



O4.2 - SHARING EXPERIENCES AND RECOMMENDATIONS FROM THE IMPLEMENTATION OF THE ENTERMODE INTERNSHIP MODEL

WP4 LEADER: PRAXIS UND WISSENSCHAFT PROJEKT GMBH



SHARING EXPERIENCES AND RECOMMENDATIONS FROM THE IMPLEMENTATION OF THE ENTERMODE INTERNSHIP MODEL

This publication was composed within the framework of the EnterMode project.

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<http://entermode.eu/>

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Sharing experiences and recommendations

The success stories are meant to present experiences derived during the application of the model and highlight the benefits of participating in the EnterMode internship programme. The aim is to encourage more companies and students to follow the EnterMode internship programme. Each story is about one individual student.

More successful stories from EnterMode internships can be found in EnterMode's YouTube channel <https://www.youtube.com/channel/UCOsG1rZOIm-X-La8dQbBD8g>

8.1 Traditional Internships

1. Project ELLIS (“Einfacher Lernen lernen in Schulen” – “learning to learn at schools in a simple way”)

Context	
Higher Education Institution Name: LMU Munich Department: Department of Education Website: https://www.fak11.lmu.de/	Company Name: Stiftung Kick ins Leben Website: https://kickinsleben.org/ E-mail: felix@kickinsleben.org Sector: Educational System Years involved in internship programmes: 4 Total number of interns which have been trained in the company: 32
<p>The bachelor course at the LMU includes a mandatory internship of at least six weeks. There is a cooperation between LMU and many projects or institutions hiring students from the LMU. A seminar is dedicated to the internships. Since there is a long cooperation between the LMU and the institutions it is possible to match the student's interests and skills with the requirements of the project or company. Therefore there are well-tried procedures and instruments.</p> <p>The internship-partner was an association who is cooperating with community foundations and has been an internship partner of the LMU for several years and. The target group of the project are young children who are potentially at risk at school, mainly pupils with a migration background. They are supported by different part-programs aiming at different age groups. The specific project where the internship took place is tailored for pupils in primary school (grade 3 or 4) and can also be adapted towards pupils in grade 5 or 6.</p> <p>To realize their programs, ELLIS is cooperating with schools with comparable high numbers of pupils with migration backgrounds. Although the different part-programs are aiming at specific age groups, the general program intends to establish a continuous support chain. The idea is to give pupils the possibility to participate in different programs over time, each one theoretically standing alone, but being linked and coordinated together to facilitate the support chain all part-programs are being evaluated.</p>	
Description of EnterMode internship	
Tasks and challenges: The task of the intern was to update a pre-existing training program for coping	

with stress at school, including topics such as physiological, cognitive and emotional stress as well as stress caused by or based on one's behaviour (e.g. concentration). After reviewing literature, discussing the key-goals of the program and developing an updated version, the intern had to apply the program with a group of 17 pupils at a primary school in Munich. In support of the intern there were seminars, workshops and mentoring organized by ELLIS in cooperation with the LMU. In addition to the training, the intern developed an own design for an evaluation, which was based on several qualitative and quantitative methods. The results were presented and discussed within the project group, the involved teachers, representatives of the community foundations and within the seminar at the LMU. The results were overall positive and are now contributing to further developing the program.

The challenges of the internship were a) to adapt theoretically based concepts and programs to the everyday life of a school and to the need of pupils with a potentially problematic background and b) to organize the program in cooperation with teachers, whose plans and expectations for their classes might differ from the objectives of the anti-stress-training. Another important challenge was c) to take care of pupils with a problematic refugee-background and to help integrate them into the group of children. A problem here can be to find a balance between supporting individual needs as well as the whole group, even if the group might not be willing to welcome single people or all interests.

In the evaluation a growth of knowledge in 11 out of 15 items and a decline of the experienced stress was measured. The results showed that after some initial issues the pupils trusted the intern and got engaged in the program. The participants rated the program in general as very well.

The tasks of the internship, as well as the needs of the pupils and the challenges concerning teachers and organisational problems required independence from the intern, autonomy and strength, especially in handling problematic pupils. The intern had to earn the trust of the pupils, their interest and motivation. Following a balance of trust and independency as one of the most important professional competences, she had to maintain distance to the pupils, the teachers and the mentors. Here and in other domains the feedback of her mentor and other students within the connected internship-seminar at the LMU was very important and provided self-reflection and supervision.

Competences developed during the internship

Spotting opportunities ☐

Creativity ☐

Vision ☐

Valuing ideas ☐

Ethical and sustainable thinking ☐

Self-awareness and self-efficacy ☐

Motivation and perseverance ☐

Mobilising resources ☐

Financial and economic literacy

☐

Mobilising others ☐

Taking the initiative ☐

Planning and management ☐

Coping with uncertainty, ambiguity and risk ☐

Working with others ☐

Learning through experience

☐

Conclusion: As the report shows many competences of the EntreComp framework had a relevant role in the internship. Through updating the program for the training-lessons, the intern had to create her own link between theory and practice. She had to show personal engagement, especially during her work with the pupils and experienced moments of uncertainty and risk, while dealing with problematic pupils. The intern had to plan and manage the program in cooperation with the teachers, pupils and their parents and she had to report her progress to her supervisors from ELLIS and LMU and was expected to independently develop the design for her evaluation by choosing suitable instruments. As previously mentioned, she gained relevant experience on how to be professional in the future. For example, she learned to cope with people with a different social background. This

pushed her to be creative in adequately adopting the program, while staying aware of the program's goals, the needs of the pupils and her own interests and needs. Following this, she also recognized the chances provided by the program for herself and others. Additionally, an ethical based position was relevant during the entire internship, as well as the skills to represent the program and the organisation, she was working for in a professional way.

Photo

Metaevaluation der Evaluation der LernOase – Gruppe 2

Veranstaltung: Seminar Methoden Bildungsforschung und Bildungsmanagement
Juliane Herrmann, Marzi Kader, Leah Lerchenberger, Annalena Neumayer, Carina Strigl

Über die LernOase:

Die LernOase ist ein gemeinnütziges Lernhilfeangebot für Schüler*innen an verschiedenen Standorten in München, welche von der Stiftung Kick ins Leben und der SWM Bildungsstiftung gefördert wird.

1. Bestimmung des Evaluationszwecks

- Stichprobe: Grund-/ Mittelschüler*innen der LernOase in Neuaubing und Milbertshofen (Auswahl und Durchführung durch die Projektleitung)
- Zweck: Ist-Zustand über Standorte Milbertshofen und Neuaubing
→ Transfererfolg, individueller Lernerfolg, Motivation der SchülerInnen
- Ressourcen: Fragebogen einer bereits durchgeführten Evaluation
- Kontaktperson: Projektleitung der LernOase und Frau Bickert

Was lief gut bzgl. der Entwicklung Erhebungsinstrumente:

- gute Zusammenführung der Ideen der Gruppenmitgliedern
- Orientierung an Fragestellung und Bewertungskriterien von Frau Bickert
- hilfreiche Stütze durch schon zur Verfügung stehenden Fragebogen der LernOase
- gelungene Anpassung der Gruppe an erschwerte Bedingungen

Was lief nicht so gut bei Entwicklung Erhebungsinstrumenten:

- Verzögerung der Überarbeitungsphase
- Nachträgliche Berücksichtigung der theoretischen Fundierung des Fragebogens

2. Datenerhebungsplan

Ablaufplan:

- Überarbeitung der Fragebögen im Zeitraum bis 31.12.20
- geplante Erhebung: Mitte Januar bis Ende Januar
- geplante Auswertung: Ende Januar bis Anfang Februar

