



National Youth Council
of Macedonia



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**NATIONAL
REPORT ON**

VIRTUAL

INTERNSHIPS

**IN NORTH
MACEDONIA**



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ABOUT THE PROJECT

The main goal of the Virtual Internships 4 Inclusive Societies (VI4IS) project is to improve access of young people, particularly those with fewer opportunities, to internship programs conducted within formal and non-formal education in Europe. The project contributes to ensuring equal opportunities for all young people to develop the necessary skills and gain practical experience in order to smoothen the transition from education to the labor market and ensure that all young people have access to adequately funded non-formal education at all levels.

The main activities of the project are: broad consultation process on country level, assessment of virtual internships, exchange of knowledge and good practices, both country-based and transnational (national and EU level, between EU and non-EU countries), piloting new and improving existing virtual internships programs across Europe.

ABOUT THE PARTNERS

BELGRADE OPEN SCHOOL

The Belgrade Open School (BOS) is a non-profit, educational organization of civil society founded in 1993. BOS empowers and networks change-makers, improves public policies and brings together public, business and civil sectors to build a resilient society, based on knowledge, partnership and accountability.

BOS has a strong background in implementing projects for and by youth. Within the Employability and Career Guidance and Counseling programme area, BOS implemented more than 40 national and international projects focused on career guidance and counselling, has and reached more than 30000 young people, 50 youth offices, 80 schools, and more than 300 teachers.

Starting from 2003, BOS has been encouraging the individual's continuous development, lifelong learning and overall economic development of our society by contributing to establishing the career guidance and counselling system and strengthening the connection between education and the labour market.

JUNIOR ACHIEVEMENT EUROPE

Junior Achievement Europe is the largest and leading European non-profit organization in entrepreneurship, work readiness and financial health programs for youth, dedicated to inspire and prepare young people to succeed and Member of JA Worldwide. For over 100 years, JA Worldwide has delivered hands-on, experiential learning in entrepreneurship, work readiness and financial health. In the last school year, the JA Europe network

provided over 6.6 million learning experiences for youth in online, in person and blended formats.

JUNIOR ACHIEVEMENT SERBIA

Junior Achievement Serbia is the only accredited provider of entrepreneurship education services in Serbia. It is a locally managed and funded entity affiliated with Junior Achievement Worldwide, a global organization founded 1919 in the USA. The overall goal of JAS is to educate young people in the field of entrepreneurship, financial literacy and business, and to enable the business sector to take an active role in preparing and inspiring the youth of Serbia to become contributing members of the society. Since 2005, JAS is operating as an independent non-government and non-profit organization.

JAS implements educational programs for elementary and high school students in the field of entrepreneurship, financial literacy and work readiness, verified by JA Worldwide and accredited by the Serbian Ministry of Education. The programs represent best practices in developing entrepreneurial skills and knowledge of the market economy and include activities like competitions, trade fairs and online contests. All programs are implemented through the educational system either as a part of the school curriculum or as an after-school activity.

NATIONAL YOUTH COUNCIL OF MACEDONIA

The National Youth Council of Macedonia (NYCM) is a platform that represents the interests and needs of young people, acting as a link between all stakeholders and ensures the engagement and

active participation of young people in the decision-making process at every level. The NYCM is a representative body of youth organizations in Republic of North Macedonia. The Council unites unions, youth-led organizations, youth-oriented organizations, and youth wings of other organizations in order to promote and represent the youth and youth rights in the Republic of North Macedonia.

The membership of the NYCM is diverse, uniting organizations operating at national and regional level, in rural and urban areas, student organizations, branches of international organizations and other types of associations. Throughout the process of achieving its goals, the NYCM represents the interests of young people in the Republic of North Macedonia regardless of their socio-economic status, gender, race, ethnic and cultural origin, political and religious beliefs, sexual orientation, gender identity or any other form of difference.

