Developing international mobility for apprentices: The impacts (obstacles and benefits) for host organizations

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This research focuses on the international mobility of work-integrated learning (WIL) students involved in apprenticeship programs and the impacts of this mobility (obstacles and benefits) for organizations that host WIL students in France within a French multinational company. The central question is to understand the obstacles and benefits for host organizations of the international mobility of apprentices. The results, which are based on a series of 15 interviews with members of the human resources department and supervisors and a survey of 54 mobility advisors, show that there are many benefits of international mobility for host organizations when WIL students return from their mobility experience for supervisors, and for the organization's employer brand, while highlighting several obstacles, particularly in terms of acculturation to innovation. The results also show a need to strengthen ties between the various stakeholders in apprenticeship programs in order to promote the success of international mobility.

Keywords: Apprenticeship, international mobility, Erasmus+, corporate social responsibility

For several decades, work-integrated learning (WIL) programs: "a training-to-employment process that aims to professionalize new entrants by linking professional experience developed in the workplace with teaching provided in training centers with the aim of developing complex skills" (Pennaforte & Pougnet, 2012, p. 8) have taken on an international dimension, becoming part of the Erasmus+ movement in Europe, which promotes student mobility during their studies. Since the 2010 Bruges Communiqué (European Centre for the Development of Vocational Training, 2010) and more especially the 2020 Osnabrück Declaration (European Centre for the Development of Vocational Training, 2020), apprentices in Europe have also had the opportunity to take part in short or long-term mobility programs, either voluntary or compulsory, during their training and employment courses. This article will focus on the apprenticeship which can be defined as :

> an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journeyperson in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience. (CEWIL Canada, 2026, para. 2)

In France, apprenticeships cover all levels of qualification, from highly technical diplomas to master's degrees. WIL programs typically last from one to five years, between the apprentice (student), the Higher Education Institution (HEI), and the host organization. When the number of WIL students reached its peak, with nearly one million apprentices in 2025 (POEM, 2025), going abroad during one's apprenticeship became a new possibility for everyone, though it is long-standing for apprentices in engineering schools. A legal arsenal (for example, the laws of September 5, 2018 relating to the development of the position of international mobility coordinator through HEI, and December 27, 2023

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– to ease legal agreements between countries involved in international mobility) has recently been deployed to promote the mobility of all apprentices during their WIL program with a call to develop long-term mobility, that is, lasting more than two months, either in a host organization (at work) or in a HEI or technical school abroad. According to Erasmus+ data, between 2022 and 2025, the number of long-term mobility programs increased from 23,345 to 25,876 (European Commission, n.d.).

These mobility programs are known to offer many benefits for apprentices, such as cultural awareness, the development of soft skills, and learning a foreign language (Behrisch, 2016; Guest et al., 2006; Potts, 2015). However, few studies have looked at the impacts of these international apprenticeship placements on host organizations.

To bridge this research gap, this study, which is based on both a case study conducted at a French multinational company (15 semi-structured interviews at head of Human Resources at the headquarter level) and a study of 54 mobility advisors associated in one consortium, aims to examine the impact of international mobility among apprentices on host organizations. More specifically, the research question is to understand the obstacles and benefits for host organizations of international mobility for apprentices in the French and international context and the role of mobility advisors in these impacts.

This paper will first present the theoretical framework for the international mobility of apprentices, then the methodology used, and the results of the data collection. This will be discussed theoretically before proposing practical implications for practitioners.

THEORETICAL FRAMEWORK AND HYPOTHESES

Conditions for the Feasibility of International Mobility in Work-Integrated Learning

Studies on international mobility are generally integrated into career-related research (Arthur et al., 2005; Cadin et al., 2003; Lagabrielle & Croity-Belz, 2022; Pihel et al., 2023; Pralong, 2021). These studies focus mainly on the relationship between careers and mobility (Spurk, 2021), career guidance issues (Savickas & Porfeli, 2012), career scripts (Barley, 1989), and understanding mobility in relation to various factors such as environments, territories, durations, mobility conditions, induced learning, and the role of actors and organizations in intra- or inter-organizational mobility processes (Lagabrielle & Croity-Belz, 2022; Ng et al., 2007; Pihel et al., 2023). However, few studies have examined the mobility of students in WIL programs (Hellemans & Equeter, 2016). Since the launch of the Erasmus international student mobility program in 1987, relaunched in 2014 under the name Erasmus+, more than 10 million students have benefited from support and funding for European and/or international mobility (European Commission, n.d.).

