did you think about working a full work-week?
- Were you able to get along well with your colleagues?
- Did you receive a good introduction / orientation upon your arrival?
- Did you receive adequate coaching and supervision?
- Did you have sufficient opportunity to look around and ask questions?
- Did this work experience placement meet your expectations?
- Did you learn a lot?
- Do you now have a better idea of what you'd like to do in the future?

- **APPENDICES**

In the appendices you will include all your assignments (days 1, 2, 3, 4, plus draft journal notes 1, 2, 3, 4) completed during your work experience week. You can attach all other material, such as copies of your letter of application, forms, illustrations, pamphlets, or other forms that you received during your work placement.

Make sure that you present your written report neatly in a folder, with a title page, etc. Make sure it is lying on your table when you present your work experience and give it to the teacher who assesses your presentation on Tuesday, 21st April 2020.

Sustainability

Thus far, you've been working on three main areas within the topic of sustainability: waste, energy and water. You've seen that the amount of waste generated and energy and water consumption are largely influenced by user behaviour. If you knew that water was too valuable to waste, you'd adjust your behaviour. This would also be true for a commercial business. If a business is aware that a certain resource is scarce, they will have to adjust their business practices to use less of it or perhaps recycle it in some way.

Businesses must first be aware that they, too, play a role in making our world safe for future generations. Some are further along in this process than others. During your work experience week, you'll be taking a look at how involved the organisation is in sustainability measures.

In a similar way to your own investigations at home, you'll be looking at the issue of waste, energy and water consumption. Here are some examples of how to do this:

Waste

- What sort of waste (including chemical) is generated within the organisation?
- How is it disposed of?
- What else could be done to dispose / recycle it?
- How can the waste be decreased?

Energy

- Does the energy primarily used, come from sustainable sources?
- Which elements use the most energy (lighting, heating, machinery, other devices, etc...)?
- Has the company implemented any measures to decrease energy use and if so, what are they?
- What else could the company be doing to decrease their energy use?

Water

A lot of water is consumed in industry and agriculture. What is water consumption like in the company you are visiting?

- What elements use the most water in the organization (consider for example machinery that needs cooling water to function)?
- How can the water usage be reduced?
- What measures has the company implemented to reduce water consumption (don't forget to consider such things as water-friendly, sanitary installations, such as taps and toilets)?

We hope that you are now better equipped to continue your investigation into sustainability during your work experience. We look forward to reading about your findings in your report!

Grading Criteria for the “Introduction to the Work World” Week:

- Letter of Application in English (add to your report as an attachment)
- Assessment by the employer/ visiting teacher
- Assessment of the report
- Quality of your presentation on 21st April
- The quality of your English (in writing and speaking)
- Initiatives you have taken (in finding a suitable work place, speaking during your presentation and in writing an interesting report)

The presentation and the report must be graded ‘sufficient’, otherwise your entire assignment for the project week will be assessed as insufficient. In that case you will get an extra assignment.

Additional information

You will also find this information on the Revius website. You should also check your mail for the most up-to-date information on the project.

A Final Note:

After reading this booklet and listening to the instructions that you will receive in class, we hope everything will be clear to you. For any remaining questions, please contact your tutor or your English teacher. Please discuss this booklet with your parents and show it to your employer, so that they also know what is expected of you. We hope you will have a pleasant and educational project experience!

Doorn, October 2019

Mrs. C. van Wissen (c.wissen@reviusdoorn.nl)
(coordinator bilingual education)

JOURNAL DAY 1 – Draft Notes

	How was your day? Please answer these questions:
Course of the day: What did you do?	
What were your work hours?	
With whom did you speak and on what subjects?	
What was the nicest thing that happened today? Why?	
What was the least pleasant thing about today? Why?	
What did you learn today?	
My opinion about Day 1 is:	