PIXEL

Pixel is an education and training institution with more than 20 years of experience in the following areas: (1) Organization of international courses and seminars; (2) Planning and coordination of European projects; and (3) Organization of international events and conferences.

Pixel has successfully coordinated and managed more than 140 European projects. In Italy, Pixel collaborates with various organizations, including universities, research centers, educational and vocational training institutions, adult education institutes, and schools. At the European level, Pixel has developed cooperation agreements and partnerships with more than 500 institutions. Pixel has been organizing international conferences since 2001.

Among them, three are organized annually. Pixel has obtained UNI EN ISO 9001:2000 certification and is also accredited with the Ministry of Education for education and in-service training of school personnel.

XANO

XANO, created in 2010, aims to promote growth opportunities for individuals and for society in general by creating synergies, tools and methodologies for the dissemination of culture and promotion of active citizenship among people and organizations.

The organization is an association of secondary education school teachers, vocational education teachers and trainers in different disciplines that focuses its activities on the field of education, training and cultural promotion in the European environment, qualified in fields such as youth work, student entrepreneurship, voluntary aid and other topics. Furthermore, the association works as a hub for the guidance of socially disadvantaged young people by means of strategies that insert young people into the educational system or the world of work. The activities and objectives of the organization are inspired by the principles of equal opportunities for disadvantaged people and between men and women

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1. PREFACE

In an increasingly interconnected and digital world where technology fuels innovation, internships are also adjusting to the modern developments of society. Virtual internships have emerged as an opportunity for the youth to explore, learn, and put their acquired knowledge into practice.

Internships in general offer a transformative bridge between the theoretical realm of education and the practical landscape of professional life. They serve as a launchpad for young individuals, propelling them beyond the classrooms, and into the workspace.

Internships bridge the gap between academic education and employment, smoothing the often challenging transition from student to professional, especially in North Macedonia, where the youth unemployment rate is still very high. They equip young individuals with practical skills, industry knowledge, and a network of contacts, thus supporting their personal and professional development.

Another important aspect of virtual internships, is that they also hold the promise of diversity and inclusivity. By overcoming physical barriers, they create opportunities for individuals from all backgrounds, regardless of geographical location or socioeconomic factors.

While North Macedonia is by no means a pioneer in virtual internships, it has a strong ecosystem of youth civil society organizations, institutions, and businesses, that together can leverage digital technology in support for youth employability.

2. OVERVIEW OF INTERNSHIPS IN NORTH MACEDONIA

2.1. LEGAL FRAMEWORK

In terms of internships in North Macedonia, and how they are regulated, it's imperative to note that North Macedonia has regulated internships in a Law since 2019. This legal act defines the key terms related to internships, but also regulates how the entire process should take place. In addition to this, the Law on Higher Education regulated mandatory practice within the curriculum.

The Law on internships in North Macedonia defines the internship as a work activity that includes a work-through component learning and acquiring practical work skills, which is realized in a limited period of time, in order to gain practical and professional experience to improve employability and help further the transition to regular employment¹.

On the other hand, the Law on Labor Relations, defines and regulates apprenticeships, volunteering and trial work². However, In the Law on Internships, it is stated that internships are not apprenticeships, volunteering or a trial job, explicitly differentiating the terms.

The law itself defines the intern as a person who performs an internship with an employer for the purpose of acquiring practical knowledge and skills that will help him/her to improve their employability further in the labor market. According to the Law,

¹ Law on Internships ("Official Gazette of the RNM", No. 98/2019)

² Law on Labor Relations ("Official Gazette of the RNM", No. 27/2016)

the duration of the internship can last up to six months, and it can be done only once by the same person.

The intern can be a person who is not older than 34 years old, if not in regular employment and has finished at least elementary school.

Noteworthy is that the internships in North Macedonia are paid. The monthly remuneration is determined by the net amount for the full-time work depending on the duration of the internship and it can be between 42% and 74% of the minimum net salary, determined in accordance with the law, for internships up to three months and in the amount of the minimum net salary determined in accordance with the law, for the internship work over three months, counted from the fourth month.