The literature on the international mobility of WIL students has focused particularly on the difficulties and challenges of its implementation for (HEIs) and WIL (Behrisch, 2016; Behrisch & Gemino, 2020; Calmand et al., 2018), the conditions for cross-border WIL (Iffrig, 2019), the benefits for WIL (Behrisch, 2016; Coll et al., 2003; Guest et al., 2006; Potts, 2015; Reinhard et al., 2007; Stonkhorst, 2005) or the implementation of specific programs (McRae et al., 2016; Reinhard & Gerloff, 2020). More specifically, the literature on the benefits of mobility has focused on the contributions in terms of skills (Behrisch, 2016), mobility capital (Murphy-Lejeune, 2003), professional integration (Iffrig, 2019), and the development of proactive socialization behaviors (Pennaforte, 2024a) for work-integrated learning students. Some research has looked at the benefits for HEIs (Ahn, 2014) and for all stakeholders in work-integrated learning programs (Pennaforte, 2024b), but to our knowledge, no research has

specifically focused on understanding the barriers and benefits for organizations hosting WIL involved in apprenticeship programs.

Benefits of International Mobility for Apprentices

For host organizations, WIL programs are, in part, a means of developing skills for WIL students and identifying future talent for recruitment. Based on the literature on mobility and careers (Behrisch & Gemino, 2020; Brassier-Rodrigues, 2015; Hellemans & Equeter, 2016), several benefits are likely to be noticeable for these organizations in terms of practices and human resource management. In terms of practices, the consequences of apprentice mobility could include: observing and mastering other practices, developing new professional skills, the opportunity to observe other professional practices, developing cross-functional skills, forging business links with partners, and developing a reflective attitude that encourages a re-examination of certain practices within the host organization (Brassier-Rodrigues, 2015). In terms of human resource management (HRM), the implementation of an international mobility process for apprentices could bring the following benefits: impacts on the employer brand, corporate social responsibility (CSR), social innovation, recruitment of new talent, increased human capital, and stimulation of intergenerational and intercultural exchanges (Pihel et al., 2023). Consequently, hypothesis 1 is proposed:

> H1: International mobility for apprentices has a positive impact on host organizations in terms of practices (H1a) and HRM (H1b).

Barriers to the International Mobility of Apprentices

While benefits are expected, several obstacles (Breton, 2023; McLachlan et al., 2017) can also be observed in developing apprentice mobility, such as issues of financial support, continued social protection, long-term remuneration, knowledge of a foreign language, preparation time for mobility, and the difficulty of identifying a replacement during mobility (Behrisch, 2016; Brassier-Rodrigues, 2015). Other barriers can be identified preventing students from completing international co-op or exchange such as the cost, the extension of the duration of the degree, the perception of difficulty to achieve the program, the difficulty to leave home, the influence of someone bad experience, or the fail in the application process (Behrisch, 2016). Within host organizations, these obstacles are found in the field of HRM (difficulty in acculturating supervisors and Human Resources Business Partners, legal difficulties, social protection, mobility grants) and in relation to supervisors (proficiency in a foreign language to communicate with counterparts abroad, reluctance to leave and therefore to be absent from the apprentice, perception of no direct added value for the business). Consequently, hypothesis 2 is proposed:

> H2: The international mobility of apprentices creates obstacles for host organizations in terms of HRM (H2a) and supervisors (H2b).