JOURNAL DAY 2 – Draft Notes

	How was your day? Please answer these questions:
Course of the day: What did you do?	
What were your work hours?	
With whom did you speak and on what subjects?	
What was the nicest thing that happened today? Why?	
What was the least pleasant thing about today? Why?	
What did you learn today?	
My opinion about Day 2 is:	

JOURNAL DAY 3 – Draft Notes

	How was your day? Answer these questions.
Course of the day: What did you do?	
What were your work hours?	
With whom did you speak during the day and on what topics?	
What was the nicest thing about today? Why?	
What did you like the least about today? Why?	
What did you learn today?	
My opinion about Day 3 is :	

JOURNAL DAY 4 – Draft Notes

	How was your day? Answer the following questions.
Course of the day: What did you do today?	
What were your work hours?	
With whom did you speak during the day and on what topics?	
What was the nicest thing that happened today? Why?	
What did you like the least about today? Why?	
What did you learn today?	
My opinion about Day 4 is:	

ASSIGNMENT DAY 1

Getting acquainted	In what sort of business are you working? Please answer the questions below.
What is the name of the company where you work?	
What sort of products or services does the company offer?	
In which department are you working?	
Describe your workspace. Is it <ul style="list-style-type: none"> • an office • a cubicle? • a warehouse? 	
What office machines or other apparatus are you working with?	
Describe briefly what sort of work you performed today.	
With whom did you work?	

<p>What sort of positions do these people hold within the company?</p>	
<p>Did you have much contact with people outside of your company? Who were they? What was their connection to your company?</p>	
<p>How does your company give information about itself? Place a logo, a photo or a brochure of your placement company in the space below.</p>	<p>(You might want to look for these items on their website, so you can copy paste the items.)</p>

ASSIGNMENT DAY 2

Business organisation and working conditions

Today you will look into how a business is organised. Someone from the personnel department can assist you in this task. Consult with your placement supervisor on how you should go about this.

Answer the following questions about the organisation of the company:

1. How many people work for this company?	
2. How many departments are there within this company?	
3. What are the functions of these various departments?	
4. Who manages the company?	
5. Make a chart that shows the management scheme for the company.	
6. Does this company have a CAO?	
7. If not, how are working conditions regulated?	
8. What are the most important points in the CAO?	
9. Has the company made any adjustments in order to fulfil the Working Conditions Act ('Arbowet')?	
10. If so, what sort of adjustments were they?	

Answer three of the following questions concerning working conditions. You are, of course, encouraged to think up additional questions of your own!

11. Do people mainly work on their own or in groups?	
12. Are there big differences in employee salaries?	
13. How many annual days of vacation does an employee receive?	
14. What does a works council do?	
15. Are parties organised for the personnel from time to time?	

Answer the following questions with reference to the human rights policy of the company:

16. Does the company show affirmative action/ have a clear policy with regards to	<p>- Equal Employment Opportunity? In what way? How do you know this? Motivate your answer.</p> <p>- Positive Discrimination? In what way? How do you know this? Motivate your answer.</p>
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ASSIGNMENT DAY 3

The Interview

You will find all sorts of people working within your placement company. They do many different kinds of jobs, not all of which may seem interesting to you. Try to find some people doing jobs that you think are interesting. Consult your placement supervisor regarding who among your choices would be best to interview and then **SELECT TWO**. Next, politely ask the people you have chosen if you might ask them a few questions for your interview.

What is the purpose of this interview? You want to find out if someone enjoys his/her work and why. But, how do you conduct an interview?

- Prepare your questions ahead of time.
- Take the time to make notes of the answers.
- Ask a follow-up question if you receive an incomplete or unclear answer.
- Politely thank your interviewee for taking time from their busy day to speak with you.

Take a look at the interview questions on the following pages. Ask these questions but also come up with **THREE QUESTIONS of your own**. Write down the answers in the spaces following the questions. You can do this first on separate scratch paper and then, at the end of the day, you can write them out neatly in this logbook.

THE INTERVIEW

(First introduce yourself, of course.)

Name of the person you are interviewing/have interviewed:

.....

Job:.....