3. Durchführung - Datenerhebung und Auswertung

- Fragebögen mit offenem Antwortformat + Likert-Skala (Online-Fragebogen nach Anpassung)
- Stichprobengröße nicht klar definiert
- Aufforderung, Eltern anzurufen (Datenschutz)
- keine tatsächliche Erhebung und folglich auch keine Auswertung möglich

Handlungsanweisungen für die Gruppe:

- theoretisches Modell früher festlegen
- Deadlines setzen (für Kooperation mit Projekt)
- Leitfragen formulieren

Handlungsanweisungen für die Kooperation mit der LernOase:

- Klare Kommunikation der Universität mit der LernOase
- Bedarf von Anfang an von Stiftung /LernOase ermitteln
- Rücksprache mit Projektleitung zwecks Fragebogen (Feedback)
- Termine zum Austausch vereinbaren
- Datenschutzregelungen genau klären
- expliziter Absprache mit der Projektleitung seitens ihrer Verantwortlichkeiten im Projektablauf
- Stichprobe genau festlegen
- engere Rücksprache mit der Projektleitung wünschenswert

2) Internship in the KonTEXT project

Context	
Higher Education Institution Name: LMU Munich Department: Department of Education Website: https://www.fak11.lmu.de/	Company Name: JAA München Website: https://kontextleseprojekt.com/ E-mail: steindorff@hm.edu Sector: Judicial System Years involved in internship programmes: 5 Total number of interns which have been trained in the company: 34
<p>The bachelor's course at the LMU has a mandatory internship for at least six weeks. There is a cooperation between LMU and many projects or institutions taking students from the LMU. And there is a seminar accompanying the internships. Since there is a long cooperation between the LMU and the institutions it is possible to match the student's interests and skills with the requirements of the project or company. Therefore there are well-tried procedures and instruments.</p> <p>The internship partner was an association cooperating with prisons to help young prisoners (between 14 and 22 years of age) to find their way out and back into life. Their approach is based on reading literature about youth with the young prisoners and discussing the topics and problems raised in it. Tasks of the intern included updating the concept of both sessions and workshops, implementing new training sessions and conducting evaluations (formative and summative). The project was called 'KonTEXT', the project partner was the University of Applied Science in Munich (Prof. Dr. Steindorff-Classen) and the internship was supported by a continuous cooperation between Prof. Dr. Steindorff-Classen and the LMU, including a seminar for the interns held at the LMU.</p>	
Description of EnterMode internship	
<p>Tasks and challenges: Since the projects concept of reading and discussing literature (young adult fiction) with young prisoners was developed by social workers and adapted by the project KonTEXT some years ago, the main task of the intern was to update said concept. The intern was choosing a new text and relevant passages, which were suitable to discuss relevant problems, such as communication problems, struggles with living together or questions of how to find sense in life. To facilitate profitable conversations based on the chosen text, the interns raised fitting guiding questions and suggestions for a discussion.</p> <p>The intern's main challenge was to update and justify the projects approach following principles of teaching and learning based on constructivism and adopting those to the experiences and perspectives of the young prisoners participating. In order to implement the workshops and discussions the intern not only had to demonstrate autonomy, independence and strength towards the young prisoners. She also had to find a way to appear trustworthy towards their clients and at the same moment maintain a professional distance to successfully guide the discussions, as this balance of trust and distance is a fundamental element of professionalism in pedagogy.</p> <p>To achieve and improve these competences, regularly feedback and supervision are essential. Therefore, meetings with Prof. Steindorff-Classen were held on a regular basis. Additionally, internship-related problems concerning for example organisational or personal factors and the role of professional competences were discussed during a seminar with other interns at the LMU.</p> <p>The feedback of the intern on her internship experiences and the acquired competences included how impressive the interaction with the young prisoners were for her. She learned about everyday</p>	

life in prison, the difficult family backgrounds, flight and war experiences and general blows of fate, which the prisoners had to face to different extents. Also, the intern was informed about the nature of the committed crimes. Towards all those experiences the intern had to show both empathy and an independent, professional position. Besides the contact with the participants, the intern had to remain neutral to all colleagues to be able to conduct an evaluation of the internship. For the evaluation she had to develop an own design supervised by the LMU, but independent from the company, and decided on a classical pre-post design. She identified competences the young prisoners should earn to clarify the objectives of the evaluation and to choose or develop suitable instruments. After the evaluation the results were presented to both the company and within the seminar at the LMU. The results were overall positive and are now used to further develop the workshops.

Competences developed during the internship

Hint: You can use the information below and structure your text in paragraphs, using subtitles.

EntreComp competences:

Spotting opportunities ☐

Creativity ☐

Vision ☐

Valuing ideas ☐

Ethical and sustainable thinking ☐

Self-awareness and self-efficacy ☐

Motivation and perseverance ☐

Mobilising resources ☐

Financial and economic literacy ☐

Mobilising others ☐

Taking the initiative ☐

Planning and management ☐

Coping with uncertainty, ambiguity and risk ☐

Working with others ☐

Learning through experience ☐

This short report on the internship shows that nearly all the competences mentioned in the EntreComp framework played a role:

The intern had to show initiative to update the program concept, to develop a design for an evaluation and to create a good workshop together with the young prisoners. She gained experiences with situations of uncertainty and risk in working with people of difficult and different socialization. Also, she had to plan and manage both the workshops and the evaluation, and cooperate with her supervisor, the staff from the LMU and other interns. During the internship she gained experience working with young people who have a problematic background. What she learned from this can be expected to be very relevant and applicable for her further career. Her work forced her to be self-aware, perseverant and motivated throughout the workshops and in order to motivate the participants to reflect on and verbalize every-day-life problems. Creativity was needed for working with the focus group, as well as for the designing of the evaluation. Here she also had to realize chances and opportunities for herself and the others to cherish and foster ideas and visions, with the goal to make lives sustainable based on an ethical position.

The only EntreComp framework competencies that did not play an explicit role during the internship due to the nature of the project would be financial and economic considerations.

Lessons learned

Photo

Poster of the evaluation-results

Evaluation des Leseprojekts KoTEXT

LMU-München: C. Gädigk, A. Gassner, S. Heumann, T. Schwaiger, B. Tafertshofer

1 Projektvorstellung

Projektbeschreibung

- Zielgruppe: straffällige Jugendliche zw. 18-22 Jahre
- Leitung durch zwei studentische Projektmitarbeiterinnen
- Gemeinsame Lektüre und Diskussion von Auszügen ausgewählter Romane

Ziele:

- Steigerung der Lesemotivation und -kompetenz
- Steigerung der Empathie- und Kommunikationsfähigkeit
- Anstoß zur Verhaltensreflexion
- Entdeckung neuer Möglichkeiten der Problembewältigung

2 Evaluationsziel

Legitimation des digitalen Formats

- Kann das Lernziel im digitalen Format erreicht werden?
- Ist der (Mehr)Aufwand durch die Digitalisierung vertretbar?



Optimierungsvorschläge

- Wo liegen die Schwächen/Stärken des digitalen Angebots?
- Wie können die Schwächen beseitigt werden?