Value Creation and the Role of Mobility Advisors

In order to create value based on the international mobility of apprentices, host organizations work in conjunction with HEIs that offer them specifically designed work-integrated learning pathways. Mobility advisors play a central role in ensuring that these pathways meet both the challenges of empirical and theoretical learning in HEIs and host organizations. These advisors are responsible for providing information and helping to organize the international mobility of apprentices, coordinating mobility contacts and stakeholders, and developing and maintaining a network of local, national, and international partners to facilitate mobility opportunities for apprentices. They are also responsible for

the administrative follow-up of mobility files, evaluating and monitoring the impact of mobility periods on apprentices in collaboration with supervisors, and participating in the promotion of mobility programs to partner companies (Law of September 5, 2018). The role of mobility advisors in supporting international mobility stakeholders is therefore central to creating work-integrated learning programs with international mobility that provide value for organizations. Indeed, mobility advisors, with their expertise in international mobility for apprentices, create pathways in which host organizations organize student learning. Without these mobility advisors, international mobility pathways would not be linked to the theoretical knowledge learned in HEIs. Consequently, hypothesis 3 is proposed:

H3: The international mobility of apprentices requires the support of mobility advisors to create value within host organizations.

METHODOLOGY

Methods

The data was collected as part of a large-scale funded research project conducted between 2023 and 2026 on apprentice mobility in France (RaMONA research, MONA consortium project, Euro App Mobility, France 2030, Banque des Territoires). To understand the benefits and barriers of international mobility for host organizations, data was collected from two samples in order to cross-reference the data and increase the validity of the study, namely through a case study conducted within a French multinational company with 200,000 employees using semi-structured interviews (n=15) at the headquarter level and through a qualitative questionnaire survey of 54 mobility advisors working in HEIs in one consortium in France (MONA Consortium – Mon Apprentissage en Europe), as shown in Table 1 below.

TABLE 1: Population and objectives.

	Methods	Population	Objectives
1	Case study with semi-structured interviews (n=15)	HR department members and managers	Identify the benefits and obstacles to international mobility for apprentices from the employers' perspective and understand what practices to develop to create value.
2	Qualitative survey (n=54)	Mobility advisors from 54 apprentice training organizations	Identify the benefits and obstacles to international mobility for apprentices from the perspective of training organizations and understand what practices to develop with employers to create value.

The data collection process followed three steps: first (1), members of the HR department at the headquarter level (n=11) were selected; then (2), these members identified managers impacted by international mobility (n=4); finally, in a third stage (3), mobility advisors responsible for developing mobility pathways for apprentices (n=54) were selected from within the MONA consortium.

Samples

The first data collection is based on 15 semi-structured interviews conducted within a French multinational service company with the deputy HR director (DHRD: 1), the international mobility manager (IMM: 1), training managers (TM: 4) and HR managers within the same business unit (HRBU:

5), as well as managers (M: 4) who are responsible for the international mobility of apprentices. These interviews aimed to identify the benefits and barriers to international mobility for apprentices from the employers' perspective and to understand what practices to develop to create value. The interview grid included six themes: challenges of international mobility for apprentices, barriers, benefits, modeling learning pathways to create value, links with HEIs, and the roles of other stakeholders in apprenticeships. The interviews, which lasted an average of 64 minutes, were conducted in person (n=12) and via Zoom (n=3) between February and September 2024, on a sample with an average age of 48 (53% female and 47% male), whose characteristics are presented in Table 2 below:

TABLE 2: Characteristics of HR department members and managers.

Interviewee	Gender	Age	Seniority	Scope
DHRD	F	52	28	World
IMM	F	43	15	World
TM1	M	58	21	BU1
TM2	M	54	25	BU2
TM3	F	33	3	BU3
TM4	F	53	26	BU4
HRBU1	F	56	21	BU1
HRBU2	F	57	24	BU2
HRBU3	F	53	14	BU3
HRBU4	M	45	5	BU4
HRBU5	F	42	7	BU5
M1	M	62	35	BU1
M2	M	49	14	BU2
M3	M	32	8	BU3
M4	M	36	2	BU4

All interviews were transcribed using TRINT transcription software version 2023, proofread while listening to the interviews to correct transcription errors, and then examined using thematic content analysis (Bardin, 2003). Relevant categories were defined to obtain themes (e.g., barriers) and sub-themes (e.g., individual, legal) that made up a grid of categories. Next, data coding methods were defined, and the data was coded step by step in order to deconstruct and then reconstruct it.