Questions:

Answers:

What sort of work do you do?

.....
.....
.....

Why did you decide to go into this line of work?

.....
.....
.....

Which aspects of your work do you find the most interesting?

.....
.....
.....

What are some of the less appealing aspects of your job?

.....
.....
.....

Do you think your work is

- Difficult?
- Tiring?
- Varied enough?

.....
.....
.....

How many hours per week are you scheduled to work? Do you sometimes/frequently put in overtime?

.....
.....

Are there opportunities for further advancement within this company ?

.....
.....
.....

What sort of education or training is necessary for your position?
How long did this study take ?

.....
.....
.....

Do you think that you are well-paid for your work?

.....
.....
.....

Are you satisfied with the CAO?

.....
.....

Are you a member of any trade or professional union?

.....
.....

Does the company/organization show affirmative action/ have a clear policy with regards to
-Equal Employment Opportunity?
-Positive Discrimination?
In what way?

.....
.....

Space for your own questions:

.....

.....

.....

.....

ASSIGNMENT DAY 4

The Evaluation

At the end of your placement it is important for you to hear what your supervisor thinks of your performance. It is also interesting for the company to hear your opinion about their business. Even an established business can learn from something that you might have noticed. Thus, the evaluation is divided into three parts:

- You offer your opinion about your placement company.
- You give your opinion about your own job performance.
- Your placement supervisor gives an opinion on your performance.

Prepare Task A first before having the final discussion with your placement supervisor. You can take this data with you to this concluding meeting. During the meeting itself you will be working on Task B.

Task A

What is your opinion about the company?

(Put an “X” after the appropriate answer)

The first time I went to my placement company I knew where I needed to report to.	Yes	
	No	
The building where my placement was located is:	Really nice	
	Average	
	Poor	
My work area was:	Really nice	
	Average	
	Poor	
The tools and materials with which I had to work were:	Modern	
	Customary	
	Out-dated	
The underlying atmosphere in my work area was:	Really good	
	Good	

	Mediocre	
	Poor	
The people surrounding me found in their work:	Much pleasure	
	No pleasure	

These things appealed to me about the place where I worked:

.....

.....

.....

I did not care for the following regarding the place where I worked:

.....

.....

.....

I would /would not want to work for this company because:

.....

.....

.....

Task B

Give your opinion about your own job performance.

(Place an "X" after the appropriate answer)

I did the work that was assigned to me:	Really well	
	Reasonably well	
	In a mediocre manner	
I showed a great deal of initiative in my work:	Often	
	Occasionally	
	Rarely	
I did my work:	With much pleasure	
	With some pleasure	
	With little pleasure	
I was:	Always on time	
	Sometimes too late	
	Often too late	
I think that I:	Fit in well with the company from the very beginning	
	Increasingly began to fit in with the company during the placement.	
	Did not fit in well with this company.	
I could get along with my colleagues:	Really well	
	Reasonably well	
	Not very well	
I could get along with management personnel:	Really well	
	Reasonably well	
	Not very well	
I carried out the assigned work with:	Sufficient supervision	
	Not so much supervision	
	(Almost) no supervision	
Were you able to get a good overall image of your placement company?	Yes	
	Partially	
	Barely	

Your supervisor’s opinion regarding your job performance

Your supervisor has an opinion to give you about how you did during your work placement. Ask your supervisor if he or she will fill in this chart and discuss it with you.

(Place an “X” after the appropriate answer)

The work activities were carried out with:	Much enthusiasm	
	Enthusiasm	
	Little enthusiasm	
	Reluctance	
The work tempo was:	Swift	
	Average	
	Slow	
The work trainee was:	Always on time	
	Sometimes too late	
	Often too late	
The work delivered by the trainee was:	Tidy	
	Messy	
	Inconsistent	
The trainee was absent:	Not at all	
	A bit	
	Often	
This week the trainee showed:	Quite a bit of initiative	
	Some initiative	
	Little initiative	
Instructions were:	Processed well	
	Processed with some assistance	
	Not well understood	
Assigned tasks were:	Carried out well	
	Reasonably well carried out	
	Carried out in a mediocre manner	
	Poorly carried out	
Interest in the work was:	Often present	
	Sometimes present	
	Practically never present	
The attitude of the trainee towards colleagues/ fellow employees/ clients was:	Positive	
	Negative	
The attitude of the trainee towards management personnel was:	Positive	
	Negative	

Final judgement of work placement supervisor

.....