If the internship, in accordance with the internship agreement, is realized in a period shorter than full-time, the remuneration for the internship work is calculated in proportion to the time spent on the internship in accordance with the law.

Internships are also part of the Operational Plan for active programs and measures for employment and services on the labor market. All employers from the private sector, interested in enabling young people up to the age of 29 to acquire practical knowledge and skills as interns, for a period from 3 to 6 months, can submit an application to the employment centers of the Agency for Employment. In addition, when determining the number of interns at employers, the Contract for practical work between the employer, the intern and the Employment Agency of the Republic of Macedonia, which is concluded from a minimum of 3 to a maximum of 6 months, is taken into account as procedures. At the same time, a form for internship is filled out, and after the

internship, the intern and the employer are obliged to fill out a form for evaluation of the internship.

2.2. INTERNSHIPS IN FORMAL EDUCATION

When it comes to the internships carried out within the formal education, In North Macedonia, upper-secondary education typically includes vocational schools and gymnasiums. Vocational schools are offering more commonly practical training programs that allow students to gain hands-on experience in various industries. These programs can include internships where students work with local companies or organizations related to their chosen field of study. The duration and structure of these internships depend on the specific school, the program and the company/firm providing the internship.

At the university education level, internships are commonly integrated into the university education in North Macedonia, but not all of the universities offer mandatory internships or internships at all.

In terms of legislation, the Law on Higher Education regulates mandatory practical training within the curriculum, however the law only mentions them as a requirement for different areas of study in the field of medicine, dentistry or pharmacy, however it does not offer provisions that regulate how the process itself is taking place³.

In the public universities, internships can be mandatory, but also optional, depending on the university and the specific program of study. They can range from a few weeks to several months, and students may receive academic credits or grades based on their

³ Law on Higher Education ("Official Gazette of the RNM", No. 82/2018)

performance. It is common that internships, if mandatory, are done during the summer where students gain hands-on experiences and later on receive a confirmation from the company/firm where the internship was held. The duration of the internship is at least 30 days of work, with a minimum of one hour and up to eight hours of work. There also recurring cases where the student is the one who is finding internship opportunities upon his/her own initiative because the universities are not providing one.

According to the Rulebook on the Method and Conditions for Organizing Practical Teaching adopted by the Ministry of Education and Science (MES), practice is mandatory for all students after completing the first year of their studies⁴. Regardless of the fact that the rulebook was adopted decades ago, according to the research conducted by the Youth Educational Forum showed results that no competent institution has audited the implementation and effects of mandatory student practice for students at state and private universities in the Republic of North Macedonia⁵.

Going back to the study conducted by the Youth Educational Forum, 76.4 percent of the students during their higher education have been interns at some point during their studies, whereas 25.4% of the students have never completed an internship. Even

⁴ Rulebook on the Method and Conditions for Organizing Practical Teaching (available on [https://www.mf.ukim.edu.mk/sites/default/files/files/8_MON - Pravilnik za prakticna nastava.pdf](https://www.mf.ukim.edu.mk/sites/default/files/files/8_MON_-_Pravilnik_za_prakticna_nastava.pdf))

⁵ Zdravkovska, D., Barlakovski, P., Mitikj, S. Student Practice as a Tool for Skills for Entering the Labor Market (2017). (available on <https://epi.org.mk/docs/Od%20mladite%20za%20mladite%20-%20perspektivi%20za%20opstestvenite%20predizvici.pdf>)

though all of the respondents should've completed a student internship, the research shows that the actual situation is pretty much different. As mentioned above and as the results of the research are showing, the students are often the ones who are finding internships on their own, at that percentage is 80.2. A potential reason why a certain number of students haven't done any internship, is the lack of information regarding the available offers and opportunities for doing it. Only the Faculty of Economics and Faculty for Computer sciences are publishing lists of firms and companies where students can do internships and are regularly informing their students about the possibilities for internships in these institutions, the research shows. Based on a conducted survey for the aforementioned study, devastating is the fact that the majority of respondents did not receive any form of monetary compensation, which is an indication that employers do not appreciate the intern's work (71.7%).