The second data collection was carried out using a qualitative questionnaire sent by email to 54 mobility advisors between April and September 2024, asking them to identify the barriers and benefits of international mobility for apprentices for host organizations and how to support these organizations in creating added value in relation to apprentice mobility. The questionnaire covered six topics: mobility challenges, barriers to mobility, benefits of mobility, modeling learning pathways to create value, links with host companies, and conditions for successful mobility. The response rate was 100%, with 87% female and 13% male after validation of usable data. Among the respondents, 42% were 100% dedicated to mobility in their position and 58% were dedicated between 50% and 80% of their position. The data was examined using thematic content analysis as explained above.

This study was conducted in accordance with the ethical principles governing research involving human subjects, in compliance with French regulations (Public Health Code, Jardé Law) and the General Data Protection Regulation (EU, 2016/679, Articles 5, 6, 9, and 89), after obtaining informed consent from all participants.

RESULTS

Positive Impacts of International Mobility for Apprentices on Host Organizations in Terms of Practice and Human Resource Management

The results of the interviews show a gap between the expected and proven benefits for apprentices' practices that indirectly have a positive impact on the host organization, and the projected benefits in terms of HRM, which depend heavily on the level of acculturation of the host organization. Clearly, organizations recognize the positive impacts of apprentice mobility in terms of practices, social and cultural openness, perspective, and interpersonal skills. For example, one HRBU states: "In our context of skills shortages, implementing this innovation would allow us to broaden our recruitment sources and attract interesting profiles" (HRBU2). One manager said: "Since my work-study student returned, his approach to meetings has changed. He reaches out to others, communicates, and seeks to develop his network (M3)." Another HRBU, expresses the expected benefits in these terms:

> For the company, the benefit is quite clear. It's about discovering other sites, another way of operating, another approach. This allows us to have someone who is enriching themselves professionally and technically, so the company has someone at its disposal who is enriching themselves. (HRBU2)

This enrichment is also evident at the relational and team levels, as expressed by TM2: "I always look forward to seeing the impact on our team when an apprentice returns from their mobility program, and I give them a warm welcome so that they can quickly share their experience."

In terms of HR impacts, while everyone recognizes the relevance of this social innovation for apprentices and the positive benefits in terms of CSR, the level of acculturation of managers and local HR staff to mobility seems to be the key to developing positive impacts. The deputy HR director explains: "I fully understand the benefits of this mobility initiative and if headquarters requires me to do so, I will. But today, we are completely French in our operational recruitment (DHRD)," while an HR manager states: "A supervisor recently sent an engineer to Romania. He is absolutely delighted with the experience and wants to repeat it" (HRBU4). The positive experience of the apprentice-supervisor relationship can have an HR impact in terms of the desire to recruit the apprentice at the end of their training, as expressed by the IMM:

> There are not many direct benefits to mobility, but indirectly, if we want to capitalize on a young person we have under our wing, whom we want to support and encourage, the BU contacts HR to find out in which structure the apprentice could be recruited and thrive.

Table 3 below presents the benefits of international mobility for host organizations.

TABLE 3: Benefits of international mobility for host organizations.

	Benefits
Host organizations	Development of new skills. Development of a network of partners open to exchanges. Evolution of the role of the mentor Identification of future talent Carrying out international missions Social innovation CSR Challenge of practices Intercultural exchanges Attracting people to professions facing labor shortages.

Consequently, hypothesis 1 is partially validated: the international mobility of apprentices has a positive impact on host organizations in terms of practices via apprentices (H1a) and depends on acculturation to mobility in order to develop positive HR impacts (H1b).