Advice for future

.....

Supervisor’s signature

.....

Trainee signature

.....



Work Experience Internship Agreement

The Undersigned

1. School (applicant)

Name: Revius Lyceum Doorn
Address: Dribergsestraatweg 6c
City and postal code: 3940 AC, Doorn
Telephone number: 0343 412145
Representative: Mrs. C. van Wissen (Work experience coordinator)

2. Internship company / organisation (provider)

Name:
Address:
City and postal code:
Class:
Telephone number:
E-mail address:
Sponsor/contact person
(not a parent):
Function:

3. Student Intern and legal guardian

Name:
Address:
City and postal code:
Telephone number:
E-mail address:

For student interns under the legal age of majority, this agreement shall be entered into by their legal guardian:

Name:
Address:
City and postal code:
Telephone number:
E-mail address:

Agreement Terms:

ARTICLE 1

The internship period runs from 14 through 17 April, 2020.

ARTICLE 2

The internship provider will provide appropriate work experience opportunity in the specified period defined under article 1.

ARTICLE 3

The internship provider will designate a supervisor for the student intern:

Name:

Function:

ARTICLE 4

The school designates the tutor as the educational supervisor for the student intern, during the period of the work experience:

Name:

ARTICLE 5

The intern shall perform the assigned tasks as outlined by the internship supervisor, during the organisation’s regular business hours, for the four days as designated under article 1, unless otherwise arranged and agreed to, within legal labour provisions. The intern shall also be provided with the opportunity to work on his/her work experience report as assigned by the school.

ARTICLE 6

This internship agreement is not considered a labour contract under article 7:610 of the Dutch Civil Code.

The internship provider shall not engage in any other (temporary) employment agreements with the intern, during the period specified under article 1, other than those covered by this agreement.

The intern shall not enter into any other obligations with the internship provider, their suppliers, clients or other partners, outside of the scope of internship tasks covered by this agreement.

ARTICLE 7

During the internship, the student intern will not receive any compensation for their services. Travel and accommodation expenses related to the internship will also not be reimbursed.

ARTICLE 8

The student intern shall conform to all health and safety regulations and codes of conduct as outlined by the internship provider, upon entering into this agreement.

ARTICLE 9

The school has accident insurance which also covers the student intern during their internship at the company.

ARTICLE 10

The school safeguards the internship provider against third party liability as covered by article 6:170 BW of the Dutch civil code, for liability of the intern while conducting the internship tasks for the internship provider. For internship providers in Canada and the USA, the coverage is limited to Euro 100 000.00 per claim, up to a maximum of Euro 500 000.00 per year.

The school shall compensate for material damages incurred by the internship organisation to a maximum amount of Euro 12 500.00, if and as far as the intern is legally liable under article 6:162 BW of the Dutch civil code, provided that the liability results from the agreed to tasks of the intern and are not in any way otherwise insured.

This indemnification and liability is exclusively valid if and as far as the school’s liability insurance offers coverage for such instances.

ARTICLE 11

The student intern is strictly bound to secrecy with regards to all company affairs, which are of a confidential nature to the company and, have been made known to the student intern as such, or as considered reasonable knowledge for the age of the intern, both during and subsequent to the internship.

ARTICLE 12

Upon conclusion of the internship, all intellectual property of the company / organisation, including correspondence, annotations and any other company related property and affairs, shall be returned by the student intern to the intern supervisor.

ARTICLE 13

In the case of illness or absence due to urgent, unforeseen circumstances, the student intern shall promptly inform the internship provider and the educational institution.