2.3. INTERNSHIPS ON EUROPEAN LEVEL

In June 2023, the European Parliament voted in favor of the report on quality traineeships⁶, which calls for legislation to finally ban unpaid internships. The plenary adopted the report calling on the Commission to propose a directive on Quality Traineeships with 404 votes in favor, 78 against and 130 abstentions. The next phase of this process puts the focus on the European Commission to put an ambitious EU directive on the table.

⁶ Proposal for a Directive of the European Parliament and of the Council on Quality Traineeships (available on: https://www.europarl.europa.eu/doceo/document/A-9-2023-0186_EN.html#_section2)

The initiative to ban unpaid internships in Europe is led by the European Youth Forum (YFJ). In the policy paper conducted by the European Youth Forum, “The cost of unpaid internships”, the actual cost of unpaid internship may have to be over 1028 euros for one month of unpaid internship⁷. It's notable to add that the document also contains data on North Macedonia. For example, the cost of living in North Macedonia for the year of 2021, on a 6-month basic cost-of-living expenses is 1620 euros, whereas on a monthly basis is 270 euros. What this is portraying is that a young person undertaking an unpaid internship would need access to financial resources that are equivalent to these amounts to support themselves during the time of the internship.

3. REVIEW OF MODELS ON VIRTUAL INTERNSHIPS

3.1. DEFINING VIRTUAL INTERNSHIPS

In North Macedonia, virtual internships are not something that is generally offered on the market, thus, they are not very much present and available. In addition to this, there is a gap in terms of defining what do virtual internships entail. For example, young people struggle differentiating virtual internships, remote internships, and virtual practical training programs. This is a result

⁷ Moxon, D., Bacalso, C., Dolidze, S. The Cost of Unpaid Internships (2023). (available on: <https://www.youthforum.org/files/230111-DP-CostUnpaidInternships.pdf>)

due to the lack of regulation of these terms in Macedonian legislation and policy framework.

3.2. IMPLEMENTATION OF MODELS ON VIRTUAL INTERNSHIPS IN NORTH MACEDONIA

Virtual internships are generally implemented by private companies, companies offering skills development programs and civil society organizations, while a systematic approach for their implementation has not taken place yet. Some examples include remote internships or remote practical training programs, which actually young people are supposed to pay to participate in, which is opposite of what is defined in the Law on Internships.

Additionally, when looking into the models of virtual internships, it's imperative to point out young people's interest in engaging and creating digital solutions. One example is the work of Junior Achievement Macedonia, a civil society organization working to to inspire and prepare young people to succeed in the global economy, by developing and implementing programs for entrepreneurial education and building partnerships between businesses and schools. Through their National competition for student companies, 52 high schools were competing for the best student company developed by the high school students⁸. The students from the high school "Vasil Antevski - Dren" created a platform (online application) for virtual practice/internship in the form of a video game that allows students to manage their own business through realistic simulations. It also contains an

⁸ Selection of the best student company. High School 'Vasil Antevski Dren'. (available on <https://vasilantevskidren.edu.mk/natprevari/>)

educational corner on micro transactions, financing and advice on business concepts such as cryptocurrencies. The application was created by the students and the school itself won third place for the best student company.

Although not directly linked to the implementation of virtual internships, a notable example is the implementation of a virtual fair on internship⁹. The aim of the fair was to connect as many students and graduates as possible with companies for internships and work from all over North Macedonia, and it was organized by a private company, a Macedonian platform that connects companies with young staff for internship and employment.

Another notable example is the work of The National Youth Council of Macedonia, in the field of internships. Specifically, through its MladiHub project, NYCM supports an internship program for over 100 young people who want to go through a two-month internship program. NYCM connects the interns with private companies and civil society organizations, and follows the implementation of the internships on a monthly basis. However, the implementation so far has been implemented with physical presence and not virtually.