3 Vorgehensweise

Design: quantitativ

Erhebungszeitpunkte: 18.01.2021-29.01.2021

Formative Evaluation (Prozessevaluation)

Instrument: Fragebogen mit geschlossenen und offenen Fragen

Theoretische Fundierung - CIPP-Modell:

- **Context:** Technische Ausstattung der Teilnehmer und Studierenden
- **Input:** Aufwand der Studierenden bei Vorbereitung
- **Process:** Aufwand der Teilnehmer und Studierenden bei der Durchführung; durch die Studierenden wahrgenommene Gesprächsatmosphäre
- **Product:** Lesemotivation der Teilnehmer

4 Fragebogen

Befragte Personen:

6 Jugendliche, 2 Studierende

Jugendliche

Technische Umsetzung

z.B. Mit welchem Gerät hast du teilgenommen?

Lesemotivation

z.B. Ich werde in Zukunft öfter Lesen.

Aufwand

z.B. Mir ist es leicht gefallen, mich an die Termine zu halten.

Studierende

Technische Umsetzung

z.B. Was waren Gründe für technische Probleme?

Gesprächsatmosphäre

z.B. Die Gesprächsregeln wurden eingehalten.

Aufwand (Vorbereitung & Durchführung)

z.B. Ich fand es aufwendig, ein Onlinekonzept zu erarbeiten.

5 Ergebnisse

Jugendliche

Technische Umsetzung

Smartphone (geeignet), Zoom (geeignet), Internet manchmal instabil

Lesemotivation

wenig vorhanden

Aufwand

Einhaltung der Termine machbar, wenig Ablenkung, online zeitsparend

Studierende

Technische Umsetzung

Internet instabil, mehr IT Unterstützung und Umfragetool gewünscht

Gesprächsatmosphäre

Gesprächsatmosphäre insgesamt gut, Buchinhalt folgen schwierig

Aufwand (Vorbereitung & Durchführung)

Moderation gut, aber hoher Vorbereitungsaufwand, Input/Output Differenz

6 Legitimation des digitalen Formats inkl. Handlungsempfehlungen

Insgesamt: Legitimation des digitalen Formats



Mehraufwand der Studierenden vertretbar



Jugendliche empfanden digitales Format als entspannter, wenig Ablenkung

1 Teilnahmeregeln für Jugendliche (z.B. Kamera an, ruhiger Ort)

2 Methodenpool für Online Seminare; z.B. Menti-Meter als Umfragetool

3 mehr Unterstützung und Erreichbarkeit der Projektleitung und der Praktikumsbetreuung (z.B. für Konzept und IT)



Lernziel "Steigerung der Lesemotivation" wurde nicht erreicht



Internetverbindung manchmal instabil (Diskussionsfluss unterbrochen)

4 Fördermöglichkeiten (z.B. Bereitstellung von Hardware, W-LAN Sticks)

3) Mapping, structuring, and updating the relationship network of Kinepict in line with the marketing strategy

Context	
Higher Education Institution Name: Semmelweis University Department: Health Services Management Training Centre Website: https://semmelweis.hu/emk	Company Name: Kinepict Health Ltd. Website: https://kinepict.com E-mail: krisztian.szigeti@kinepict.com Sector: medical device Years involved in internship programmes: 2 Total number of interns which have been trained in the company: 1
<p>The intern is a 5th year medical student of the Semmelweis University.</p> <p>No other students were mentored.</p> <p>The company did not prepare internships plans and did not set learning outcomes in the past.</p>	
Description of EnterMode internship	
<p>The aim of the internship was to familiarize with the company's sales and marketing strategy and scientific work and to be able to independently participate in its projects.</p> <p>Due to the nature of the projects, deadlines of several days as well as weeks were set. The intern managed her own time.</p> <p>At the end of each task, the intern's work was shortly evaluated in written form. She received additional, more detailed feedback via phone or skype monthly about the given time period. The sales or scientific working group continued to work with her results, so we could be convinced of its effectiveness.</p> <p>Due to the pandemic, there were only a limited number of face-to-face meetings, the mentor kept in touch with the intern online, mainly by email.</p>	
Resources offered to the student	
Office space: <input type="checkbox"/> Computer: <input type="checkbox"/> Network opportunities: <input checked="" type="checkbox"/> Stationary: <input type="checkbox"/> Telephone: <input type="checkbox"/> Mentoring: <input checked="" type="checkbox"/>	Training: <input checked="" type="checkbox"/> Access to company information: <input checked="" type="checkbox"/> Participation in team meetings: <input checked="" type="checkbox"/> Other: _____

The intern received an own email address and access to the internal mailing lists. She was invited to the weekly and monthly company meetings.

Before certain tasks, she received guiding documents and she could ask her questions. The mentor shared his former experiences with the intern and her plans were discussed together.

Competences developed during the internship

EntreComp competences:

Spotting opportunities ☒

Creativity ☐

Vision ☒

Valuing ideas ☒

Ethical and sustainable thinking ☐

Self-awareness and self-efficacy ☒

Motivation and perseverance ☒

Mobilising resources ☐

Financial and economic literacy ☐

Mobilising others ☐

Taking the initiative ☒

Planning and management ☐

Coping with uncertainty, ambiguity and risk ☐

Working with others ☒

Learning through experience ☐

During her internship, the student made significant progress in effective problem solving, she persistently sought solutions. She learned to recognize and appreciate the opportunities and to gather motivation from the successes achieved. She could experience what it was like to collaborate with others, she got to know the initiating role. They are currently planning her future at the company.

Lessons learned

The student excelled in a variety of situations. Her ability to work together in a group has developed over the months and she independently sets goals and plans for the future.

The intern contributed to the development as well as the day-to-day operation of the company.

The intern is suggested to be more courageous and share her creative ideas, which are welcome by the company.

Testimonials

Student:

The last three months have been a defining experience for me. Not only was I able to get acquainted with the internal operation of a Hungarian medical device start-up company, the dynamic team of employees, but I was also able to take an active part in it. They expected my work, it contributed to the success of the company, which was extremely motivating for me. I think a lot of my competencies have been developed and I have recognized

Company Mentor:

During the internship period, the student gained insight into the business and scientific processes taking place in the start-up. She was able to participate in professional discussions and data collection, in which she also took an active part. I was satisfied with the student's work, after having the necessary information, she performed her tasks independently. Minor inattentions characterized her work, but these may have

which ones I need to focus on even more. I plan to continue working for the company even after the end of the internship program.

been due to a lack of experience. The pandemic did not help the implementation of the program, so unfortunately the practical education was not optimal, but we hope that we will continue to work in the future.

8.2 Virtual Internships

1) Increasing the visibility of OncoVR

Context	
<p>Higher Education Institution Name: Semmelweis University Department: Faculty of Health and Public Services, Institute of Digital Health Sciences Website: https://semmelweis.hu</p>	<p>Company Name: Technológiával az Egészségért Alapítvány Website: https://oncovr.hu E-mail: hello@oncovr.hu Sector: non-profit Years involved in internship programmes: 0 Total number of interns which have been trained in the company: 1 Previous involvement of company with virtual internships: none</p>
<p>The intern was a 3rd year student of the Health management BSc programme of Semmelweis University, Faculty of Health and Public Services.</p> <p>The internship was performed in a hybrid form: the in-person meetings were more and more substituted by online communication due to the 2nd wave of the COVID pandemic.</p>	
Description of the virtual internship	
<p>The goal of the internship was to develop the intern's skills and increase the visibility of the organization. The intern managed the foundation's communication platforms for three months, with the goal of launching new platforms, updating existing ones, and increasing visibility through social media campaigns. In addition to the above, the goal was to increase the conversion of communication channels to fundraising. During the internship, the intern kept in touch with her mentor, meeting several times a week in person or online. The intern kept a diary, so it was easy to follow her progress.</p>	
Resources offered to the student	
<p>Resources: The intern used her own computer. The company provided access to its social media channels and offered mentoring and access to company information. The intern had also the opportunity to participate in company meetings, mostly in online form.</p> <p>Differences: Office space and office tools were also planned, but because of changing to virtual form these were not necessary.</p>	
Competences developed during the virtual internship	
<p>EntreComp competences:</p> <p>Spotting opportunities <input checked="" type="checkbox"/></p> <p>Creativity <input checked="" type="checkbox"/></p>	<p>Financial and economic literacy <input checked="" type="checkbox"/></p> <p>Mobilising others <input type="checkbox"/></p>