ARTICLE 14

In the instance of problems during the internship, the student intern shall in first case refer to the supervisor provided by the internship provider. Should the problems remain unresolved, the student intern or the internship provider may submit said issues to the tutor for resolution. Inability to resolve the problems at this juncture, shall result in escalation to the educational institution (work experience coordinator) for consideration.

ARTICLE 15

This agreement terminates:

- a. At the end of the designated work experience period under article 1;
- b. In the event that one or both parties request it, providing the procedure as outlined in article 14 has been followed and, in consultation with the designated parties of the internship provider and internship coordinator, no conditions have been created under which the internship can proceed.

The undersigned agree to the terms and provisions of this contract:

Place:

Date:

Name of student intern:

Name legal guardian

Name Supervisor
(on behalf of internship provider)

Name Work Experience Coordinator: Mrs C. van Wissen
(coordinator bilingual education,
on behalf of Revius lyceum, Doorn)



Stage overeenkomst AEP TTO 3

Ondergetekenden

1. School (stage vrager)

Naam: Revius Lyceum Doorn
AdresAdres: Dribergse straatweg 6c
Postcode en plaats: 3940 AC, Doorn
Telefoonnummer: 0343 412145
Vertegenwoordigd door: mevr. C. van Wissen (stage coördinator)

2. Stage bedrijf/organisatie (stage verlener)

Naam:
Adres:
Postcode en plaats:
Telefoonnummer:
E-mailadres:
Vertegenwoordigd door
(geen ouder van leerling):
In de functie van:

3. Stagiair en diens wettelijke vertegenwoordig(st)er

Naam:
Adres:
Postcode en woonplaats:
Klas:
Telefoonnummer:
E-mailadres:

Is de stagiair minderjarig dan wordt deze overeenkomst met diens wettelijke vertegenwoordig(st)er gesloten:

Naam:
Adres:
Postcode en woonplaats:
Telefoonnummer:
E-mailadres:

Verklaren het volgende te zijn overeengekomen:

ARTIKEL 1

De stageperiode loopt van 14 tot en met 17 april 2020

ARTIKEL 2

De stage verlener stelt de stagiair in de gelegenheid in verband met zijn opleiding gedurende de in artikel 1 bedoelde periode werkervaring op te doen.

ARTIKEL 3

De stage verlener wijst voor de begeleiding van de stagiair tijdens de stage als stagebegeleider aan:

Naam:

Functie:

ARTIKEL 4

De stage vrager wijst voor de begeleiding van de stagiair tijdens de stage als begeleider de mentor aan:

Naam:

ARTIKEL 5

De stagiair zal gedurende 4 dagen per week in het bedrijf/de organisatie van de stage verlener stage werkzaamheden verrichten en wel op de tijdstippen als in het bedrijf/de organisatie gebruikelijk, tenzij anders is overeengekomen, en met inachtneming van wettelijke bepalingen ten aanzien van arbeidstijden en –omstandigheden. De stagiair krijgt binnen het bedrijf of de organisatie de gelegenheid aan zijn/haar stageverslag te werken.

ARTIKEL 6

Deze stage overeenkomst is geen arbeidsovereenkomst in de zin van artikel 7:610 van het Burgerlijk Wetboek.

De stage verlener zal gedurende de in artikel 1 genoemde periode met de stagiair, naast deze overeenkomst, geen andersoortig (tijdelijk) dienstverband aangaan, waaronder alsmede te verstaan inlening of tewerkstelling op overige basis.

De stagiair zal binnen het kader van de stage werkzaamheden naast deze overeenkomst geen andere verplichtingen aangaan met de stage verlener, diens leveranciers, cliënten of andere relaties.

ARTIKEL 7

Gedurende de stageperiode zal de stagiair geen vergoeding ontvangen.

De reis- en verblijfskosten in verband met de stage werkzaamheden worden, tenzij anders overeengekomen, niet vergoed.