Barriers to the International Mobility of Apprentices for Host Organizations

The results of the interviews show that, due to the innovative nature of international mobility for apprentices, organizations are not very acculturated to this practice and have not developed specific processes to manage it, as expressed by TM4: "So, as far as I know, apprentices don't really have an integration process when they join the company in France, so I don't think they do abroad." . In addition, many 'imaginary' obstacles are identified (legal, logistical, remuneration), even though these can easily be overcome in practice. Managers, for their part, view this mobility positively and do not see the apprentice's absence as an obstacle, but rather as a projected or delayed opportunity to enrich themselves in terms of skills, practices, relationships, and networking. One manager explains: "I am eagerly awaiting my work-study student's departure for Spain, as he will be going to a factory that uses a process that we do not use in France" (M1).

However, the main obstacle that emerges remains a political one. Indeed, while all HR professionals agree that there is a strong interest in the international mobility of apprentices, without clear and decisive political impetus, mobility remains on the margins of HR innovations, as expressed by HRBU1:

> Politically, it's a mess. To successfully launch an innovation, you have to see 25 people to reach the right person, who will not be the decision-maker. Then you find the decision-maker who says OK but doesn't even write a letter of assignment. So, nothing moves forward and we work with the mobility advisors of training organizations on a case-by-case basis. It's a shame.

Consequently, hypothesis 2 is partially validated: the international mobility of apprentices creates obstacles for host organizations in terms of HRM (H2a) but not for supervisors (H2b).

Value Creation and the Role of Mobility Advisors

Mobility advisors (MA) play a key role in creating value from international mobility for apprentices in host organizations by initiating training programs that enable all stakeholders to reap the benefits. This

value creation is reflected in the significant support that mobility advisors provide to supervisors and HR departments in companies, as expressed by MA17: "Our expertise enables us to inform companies about the conditions for successful mobility and to explain to HR departments that successful mobility means extra loyalty points." Value creation is also evident in the strong support given to apprentices on mobility programs, which enables them to succeed in their mobility, develop skills, and build self-confidence, resulting in added value for the company. For example, MA5 states that "mobility is a way for apprentices to get to know themselves better and return to the company with new confidence," while MA46 states that "host companies give us feedback on the seriousness, attitude, and professionalism of apprentices when they return from mobility."

Finally, the mobility advisor indirectly supports host organizations by implementing strategies and learning pathways designed to help students succeed so that they are ready to enter the workforce. MA38 puts it this way:

> The goal of learning is to deliver a generational workforce that is ready to work and not tailored solely to the needs of private companies. Mobility remains at the service of learning and education. The mobility advisor is not intended to work for companies; their mission is to support apprentices in their training, as it is the HEI that must define the mobility pathway.

Therefore, hypothesis 3 is partially validated: the international mobility of apprentices requires the support of mobility advisors to create value within host organizations, by designing specific pathways first for students and second for employers.

DISCUSSION

Theoretical Implications

The results of this research are consistent with previous research on the international mobility of apprentices, which points to benefits for apprentices (Stonkhorst, 2005). Here, the results enrich this literature by showing benefits for host organizations, both in terms of the impact of apprentices returning from mobility and in terms of stimulation and emulation for managers. The results also show barriers to this mobility, which remain organizational in nature and can be explained by issues of acculturation to social innovation, when management remains the driving force and is willing to support it. Finally, the results show the central importance of mobility advisors in supporting those involved in international mobility.

More specifically, the results show a temporal difference in the benefits that the host organization can derive from mobility. During the mobility phase, when the apprentice is learning and developing, there is no immediate added value. Then, during the return phase, the added value is evident at the level of the team associated with the apprentice and towards his or her manager, but not in the organization in general. Then, at the end of the apprenticeship, if the apprentice remains in the host organization, the latter can reap benefits in terms of loyalty and commitment, and promote these actions in its CSR approach. The added value therefore appears at multiple organizational levels.