Vision <input type="checkbox"/> Valuing ideas <input checked="" type="checkbox"/> Ethical and sustainable thinking <input type="checkbox"/> Self-awareness and self-efficacy <input checked="" type="checkbox"/> Motivation and perseverance <input checked="" type="checkbox"/> Mobilising resources <input type="checkbox"/>	Taking the initiative <input type="checkbox"/> Planning and management <input checked="" type="checkbox"/> Coping with uncertainty, ambiguity and risk <input type="checkbox"/> Working with others <input checked="" type="checkbox"/> Learning through experience <input checked="" type="checkbox"/>
During the internship, the intern developed primarily her creativity, planning and management skills.	
Lessons learned	
The foundation has been enriched with a great workforce. With her help, the formerly neglected communication platforms have been able to be relaunched and expanded with a significant following base. With the help of the intern, these channels could also be converted to fundraising, thus significantly serving the foundation's sustainability goals. The trainee has developed a lot and gained a lot of experience. The COVID pandemic made it difficult to carry out the internship program, but we think we took the obstacles in front of us well.	
Testimonials	
Student: During my internship, I had the opportunity to develop several of my competencies. Thanks to the EnterMode framework, I easily identified the competencies to be developed, and then the serious game also helped to develop them. During the internship, my main task was to manage and develop the communication platforms of the organization. If I needed help or support, my mentor helped me. The internship program was a success.	Company Mentor: The intern made up for a significant lack of human resources within the organization. She has contributed to the achievement of our sustainability goals and the development of the organization's communication channels. The framework of the program was well adapted to the company. Thank you for being able to participate in the program and develop together with the intern.
Photo	



2) The real life learning, remotely: Adapting internships during the Covid-19 crisis

Context	
Higher Education Institution Name: Technical University of Košice, Slovakia Department: Faculty of Economics Website: www.tuke.sk	Company Name: EUROCREA Website: http://www.eurocreamerchant.it/ E-mail: info@eurocreamerchant.it Sector: consulting and education Years involved in internship programmes: 1 Total number of interns which have been trained in the company: 1 Previous involvement of company with virtual internships: none
<p>Student background: The intern is a student of the 1st year of Master study in the study programme "Economy and management of the public administration". She has only a limited working experience but she described herself as determined, reliable person with a strong desire to learn new things. She was actively involved in cooperation with local community and other students.</p> <p>Internship: Due to COVID19 the internship had to be virtual. It was not the first choice for any of the involved party. HEI, student and also company altogether would prefer having in person internship. The virtual internship has been chosen as alternate solution but with vision that even virtual internship can help a lot for student's further personal development.</p>	
Description of the virtual internship	
<p>The challenge: TU Kosice in cooperation with company cooperated during the setting up the challenge for the student. Both agreed that challenge has to be designed in the way which enable its fulfilment even in the virtual environment. Intern was expected to contribute to the development of different European projects tasks: from the call identification, to its understanding, and finalization. The core of the challenge was to be able autonomously find the appropriate resource/support for each task.</p> <p>Daily schedule: The daily schedule was based on the assigned work. Intern has been able to choose the most appropriate time for her work. The amount of time spent on each task depended on the level of task difficulty and also on the intern duties. The internship has been held during exam period so intern had to harmonise her study and internship duties.</p> <p>The communication: Especially email, but also WhatsApp, Skype or Zoom have been used for mutual communication.</p> <p>Support: The first support has been given by university. The university tutor underwent selection procedure to assure that student matches company needs from the points of requested specialisation and language knowledge. Then tutor communicated with company to select the challenge. The first online meeting between company director, company mentor, university tutor and student has been initiated from university side. Then company started work with student on the regular bases using mutual discussion and consultancy.</p>	

The online means to monitor the internship and the progress of the intern: The weekly log has been prepared by intern and sent to university tutor every week. The weekly log has been prepared by intern and consulted with mentor. As internship went very well and no problems have been indicated by intern or mentor, the university tutor did not interfere to mutual work. At the end the Report from mentor and Report from intern have been sent to university tutor.

Resources offered to the student

Resources: Working from home, the intern used her own computer. The resources offered by company were documents, literature and consultancy needed to complete the assigned work. The intern had access to company information and was able to participate in the company meetings. The mentoring has been provided as well. The intern should benefit from networking opportunities.

Differences: The completion of in person internship requires also office place and other regular office tools. In case of virtual internship these additional resources have not been provided.

Competences developed during the virtual internship

EntreComp competences:

Spotting opportunities ☒

Creativity ☒

Vision ☒

Valuing ideas ☒

Ethical and sustainable thinking ☐

Self-awareness and self-efficacy ☒

Motivation and perseverance ☐

Mobilising resources ☒

Financial and economic literacy ☒

Mobilising others ☒

Taking the initiative ☐

Planning and management ☐

Coping with uncertainty, ambiguity and risk ☒

Working with others ☐

Learning through experience ☐

Before internship: The student completed two questionnaires before internship. The first one was the self-assessment of entrepreneurial skills before challenge selection. The second one provided information on expectation of the student before internship.

During the internship: The intern had a unique chance to get an idea and concept of the project management process from people who have been working in this field for some time, in a well - established company. She appreciated that her project management skills have been also improved. The real experience and practice were rated very high. In addition, the improvement of the English language brought additional value. The possibility to participate in several events and conferences were enriching and interesting.

After internship: The intern interest in the project management as an option for the future professional life has been strengthen. She now understands the variety of work connected to project management and she gained very valuable information and especially experience in this area. The intern underwent self-assessment of entrepreneurial skills after internship and it has been showed that especially creativity (come up with innovative ideas) and Learning from experience have been strongly supported. The working under stress has been improved as well.

Lessons learned

Benefits for intern: The Intern was able to gain new skills and knowledge in particular field and also support of selected entrepreneurial skills.

Benefits for company: The company evaluates Enter. mode internship as a great experience. The impact was very positive, this internship allowed all company members to have a valuable support in their work and at the same time gave all members the possibility to test their mentorship abilities.

Barriers during virtual internship: The communication happened on different platforms and through different media channels which brought the limitations of the virtual communication. The company considers virtual communication as only negative aspect. They think that speaking with people virtually, explaining things and sharing some experiences only through a screen has not the same impact as personal contacts.

The impact of virtual internship on entrepreneurial skills: In general, both intern and company think that in person internship enables to develop the entrepreneurial skills better than virtual one.