ARTIKEL 8

De stagiair verplicht zich in het belang van orde, veiligheid en gezondheid de door de stage verlener gegeven voorschriften, aanwijzingen en gedragsregels in acht te nemen. Deze zijn aan de stagiair bij het sluiten van de overeenkomst bekendgemaakt.

ARTIKEL 9

De school heeft via de Besturenraad een ongevallenverzekering afgesloten die ook op de stagiair gedurende diens feitelijke stage werkzaamheden van toepassing is.

ARTIKEL 10

De school vrijwaart de stage verlener tegen eventuele aanspraken van derden op grond van artikel 6:170 BW wegens aansprakelijkheid van de stagiair tijdens de uitoefening van de stage werkzaamheden voor de stage verlener.

De school vergoedt materiële schade van het stage verlenende bedrijf tot een maximum van Euro 100.000,00 indien en voor zover de stagiair hiervoor wettelijk aansprakelijk is op grond van artikel 6:162 BW, mits deze aansprakelijkheid voortvloeit uit de overeengekomen werkzaamheden en niet op enigerlei wijze anders is verzekerd.

Deze vrijwaring en aansprakelijkheid geldt uitsluitend indien en voor zover de aansprakelijkheidsverzekering van de school daarvoor dekking biedt.

ARTIKEL 11

De stagiair verplicht zich zowel tijdens als na de stageperiode tot strikte geheimhouding van alle bedrijfsaangelegenheden, waarvan hij/zij weet of redelijkerwijs behoort te weten dat die van vertrouwelijke aard zijn.

ARTIKEL 12

Aan het einde van de stageperiode dienen bedrijfseigendommen, alsmede alle correspondentie, aantekeningen, enzovoort, betrekking hebbende op bedrijfsaangelegenheden, voor zover aanwezig, direct door de stagiair bij de stage verlener te worden ingeleverd.

ARTIKEL 13

In geval van ziekte of afwezigheid wegens een dringende reden is de stagiair verplicht dit onverwijld te melden aan de stage verlener en de onderwijsinstelling.

ARTIKEL 14

Bij problemen tijdens de stage richt de stagiair zich in eerste instantie tot de stagebegeleider van de stage verlener. Lost het probleem zich niet op dan kan het vervolgens door de stagiair of de stage verlener aan de mentor worden voorgelegd. Indien zij gezamenlijk niet tot een oplossing kunnen komen, dan zal het probleem aan de onderwijsinstelling (stage coördinator) worden voorgelegd.

ARTIKEL 15

Deze overeenkomst eindigt:

- a. aan het einde van de afgesproken stageperiode;
- b. indien een of beide partijen dat wensen, mits de procedure als in artikel 14 aangegeven is doorlopen en, in overleg tussen aangewezenen van de stage verlener en de stage coördinator, geen voorwaarden zijn gecreëerd waaronder de stage voortgang kan vinden.

Aldus overeengekomen en getekend:

Plaats:

Datum:

Naam stagiair

Naam ouder/verzorger
stagiair

Naam stagebegeleider
(namens stage geveer)

Naam stage coördinator: Mevr. C. van Wissen
(coördinator tto, namens Revius Lyceum, Doorn)

On the next two pages you will find a letter that you give to your employer, together with your letter of application. Boys use the letter printed on page 33, girls use the letter printed on page 34.



Revius Lyceum
Dribergsestraatweg 6c
3941 ZX Doorn
The Netherlands

October, 2019

Dear Sir/Madam,

You have just received a letter of application from one of our students. This student is interested in obtaining job experience within your organisation as part of a third year grammar school project at the Revius Lyceum.

Although his choice of work placement reflects his career interests, the main goal of this work experience project is to gain experience in a real work environment. We kindly ask for your participation in this project strictly for the provision of a work placement. There are absolutely no expectations that the student will receive compensation/renumeration for his efforts. The school will ensure that the student is coached beforehand, he will receive an assignment for the work placement period and he will be insured by the school.