4. YOUTH TARGET GROUPS

In terms of target groups for virtual internships, special focus should be given to different types of young people.

⁹ About the Virtual Fair on Internship. Bintern. (available at: <https://vfair.bintern.com/za-saemot/>)

4.1. UNIVERSITY STUDENTS

Internships are a great mechanism for bridging the gap between education and employment, therefore a special focus should be given to university students. Based on a cross-sectoral study on youth in North Macedonia, conducted by NYCM in 2019, it's indicated that internships in the educational system in North Macedonia are required, desired, but poorly managed¹⁰. In the same study, a focus group of university students indicate that internship opportunities failed to provide them necessary skills and they received no mentorship, but on the contrary were given mundane tasks, such as picking up coffee and breakfast for staff. To that end, many university students opt to only ask business for a signature that they have completed the required time of internships.

In this field, there is an opportunity to reestablish the internship programs with stronger performance-based incentives and oversight, and accountability to students. There is also the opportunity to expand these programs with partnerships with chambers of commerce and youth civil society organizations to optimize internship programs.

4.2. YOUNG PEOPLE FROM RURAL AREAS

Virtual internships offer benefits for young people from rural areas, providing them with opportunities that may otherwise be limited by geographic constraints.

¹⁰ Cross-Sectoral Youth Assessment in North Macedonia (2019). (available on: https://pdf.usaid.gov/pdf_docs/PA00WB77.pdf)

Virtual internships eliminate the need for physical access, allowing young people from rural areas to access internships in a wide range of industries and organizations. They can explore fields of interest that may not be available in their local communities, without necessarily forcing them to emigrate from their community. Virtual internships also bridge the opportunity gap between rural and urban areas. By providing young people from rural areas with access to quality internships, these programs contribute to reducing geographic disparities and promoting equal opportunities for professional growth.

Virtual internships have the potential to empower and uplift young people from rural areas, enabling them to gain valuable skills, broaden their horizons, and overcome geographical limitations.

4.3. YOUNG PEOPLE WITH DISABILITIES

Virtual internships can provide opportunities for young people with disabilities, empowering them to overcome barriers and actively participate in professional environments.

In terms of accessibility, they offer a more accessible work environment for individuals with disabilities. They can customize their workspace, technology, and tools to suit their specific needs.

Virtual internships provide flexibility in terms of working hours and location. This flexibility is particularly beneficial for young people with disabilities who may have specific needs or require additional time for appointments, therapies, or rest. They can create a schedule that accommodates their unique circumstances, ensuring a healthy work-life balance.

Another positive aspect in this sense, is that virtual internships also eliminate the need for commuting and navigating physical spaces, which can be challenging for individuals with mobility limitations.

4.4. YOUTH NOT IN EMPLOYMENT, EDUCATION OR TRAINING (NEET)

When it comes to NEET (Not in Education, Employment, or Training) youth, virtual internships can offer them a pathway to gain valuable skills, enhance their employability, and enter into the workforce.

They can provide NEET youth with opportunities to develop and enhance their skills in various areas, industries or fields of interest, but also the opportunity to apply theoretical knowledge acquired through previous education or training to practical situations. By gaining relevant skills, industry experience, and professional connections, they can become more attractive candidates to potential employers. Virtual internships can also serve as a transformative opportunity for NEET youth, offering them a stepping stone towards reengaging with education or entering the job market.

5. EVALUATION OF EXISTING VIRTUAL INTERNSHIP MODELS

North Macedonia still lacks the experience in implementing virtual internships, therefore there are still no results or data regarding

any evaluation conducted in terms of measuring the success of the existing virtual internship models.