Testimonials

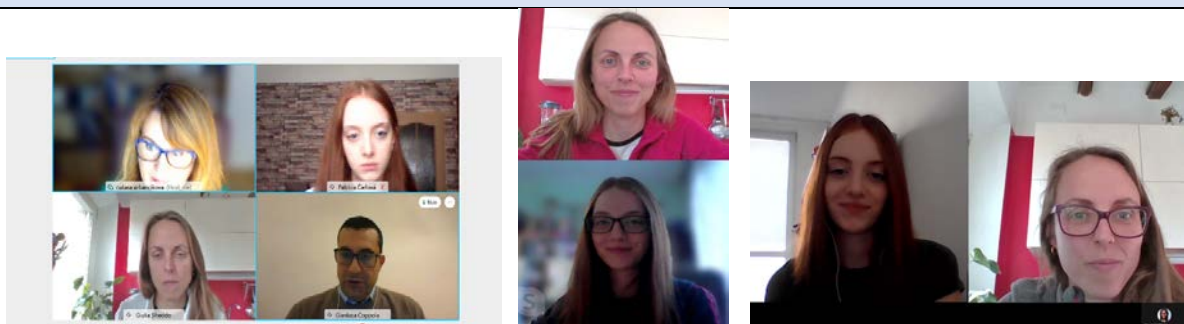
Student:

„In today's virtual age, it is challenging to move forward, learn and do new things, to be in a new environment. The aspect of real contact is missing. During the internship, I had the best mentor I could ever wish for. She was the right definition of a good mentor - motivating and supportive. “

Company Mentor:

“The internship was an enriching and surprising experience for all of us. Enter.Mode internship was a mutual benefit, for the company and for the intern! “

Photos



3) PROMISEO helps interns to become the online marketing professional

Context	
Higher Education Institution Name: Technical University of Košice, Slovakia Department: Faculty of Economics Website: www.tuke.sk	Company Name: PROMISEO Website: https://www.promiseo.sk/ E-mail: info@promiseo.com Sector: marketing Years involved in internship programmes: 9 Total number of interns which have been trained in the company: 27
<p>The intern is a student in her 1st year of Bachelor study in the programme “Finance, Banking and Investment”. She studied Marketing and during the semester she liked this subject very much thanks to the cooperation with external companies. The presentations and lectures in cooperation with PROMISEO were very motivating for her and she wanted to learn more about the world of marketing.</p> <p>Internship: PROMISEO is a company experienced in internship and has long term cooperation with the TU Košice. The company usually has several students during the year and overall lengths of internship (in person) is between 10-12 weeks. During the mutual discussion between university tutor and mentor from PROMISEO it was agreed that ENTER.M internship will last 14 weeks and if possible in blended mode (in person and virtual). Due to the COVID-19 pandemic the internship was finally done only in the virtual mode. The university tutor and the company mentor prepared the internship plan before the start of the internship. The memorandum of Understanding has been signed between TU Košice and PROMISEO. The processes of ENTER.M Model of internship were new for PROMISEO. The university tutor explained all steps and documents which should be prepared before internship.</p>	
Description of virtual internship	
<p>The objective of this internship was to learn how to work with the platforms and to help senior specialists with Ads set-up and optimization, reporting and communication. The challenge included the setting up of comprehensive advertising for the company client without the help of a specialist in the company, including setting ad and budget. The internship included an introduction to the Google Ads platforms such as Google Display Network, Google Search Ads, YouTube campaigns, Google Discovery campaigns, Strossle campaigns and others. The intern was able to learn in an online marketing environment how to set up ads in Google Ads and actively participate in their preparation. The situation due to Covid-19 did not allow to meet in person. Communication was provided by online platforms such as email and MS TEAMS. The company organised many video calls and the intern also attended two of PROMISEO public webinars. The presence of PROMISEO YouTube channel with short webinars also helped to cover the wideness of online marketing as a subject of study.</p>	

Resources offered to the student

Hint: You can use the information below and structure your text in paragraphs, using subtitles.

Office space: ☐

Computer: ☐

Network opportunities: ☒

Stationary: ☐

Telephone: ☐

Mentoring: ☒

Training: ☒

Access to company information: ☒

Participation in team meetings: ☐

Other: _____

As the internship had to be completed online, all the originally planned activities through direct participation to the company had to be cancelled. PROMISEO trained the intern in order to be able to take up this challenge. The ongoing mentoring has been a part of the internship as well. The intern experienced the daily work routine of an online marketing professional, firstly through the preparation of a whole online marketing strategy and later on through its execution

Competences developed during the virtual internship

Hint: You can use the information below and structure your text in paragraphs, using subtitles.

EntreComp competences:

Spotting opportunities ☒

Creativity ☒

Vision ☐

Valuing ideas ☐

Ethical and sustainable thinking ☐

Self-awareness and self-efficacy ☒

Motivation and perseverance ☒

Mobilising resources ☐

Financial and economic literacy ☒

Mobilising others ☐

Taking the initiative ☒

Planning and management ☒

Coping with uncertainty, ambiguity and risk ☐

Working with others ☐

Learning through experience ☐

During the internship, the following competences have been developed:

Planning and management through two online webinars – “Google ads basic” and “2020 vs 2021 on social networks”. It also enhanced the strategic thinking of the student. Taking initiatives and spotting opportunities were developed through independent work on campaign. The preparation for search campaign supported her creativity and also her critical thinking. The intern’s financial and economics literacy developed through campaign budget preparation. The intern also showed the motivation and perseverance as the 14-week internship requested to maintain a good balance between study and internship duties. Self-awareness and self-efficiency has been increased as well.

Lessons learned

The intern confirmed the high benefice of her internship. She acquired theoretical as well as practical knowledge and she used them. During the internship, she developed her creativity and ability to present ideas. The internship gave her confidence and courage. The only negative aspect was that she could not work directly at the company's headquarters due to the pandemic measures. PROMISEO described the intern as a bright student. To have her in the company team helped a lot with easy to do and repetitive tasks. The company is grateful that they had the opportunity to provide an internship. Not only the intern, but PROMISEO also gained a lot of experience.

Testimonials

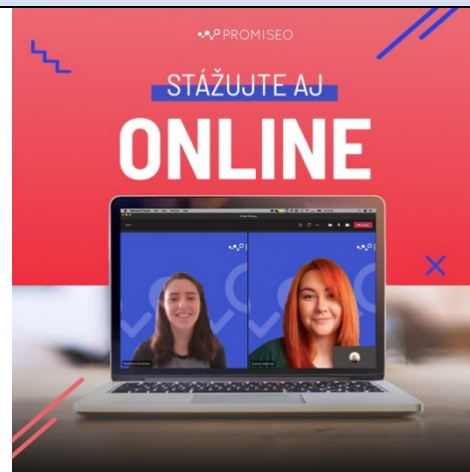
Student:

Company Mentor:

“Thanks to the PROMISEO internship I found an industry that I enjoy and to which I would like to pay more attention to in the future.”

“Having an intern like Annamaria encouraged us to work more with interns and to be more open for such students. We did a lot of workshops and webinars but to have an intern for three months shifted all this to a higher level.”