We ask that he be given a work placement for four days, starting the 14th of April 2020, through which he can gain an impression of the ins-and-outs of your business / organisation. One of our aims is for the candidate to establish contacts in a work environment. We understand that the actual job application procedure may not be practical under these circumstances and hope that he can be considered as an applicant based on his letter to you.

On the 21st April 2020 (16.00-18.00) the school is organising a 'presentation afternoon' during which all third year participants in this project will be presenting their work experience and the company where they have worked. Your attendance at this event is optional, but you are most welcome, as are parents, other students and interested parties.

We sincerely hope that you will decide to take part in this worthwhile project and enable it to be as successful as those of previous years. Any inquiries may be addressed to one of the following staff members. You can also contact us by e-mail: c.vanwissen@reviusdoorn.nl
The website of our school gives you more information about us: www.revius.nl

Yours faithfully,
Mrs. C. van Wissen
(coordinator bilingual education)
Revius Lyceum



Revius Lyceum
Dribergsestraatweg 6c
3941 ZX Doorn
The Netherlands

October, 2019

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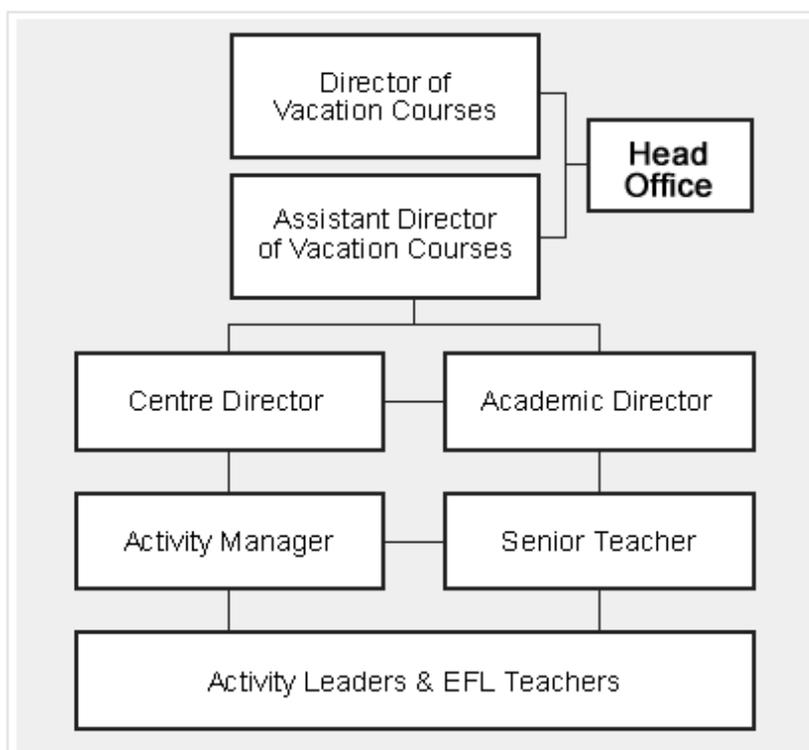
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Yours faithfully,
Mrs. C. van Wissen
(coordinator bilingual education)
Revius Lyceum

Sample of an organogram:

Summer School Organogram

The Director of Vacation Courses and the Assistant Director of Vacation Courses will both visit the centres on a regular basis and be available to you 24 hours a day throughout the summer.