The results also show the central importance of political impetus in turning a marginal social innovation into an HR strategy supported by decision-makers and strategically valued in terms of CSR. The benefits for the organization are found at the individual level (the apprentice) and the team level (the apprentice's team), but few at the HR level with specific indicators. The work of mobility advisors with

the organization's internal training managers remains central to developing individual and team-level benefits.

This positioning of mobility advisors raises a key question in the international mobility development model for companies. Indeed, the mission of the mobility advisor remains to create learning programs that enable international mobility for apprentices within HEIs, rather than for companies, which remain the host and learning environments for students. The gap identified in the results between the expertise of mobility advisors working to promote international mobility for students and the role of companies in organizing this mobility points to the problem of communication between host organizations and HEIs. In some situations, mobility advisors and companies work together, but in most cases, organizations take a case-by-case approach when mobility is made compulsory for engineering students, for example. It would be interesting to strengthen the triangle of learning stakeholders by first placing the development of students ready to work as the real added value of international mobility, according to a logic of skills renewal, and secondly the positive benefits for companies and HEIs.

Practical Implications

For practitioners, these results highlight the need for host organizations to work closely with mobility advisors at HEIs to facilitate the organizational management of such mobility. It would also be necessary to develop this mobility solely on the basis of a specific assignment given to the apprentice that requires an international placement, and thus to work hard on the desired job profile. Three work-integrated learning models (Internship in apprenticeship – IIA, Continuous remote work-integrated learning program – CRWIL and Continuous work-integrated learning program in partnership - CWILIP) with international mobility are proposed, as shown in Table 4 below:

TABLE 4: Work-study models with international mobility.

Models	Characteristics
Internship in apprenticeship (IIA)	- Break in the program (3 months or more) - Managed by local stakeholders - Specific assignment given - No systematic link between assignments abroad and assignments in France
Continuous remote WIL program (CRWIL)	- 50% in France / 50% abroad - Principle of continuous work-integrated learning with replacement of professional training in REMOTE by the HEI - Assignments given to apprentices must demonstrate the added value of a period abroad
Continuous WIL program in partnership (CWILIP)	- 50% in France / 50% abroad - Principle of continuous work-integrated learning program within an academic partner of the HEI abroad. - The assignment given to the apprentice must demonstrate the added value of a period abroad

To implement these work-study models, several conditions are required, as shown in Table 5 below.

TABLE 5: Conditions to develop international mobility through apprenticeship.

Models	Companies	HEI	Students	Work supervisor
IIA	Clear HR strategy (social innovation and CSR) 1 apprentice = 1 assignment including a period abroad Agreement (safety, coverage, etc.) Recruitment: profile 1 dedicated person (facilitator)	Preparation for departure (language, culture, legal context, local specificities) Funding search Administrative management	Preparation for departure	Planning for the apprentice's absence Regular meetings with the apprentice Meetings with MA on site English training
CRWIL	Identification of the assignment Centralized management Mapping of partner sites Designing the program Contractualization	Distance learning courses Dedicated educational advisor	Ability to learn remotely	Identification of the mission Investment in remote monitoring
CWILIP	Identification of the mission Centralized management Mapping of partner sites Designing the program Contractualization	Academic partnership abroad Dedicated training program	Ability to follow a course in a foreign language	Identification of the mission Co-construction of the mission with foreign counterpart Investment in remote monitoring

It would also be useful for HR practitioners within host organizations to develop specific indicators for the international mobility of apprentices in order to make it a mechanism for accelerating skills and identifying talent to retain. It would also be interesting to develop entire cohorts of apprentices within the same organization who would undertake international mobility according to a specific training path, designed by both mobility advisors and corporate training managers, based on the principle of graduate programs, in order to retain the company's future talents. Finally, to facilitate the management of the program, it would be useful to use a digital application that would allow the apprentice's progress to be monitored, communication with them to take place, remote support to be provided when they are abroad, and ultimately the benefits for all stakeholders in the apprenticeship to be enhanced.