Photos



4) Planning an Educational European Project

Context	
Higher Education Institution Name: Pegaso Online University Department: Faculty of Humanities Website: www.unipegaso.it	Company Name: ASTRA - Association for innovation and development Website: www.astra-ngo.sk E-mail: astra@astra-ngo.sk Sector: HEI students training and orientation Years involved in internship programmes: 1 Total number of interns which have been trained in the company: 2 Previous involvement of company with virtual internships: 0
<p>Davide is a 24-year-old student, he holds a bachelor's degree in Education and Training Sciences and is currently studying to achieve a master's degree in Pedagogy. Davide has a previous working experience with persons affected by physical disabilities, but at the moment he is fully dedicated to complete his academic course of study, aiming to work as a pedagogist after his master's degree.</p> <p><i>Due to the COVID-19 pandemic, the Pegaso Online University has given the possibility to students to realize a project work (with the assistance of their professors) in substitution of the curricular "face to face" internships that have been suppressed to limit the possibility of contagion. However, students were given the opportunity to carry out their internship in virtual mode and therefore it was possible to include Davide in the pilot experimentation of the Entermode model only in distance mode.</i></p>	
Description of the virtual internship	
<p>The challenge originated from a concrete need of the host organization and was ideated independently by the business mentor and then discussed in an online meeting that included the participation of the student. Indeed, ASTRA main corporate goal is project planning and management. Therefore, the challenge was aiming at providing the preparation of the draft project proposal including project background description, time plan, basic project activities description, budget and simple dissemination plan focused on the following topic: personal resilience of HEI students and fresh graduates.</p> <p>The company regularly met Davide and the other intern (Nicole, also enrolled at the Pegaso Online University) every Tuesday at weekly review meeting, where tasks and assignments for the next week were discussed and activities from the previous week were evaluated. Corrective actions were taken if necessary. The interns had support meetings with the facilitator every Friday. In addition to the regularly planned calls, where the interns had the opportunity to express their opinions, suggestions, doubts or requests there, the support was provided to interns throughout the whole internship. They could reach the company mentor or the facilitator any time via email or videoconference. Altogether 4 working Weekly reviews & 4 meetings with the facilitator were held during the internship. Based on the agreed Gantt chart of the internship a final call was held for discussion about the internship and the outputs.</p>	

Resources offered to the student

The mode of challenge development was not affected by the virtuality condition. The company has provided all the necessary information for the development of the challenge, providing ongoing mentoring opportunities as well as networking with the other intern who have dealt with the same challenge but, of course, with a different focus.

Competences developed during the virtual internship

EntreComp competences:

Spotting opportunities ☒

Creativity ☒

Vision ☒

Valuing ideas ☐

Ethical and sustainable thinking ☒

Self-awareness and self-efficacy ☐

Motivation and perseverance ☐

Mobilising resources ☐

Financial and economic literacy ☐

Mobilising others ☐

Taking the initiative ☒

Planning and management ☒

Coping with uncertainty, ambiguity and risk ☐

Working with others ☒

Learning through experience ☐

According to the self-assessment test filled by Davide, the Entermode model helped him to develop a various set of entrepreneurial competences. The internship plan aimed to enhance mainly four capabilities (namely: Planning and Management, Vision, Financial and Economic Literacy and Taking Initiative), however, as mentioned before, the student had the opportunity to share his work with another student and plan an integrated output with her and with the company mentor. Thanks to this opportunity and to the serious game, he felt he has highly enriched his experience in several other competences, such as: Spotting opportunities, Creativity, Valuing Ideas, Ethical and Sustainable Thinking and Working with Others. However, he didn't feel to have enhanced his skills in financial literacy, even if it was a needed according by his self-assessment test.

Lessons learned

Hint: You can use the questions below and structure your text in paragraphs, using subtitles

- Which benefits did the virtual internship offer to the student and the company?
- Which barriers did you encounter during the virtual internship?

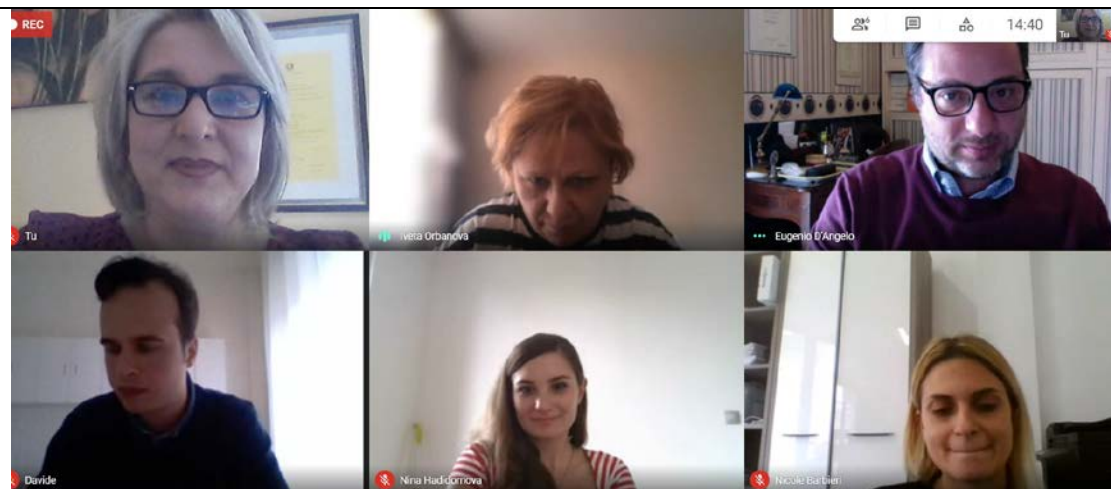
- Did the virtual internship have a bigger or smaller impact on the students and the development of his/her entrepreneurial skills?

According to the self-assessment tools and to the roundtable discussion we had at the end of the internship, we can mention several elements concerning the lessons learned for the students, the company and also for the HEI.

This internship was ASTRA's first international experience done online. One of the main findings was that it can be done virtually almost as effectively as in person although the face-to-face contact might bring some additional value such as multicultural aspect and getting closer to the everyday working life in the host company. Furthermore, the Company felt that international internship can work even in the virtual mood, after taking into account incubation issues, especially when there are non-fluent English-speaking mentors and students. This latter issue has to be solved in the initial phase of the internship, during which both student and mentor should familiarize with each other and tune properly also in terms of speed to guarantee the reciprocal capability to understand each other. The topic of the project Davide was supposed to prepare was especially for him very enriching, given his field of study. He had the opportunity to dive into it more deeply and find

interconnections, that could help him in his thesis. In particular, he learnt how to build the Gantt chart, plan the project activities and simple budget based on the planned project activities. In addition to this Davide improved his ability in cooperation with others as well as learnt how to use some tools for the virtual cooperation (e.g. Google Drive and Trello). He also slightly improved his ability to express his thoughts and opinions in English, despite the virtual environment. Once both students realized the advantages of working together in ideation as well as in the implementation of the project activities, they both contributed nicely to the challenge solving. Together with his colleague Nicole, they were able to be creative and use quite original approaches (they prepared the podcast, project survey, etc.). Davide improved his interpersonal skills and learned how to ask for help, when needed. He was forced to face the preparation of a budget and Gantt chart, which he dreaded but at the end conquered successfully. He learned how to work with new tools (as described above) and platforms and about the importance of meeting deadlines. Davide has slight problems expressing when he did not fully understand something, which is then reflected in his work. It might have been influenced by the lack of the personal contact and virtual environment they were using. However, once the communication canals were established, everything ran smoothly, with the support of the facilitator.