6. IDENTIFIED BENEFITS AND OBSTACLES TO VIRTUAL INTERNSHIPS

While virtual internships offer numerous benefits, it's important for organizations and interns to address and overcome obstacles to ensure a successful and enriching virtual internship experience. Below are some identified benefits and obstacles that were identified during the implementation of the national fora.

6.1. BENEFITS OF VIRTUAL INTERNSHIPS:

One of the primary benefits of virtual internships, is their accessibility, thus promoting inclusion and diversity, as they eliminate geographical barriers, allowing individuals from diverse locations and background to participate and access opportunities they may not have locally. In line with their accessibility, they also remove financial constraints that individuals might have due to commuting or relocation to the workspace, thus reducing costs associated with transportation, accommodation, and other expenses. They also offer flexibility in terms of working hours and location, enabling interns to balance their professional commitments with their studies or other commitments.

In terms of developing skills, virtual internships provide access to a wide range of industries, allowing interns to explore different career paths and gain exposure to various sectors, but also offer

practical experience and skill development opportunities in areas such as communication, teamwork, problem-solving, and digital literacy.

6.2. OBSTACLES TO VIRTUAL INTERNSHIPS

While virtual internships bring a lot of benefits, there are also obstacles that take place in the digital/remote workspace.

For example, virtual internships lack the same level of hands-on experience as in-person internships, particularly for industries that rely heavily on physical tasks or equipment. There is also a limitation to face-to-face interaction and informal networking opportunities, thus affecting the development of personal relationships and a sense of belonging within the organization.

In terms of necessary technology and equipment, there is a risk for technical issues, unreliable internet connections, or in some cases, interns may face lack of access to necessary technology in order to take part in virtual internships. Also, virtual internships may lack the same level of mentorship and guidance compared to in-person settings, which could result in interns feeling isolated.

7. RECOMMENDATIONS

7.1. RECOMMENDATIONS FOR INSTITUTIONS

- Establish legal framework or policies to define, regulate and protect virtual internships, and differentiate them from remote internships, and virtual training programs. Policies

should address issues such as accessibility, equal opportunities, data privacy, to ensure a safe and inclusive environment for interns and businesses and organizations;

- Simplify established procedures for business and organizations to report internship programs to the Agency for Employment of North Macedonia;
- Remove legal barriers that limit intern remuneration. Businesses should not remunerate below a defined minimum, however a maximum price should not be determined in laws and policies;
- Provide funding and incentives to encourage organizations and business to offer virtual internships;
- Facilitate partnerships between educational institutions, businesses, and civil society organizations to enhance the availability and quality of virtual internships;
- Invest in technology to ensure access to virtual internships, such as improving internet connectivity in rural areas, providing access to necessary software and hardware to young people with fewer opportunities, and promoting digital literacy among young people;
- Establish mechanisms to monitor and evaluate the effectiveness and impact of virtual internship programs, but also mechanisms for that protect interns from potential abuse;

7.2. RECOMMENDATIONS FOR BUSINESSES

- Establish partnerships with youth civil society organizations to maximize outreach to young people seeking internships;
- Tailor virtual internships to business needs and align intern projects with ongoing initiatives, allowing interns to contribute to real-time challenges and projects;
- Utilize virtual internships as a tool to mapping potential employees by connecting intern’s interests with the company or organization’s expertise;
- Provide career guidance, networking connections and references and remain connected with former interns to track their progress that could lead to future collaboration or employment;

7.3. RECOMMENDATIONS FOR YOUTH CIVIL SOCIETY

- Implement advocacy initiatives and campaigns for virtual internship opportunities, and promote the importance and value of virtual internships within civil society organizations, as a mechanism to empower and engage youth from diverse backgrounds.
- Foster collaborations between civil society organizations, educational institutions, and businesses to create virtual internship opportunities;

- Promote and advocate for accessibility and inclusivity to ensure that virtual internships are accessible and inclusive, for youth from all backgrounds, including those from marginalized communities or with limited resources;
- Monitor and evaluate impact of virtual internship programs on young people, but organizations and businesses as well.

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