Glossary AEP-sustainability

CO2	A (greenhouse) gas CO2. CO2 is the same as carbon dioxide (see carbon dioxide).
CO2-meter	A meter that measures how much CO2 is present. A red, orange or green light indicates how fresh the air is.
Double Glazing	Double glazing consists of two sheets of glass separated by a vacuum. At single glass pane dissipates a lot of heat. With double glazing, that is not the case, which saves your energy.
Green Power	Electricity from windmills, solar energy, hydropower or other clean sources of energy. The same as: green electricity (see green power).
Electricity	A form of energy. You'll need it to turn on a device.
Energy	Energy is something that can perform work. You need it to turn a device on. You also need energy to move and think. When eating you extract energy from the food and use it to stay alive.
Generating electricity	The process of converting energy into electricity is called generation. Electricity is usually generated by rotating a magnet in a coil of wire in a device called a generator. For example, you can generate electricity by burning oil or coal to boil water and create steam to drive a turbine that turns a generator. Oil and coal are common fossil fuels. Solar power and wind can also be used to generate electricity.
Energy Saving	You save energy by using less of it. For example, by turning the light off when you leave a room. Or turning the computer off if you are not using it. You can also save energy by insulating buildings (see <i>insulation</i>). Or by doing it by hand instead of using an electric tool. Think of an ordinary as opposed to an electric toothbrush.
Energy label	More and more devices have an energy label. The label uses colours and letters to show how much energy the device uses compared to other similar devices. You have these labels for appliances such as cars and washing machines.

Electricity meter	An electricity meter measures how much energy an appliance consumes. For example, a light bulb consumes 7 watts, a vacuum cleaner up to 2000 watts (see <i>watt</i>).
Fossil fuel	Coal, gas and oil are fossil fuels. They are actually the quite old (millions of years old) remains of plants and animals. By burning fossil fuels we can generate energy.
Gas	A substance may have different forms. Water may be solid (ice), liquid or gas (steam). In a gas the molecules move freely and are independent of each other. An example of a gas is the air we breathe. Gases are almost always invisible. Sometimes they can be smelt, for example if you break wind!
Inhalation Device	Device that allows an asthma patient to absorb his medication directly into his lungs.
Insulation	A layer of material that prevents heat from escaping. Inside it stays nice and warm, so the heating does not need to be set higher. So you save energy. For example, you can insulate a wall with an extra layer of insulation or use double glazing in the windows.
Insulation Material	Material that you can use as insulation (see Insulation). An extra layer of insulation material slows the passage of heat down so during winter heat stays inside and in the summer the heat stays outside.
Greenhouse effect	The greenhouse effect is the warming of the earth's atmosphere, which is caused by a layer of CO ₂ accumulating in the upper atmosphere. This layer insulates the earth and prevents the sun's energy from radiating back into space at night. The CO ₂ comes from burning fossil fuels.
Coal	Coal is a fossil fuel. You can generate energy by burning it.
Carbon dioxide	A (greenhouse) gas. Carbon dioxide is the same as CO ₂ (see CO ₂).
Airing	Opening all the windows and doors (for example, the classroom) completely to replace stale air by fresh air.
Oil	A fossil fuel that is extracted from the ground. You can generate energy by burning oil.
Clean energy	Energy generated (made) without emitting harmful greenhouse gases into the air. Examples include solar and wind energy.

Standby Consumption	When a device is off, but the plug is in the socket, it looks as if no electricity is being used. But the device still uses a small (or a relatively large) amount of electricity.
Ventilation Grille	Grate in the wall or in the window that allows fresh air to enter the building. You can often adjust the flow of such a grille with a sliding open-or close slider.
Natural Ventilation	Freshening the inside air by opening a window or ventilation grill.
Climate Change	The greenhouse effect causes the climate to change. For example, it might rain longer and more often or not rain enough.
Watt (W)	The electrical energy that a device consumes, is measured in Watts. A coffee maker, for example, consumes 1100 watt (see power meter).
Wind Energy	The wind is used as an energy source to generate electricity. The wind turns a wind turbine creating a rotary movement to turn a generator and generate electricity.
Linoleum	A smooth floor covering
Solar Water Heater	A series of tubes in a panel that is placed on the roof. The sun heats the water in the tubes. The hot water is kept in a boiler for general home use. For example, for a hot shower.
Solar energy	Heat from the sun is converted into electricity via a solar panel.
Solar Protection	Something to provide some shade and keep the sun out. For example, a sunscreen, curtains, blinds, luxaflex or screen.