Photos



University students (Davide Benedetto, Nicole Barbieri)
Company mentors (Iveta Orbanova, Nina hadidomova)
HEI tutors (Eugenio D'Angelo, Ida Caruccio)

5) The choice of the university course: technical characteristics and personal inclinations

Context	
Higher Education Institution Name: Pegaso Online University Department: Faculty of Humanities Website: www.unipegaso.it	Company Name: Servizi Universitari Srl Website: www.unipegasotorino.it E-mail: Claudia.pintus@unipegaso.it Sector: HEI students training and orientation Years involved in internship programmes: 1 Total number of interns which have been trained in the company: 3 Previous involvement of company with virtual internships: 0
<p>Giovanna is a 35-year-old student, she holds a bachelor's degree in Education and Training Sciences and is currently studying to achieve a master's degree in Pedagogy. Giovanna has a wide educational experience that includes periods of study abroad, she has achieved the qualification as a social worker and currently works at the Municipality of Milan.</p> <p><i>Due to the COVID-19 pandemic, the Pegaso Online University has given the possibility to students to realize a project work (with the assistance of their professors) in substitution of the curricular "face to face" internships that have been suppressed to limit the possibility of contagion. However, students were given the opportunity to carry out their internship in virtual mode and therefore it was possible to include Giovanna in the pilot experimentation of the Entermode model only in distance mode.</i></p>	
Description of the virtual internship	
<p>The challenge originated from a concrete need of the host organization and was ideated independently by the business mentor and then discussed in an online meeting that included the participation of the academic mentor and of the student. Indeed, Servizi Universitari Srl main corporate goal is taking care of guiding students towards the choice of the university training path, assisting them during their study period and providing administrative support. Therefore, the challenge was aiming at providing to the company with an interview protocol that the company may use to better orientate students in selectin the right field of study after high school, according to both their personal attitudes, their skills and their career objectives and ambitions.</p> <p>After having defined in detail the challenge and having framed the way in which the acceptance of the challenge would have led to the development of entrepreneurial skills of the student in the light of the result coming from the initial self-assessment test, it was defined the Gantt of activities for the entire duration of the internship. The schedule of activities was defined by setting weekly rather than daily deadlines, thus allowing the student to better organize her time even in consideration of her work commitments.</p> <p>This internship was supported continuously by the corporate mentor and academic tutor. The student met with the corporate mentor, even if only for a brief update of her activities, on a weekly basis and on demand as needed. At the same time, a WhatsApp group was created with the</p>	

academic tutor and the company mentor, in order to guarantee the success of the internship through a punctual and immediate communication also regarding the necessary fulfilments foreseen by the Entermode model (transmission of the questionnaires and logbooks, respect of the schedules and solution of eventual criticalities). In addition to the canonical use of email and the aforementioned WhatsApp group, the company mentor and the academic tutor used the G-Meet platform to create call conferences during which they did not limit only to the discussion of aspects inherent to the challenge but created an empathetic and participatory relationship that favoured the discussion of current issues that involved us all during the pandemic (such as isolation, need for freedom, overload of work, etc).

Resources offered to the student

The mode of challenge development was not affected by the virtuality condition. In any case, the student would have carried out the desk research and produced the appropriate solution in the same way even if the experience had been done in face-to-face mode. However, the face-to-face mode would have fostered a better knowledge of the final user of the student's work, increasing the possible effectiveness of the work that would have perhaps been calibrated in a better way.

The company has provided all the necessary information for the development of the challenge, providing ongoing mentoring opportunities as well as networking with other interns who have dealt with issues interconnected with the object of Giovanna's internship. More in detail, Giovanna's internship was contextual to two other internships that had the task of appropriately defining the communication strategy to be used to transfer Giovanna's output to different kind of students, helping them to choose the appropriate course of study and make the appropriate choice between online university and traditional face to face university.

Competences developed during the virtual internship

Spotting opportunities ☐

Creativity ☐

Vision ☐

Valuing ideas ☒

Ethical and sustainable thinking ☒

Self-awareness and self-efficacy ☐

Motivation and perseverance ☐

Mobilising resources ☐

Financial and economic literacy ☐

Mobilising others ☐

Taking the initiative ☐

Planning and management ☐

Coping with uncertainty, ambiguity and risk ☐

Working with others ☒

Learning through experience ☐

According to the self-assessment test filled by Giovanna, the Entermode model helped her to develop all the entrepreneurial competences. The internship plan aimed to enhance mainly two capabilities (namely: Ethical and Sustainable thinking and Valuing Ideas), however, as mentioned before, the student had the opportunity to share her work with other students and plan an integrated output with them and with the company mentor. Thanks to this opportunity and to the serious game, she felt she has highly enriched her experience in several tasks and competences.

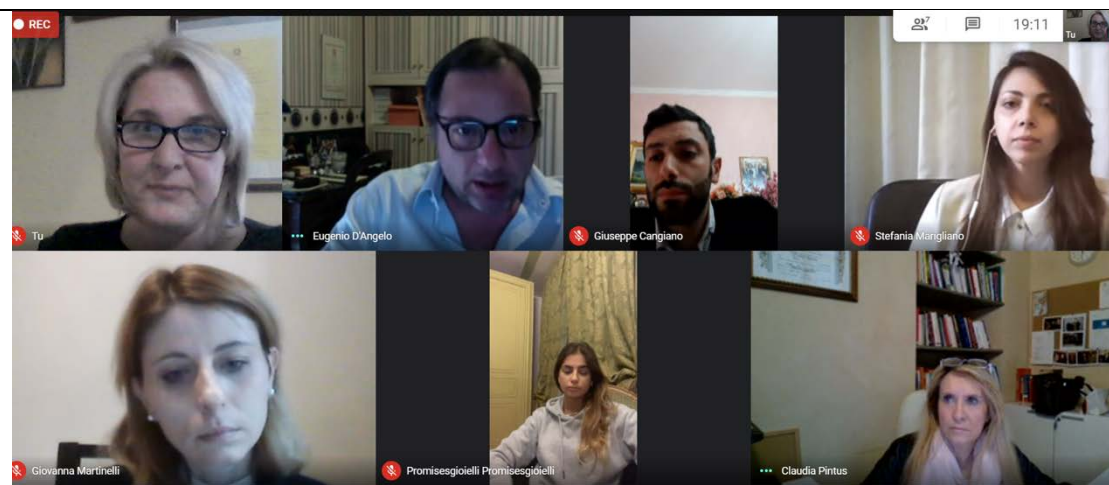
Lessons learned

According to the self-assessment tools and to the roundtable discussion we had at the end of the internship, we can mention several elements concerning the lessons learned for the students, the company and also for the HEI.

The company mentioned that, thanks to Entermode, they had the opportunity to enhance their capability in terms of mentoring and incubation. They felt they improved the way they try to take the most from interns through giving them the opportunity to solve a specific challenge in autonomy. Furthermore, the company mentor discussed the student's final output with middle managers and other employees, and they mentioned they will soon test it in their daily activities. The student mentioned that the pilot experimentation gave her the opportunity to enrich her entrepreneurial mind set and capabilities that was something not usually related to her field of study, given that pedagogists are not even used to entrepreneurial terms and objectives. Both the student and the company mentioned that virtual internships are probably the most effective tool to provide an experience that can be used in the future to prepare students for job positions, given that managing an online working position will be a skill that companies will look for in future years. Therefore, we can say that remote work, rather than representing a barrier, can be considered as an added value to promote entrepreneurial skill.

The only thing that all involved parties mentioned as a possible criticality is the incubation process. The student and the mentor agreed that it should be treated as the main phase of the internship and addressed really carefully. They mentioned that the HEI's tutor should play an active role in the beginning of the incubation phase, providing both a cultural bridge between theory and practice and a clear explanation of all the activities and documents to be filled to succeed in the Entermode model of internship.

Photos



University students (Giovanna Martinelli, Federica Di Dato, Giuseppe Cangiano)

Company mentors (Claudia Pintus)

HEI tutors (Eugenio D'Angelo, Ida Caruccio)

HEI Internship office responsible (Stefania Marigliano)

6) Develop yourself by developing a game!