Limitations and Recommendations for Future Research

There are several limitations associated with this research. First, from a methodological standpoint, the case study of a single organization, albeit an international one, limits the generalizability of the results, even though the data were triangulated with the sample of mobility advisors. It would be useful to

conduct a multiple case study involving several organizations of different sizes in order to gain a detailed understanding of the challenges of acculturation. Theoretically, this research draws on the few existing studies on the international mobility of apprentices, while also drawing on a few references in HRM on mobility and careers. It would be interesting to strengthen the body of work on apprentice mobility by increasing the amount of empirical research. Finally, it would be interesting to cross-reference the data from this research with empirical data that directly questions apprentices or apprentice/supervisor pairs about the obstacles encountered and the benefits identified in relation to their mobility experiences.

CONCLUSION

This article aims to understand the obstacles and benefits of international mobility for apprentices and how the role of mobility advisors can create value for host organizations, particularly through support for the creation of mobility-specific training and employment pathways and support for apprentices. The results encourage researchers to increase empirical research on the impacts of international mobility programs on work-integrated learning stakeholders and practitioners, to work hand in hand to increase the benefits of international mobility through work-integrated learning for all stakeholders.

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Disclosure of the Use of GenAI

Translation AI, namely DeepL 2025, has been used for language improvement.

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About the Journal

The International Journal of Work-Integrated Learning (IJWIL) publishes double-blind peer-reviewed original research and topical issues related to Work-Integrated Learning (WIL). IJWIL first published in 2000 under the name of Asia-Pacific Journal of Cooperative Education (APJCE).

In this Journal, WIL is defined as:

> *An educational approach involving three parties – the student, educational institution, and an external stakeholder – consisting of authentic work-focused experiences as an intentional component of the curriculum. Students learn through active engagement in purposeful work tasks, which enable the integration of theory with meaningful practice that is relevant to the students' discipline of study and/or professional development* (Zegwaard et al., 2023, p. 38*).

Examples of practice include off-campus workplace immersion activities such as work placements, internships, practicum, service learning, and cooperative education (co-op), and on-campus activities such as work-related projects/competitions, entrepreneurships, student-led enterprise, student consultancies, etc. WIL is related to, and overlaps with, the fields of experiential learning, work-based learning, and vocational education and training.

The Journal's aim is to enable specialists working in WIL to disseminate research findings and share knowledge to the benefit of institutions, students, WIL practitioners, curricular designers, and researchers. The Journal encourages quality research and explorative critical discussion that leads to the advancement of quality practices, development of further understanding of WIL, and promote further research.

The Journal is financially supported by the WILNZ, WACE, WIL Australia, and the University of Waikato.

Types of Manuscripts Sought by the Journal

Types of manuscripts sought by IJWIL are primarily in two forms: 1) *research publications* describing research into aspects of WIL and, 2) *topical discussion* articles that review relevant literature and provide critical explorative discussion around a topical issue. The journal will, on occasions, consider good practice submissions.

Research publications should contain; an introduction that describes relevant literature and sets the context of the inquiry. A detailed description and justification for the methodology employed. A description of the research findings - tabulated as appropriate, a discussion of the importance of the findings including their significance to current established literature, implications for practitioners and researchers, whilst remaining mindful of the limitations of the data, and a conclusion including recommendations.

Topical discussion articles should contain a clear statement of the topic or issue under discussion, reference to relevant literature, critical and scholarly discussion on the importance of the issues, critical insights into how to advance the issue further, and implications for other researchers and practitioners.

Good practice and program description papers. On occasions, IJWIL seeks manuscripts describing an example of good practice, however, only if it presents a particularly unique or innovative practice or it was situated in an unusual context. There must be a clear contribution of new knowledge to the established literature. Manuscripts describing what is essentially 'typical', 'common' or 'known' practices will be encouraged to rewrite the focus of the manuscript to a significant educational issue or will be encouraged to publish their work via another avenue that seeks such content.

By negotiation with the Editor-in-Chief, the Journal also accepts a small number of *Book Reviews* of relevant and recently published books.

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