Context	
Higher Education Institution Name: University of Ioannina Department: Computer Science and Engineering Website: https://www.cs.uoi.gr/?lang=en	Company Name: Tenebra Studios Website: https://www.tenebrastudios.com/ E-mail: info@tenebrastudios.com Sector: Programming / Game development Years involved in internship programmes: 4 Total number of interns which have been trained in the company: 10 Previous involvement of company with virtual internships: 2
<p>The intern was a undergraduate student (final year) of the Department of Computer Science and Engineering of the University of Ioannina.</p> <p>Tenebra Studios hosted the student on a virtual internship due to the Covid-19 pandemic. The internship's goal was to help the student to get an idea of how a professional game development company works, learn fast development track and basics in game development.</p> <p><i>The company offered the possibility of cooperation to the student, Mr Kelemidis, after the end of the internship.</i></p>	
Description of the virtual internship	
<p>Tenebra Studios is a game development and localization company collaborating with globally leading companies in the gaming industry. The challenge set with the students was to help him get a grasp of how a professional game development company works, learn fast track development and learn Unity3D environment and C# basics in game development. The goal set was to create/develop a small adventure game in the style of old Sierra games with a text parser. The intern collaborated with his mentor in order to achieve the goal using also an online a gaming development tutorial.</p>	
Resources offered to the student	
<p>As this was a virtual internship, the main resources used were internet access, computers, access to documents, access to online tools and software.</p>	
Competences developed during the virtual internship	
Spotting opportunities <input type="checkbox"/> Creativity <input checked="" type="checkbox"/> Vision <input checked="" type="checkbox"/> Valuing ideas <input type="checkbox"/> Ethical and sustainable thinking <input type="checkbox"/> Self-awareness and self-efficacy <input type="checkbox"/> Motivation and perseverance <input type="checkbox"/>	Financial and economic literacy <input type="checkbox"/> Mobilising others <input type="checkbox"/> Taking the initiative <input type="checkbox"/> Planning and management <input type="checkbox"/> Coping with uncertainty, ambiguity and risk <input type="checkbox"/> Working with others <input type="checkbox"/> Learning through experience <input type="checkbox"/>

Mobilising resources ☐

Through a desk research on different solutions for UI-UX development the student was able to develop his Creativity and Vision regarding decision making in UI-UX development. By developing a small adventure game in the style of old Sierra games with a text parser the student was able to combine various skills in problem solving, time management and solution identification.

Lessons learned

The student faced a goal that demanded the production of actual work. This way he was able to gain valuable experiences and further his skills and knowledge.

Virtual internships are a very good alternative for helping students develop competences and enhance skills and knowledge in the programming / game development sector.

Testimonials

Student:

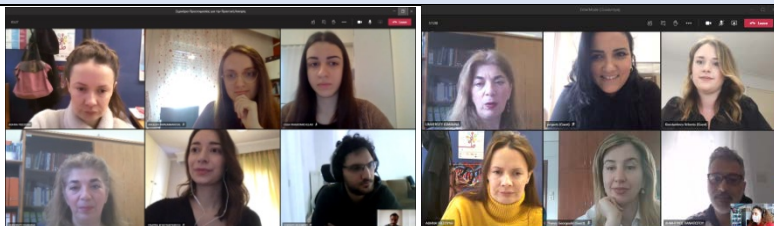
Working with an experienced professional in the field of game development and acquiring knowledge about the process and tools through his guidance and mentorship was a rewarding experience.

Company Mentor:

By implementing internships which provide students with the opportunity to produce actual work, the interns can gain something valuable and further their knowledge.

Great collaboration between the mentor and the intern. Everything worked like clockwork and the intern was very enthused in the end.

Photos



University students (Kelemidis S.)-----Company Mentors (Tenebra Studios)

7) Virtual internships as a way to support social NGOs and enhance students' competences.

Context	
Higher Education Institution Name: University of Ioannina Department: Department of Early Childhood Education Website: https://www.uoi.gr/	Company Name: Istituto dei Sordi di Torino (IST) (Turin Institute for the Deaf) Website: https://www.istitutosorditorino.org/ E-mail: info@istitutosorditorino.org Sector: Non-profit Years involved in internship programmes: 2 Total number of interns which have been trained in the company: 2 Previous involvement of company with virtual internships: none
<p>The intern was an undergraduate student (5th year) of the Department of Early Childhood Education of University of Ioannina</p> <p>The Turin Institute for the Deaf hosted the student on a virtual internship due to the Covid-19 pandemic, which aimed at providing her the opportunity to contribute to social media management and dissemination.</p>	
Description of the virtual internship	
<p><i>Turin Institute for the Deaf was ready to implement a new Erasmus project related to full financial inclusion of d/Deaf bank customers. The challenge set for the intern was to design a dissemination strategy to find a way to better approach the target groups involved, such as: deaf adults, banking staff, adult educators working with deaf people and stakeholders.</i></p> <p><i>The intern conducted a desk research in order to find appropriate ways to approach and motivate deaf adults and interested parties to participate in the project, to present the project's objectives and outcomes and write a short report. The intern also started implementing dissemination by posting on the dissemination channels of the Turin Institute for the Deaf.</i></p> <p><i>As it was a virtual internship, the mentor and the intern met online using videoconferencing tools and their cooperation was supported by email. The intern participated also in team meetings. Despite the limitations set by the virtual character of the internship, the mentor and the students cooperated on a daily basis in order to organize work.</i></p>	
Resources offered to the student	
<p><i>As this was a virtual internship, the main resources used were internet access, computers, software, access to documents, access to social media and other dissemination channels of the host organization.</i></p>	
Competences developed during the virtual internship	

Spotting opportunities <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Vision <input type="checkbox"/> Valuing ideas <input checked="" type="checkbox"/> Ethical and sustainable thinking <input type="checkbox"/> Self-awareness and self-efficacy <input type="checkbox"/> Motivation and perseverance <input type="checkbox"/> Mobilising resources <input type="checkbox"/>	Financial and economic literacy <input type="checkbox"/> Mobilising others <input type="checkbox"/> Taking the initiative <input type="checkbox"/> Planning and management <input checked="" type="checkbox"/> Coping with uncertainty, ambiguity and risk <input type="checkbox"/> Working with others <input type="checkbox"/> Learning through experience <input type="checkbox"/>
<p><i>The students conducted a desk research regarding ways to approach and motivate deaf adults and interested parties to participate in the project and ways to present the project's objectives and outcomes. As an output she wrote a short report. The intern also implemented the dissemination strategy by posting on the dissemination channels of the host organization. Through these actions she was able to develop the following competences: Ideas and opportunities, Creativity; Planning and management.</i></p>	
Lessons learned	
<p>The intern provided fresh perspectives to the host organization. She was given the opportunity to use her knowledge on social media during her internship, often to the direct benefit of the host's social presence. The intern provided an extra set of hands that helped the host organization to accomplish goals and finish projects. The internship provided an opportunity for the host's current employees to connect with the intern, meet with her virtually, speak with her, and ultimately, mentor her.</p>	
Testimonials	
Student: <i>I was always eager to learn new areas of marketing and dissemination. I was given the opportunity to use and expand my knowledge on social media and the organization trusted me on enhancing its social presence. As a result, the Project's Facebook page increased by hundreds after my contribution.</i>	Company Mentor: <i>Drawing perspective from anyone outside of your industry, team, or day-to-day operations often courts surprising inspiration. Properly-executed internship programs are no exception. Bringing in students who don't see your company from the inside every day opens an opportunity for fresh perspectives on your business, strategies, and plans. To maximize these potential benefits, make sure to include interns in brainstorming sessions and encourage them to speak up in meetings. Attending brainstorms is often a favorite among interns, so it's <u>a win-win for both parties</u>.</i>
Photos	

Attach 1-2 photos for the story. E.g. snapshot from one online meeting etc.

If you attach photos of persons, make sure you have a written consent to use their photos for publication

