# STRENGTHENING THE COLLABORATION BETWEEN UNIVERSITIES AND NGO'S THROUGH BETTER PLANNED INTERNSHIPS

## GUIDE

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## STRENGTHENING THE COLLABORATION BETWEEN UNIVERSITIES AND NGO'S THROUGH BETTER PLANNED INTERNSHIPS

## INTRODUCTION

This guide aims to create a framework of cooperation between Universities and NGO's in order to optimize the learning outcome of the work placement for the students.

In order to increase the quality of education, universities have to ensure that the right skills are developed and delivered to match the needs of the current labor market in terms of addressing diversity and inclusion needs in education and social intervention settings.

In this perspective, better collaboration between universities and NGOs is desirable. Although it has become familiar that universities cooperate with civil society organizations in many aspects it is still common that employers and even students themselves complain about the gap between academic knowledge and expected skills on the field.

Our guidebook aims to tackle this issue and facilitate cooperation between NGO's and universities for a better student learning experience through an improved internship process.
Besides of the above mentioned concerns, we see the need for better structured and more student-centered internship programs. Based on the interviews we conducted amongst more than 20 international students in 2018, we identified key development areas during the placements.
Although students have reported significantly more positive than negative experiences, in order to develop a professional internship program that is valuable to all, it is worth paying attention to students' negative experiences, which, of course, come in different forms depending on individual cases. By processing one or two common problems that appear several times, it is possible to eliminate them:

- Too many administrative tasks and very little professionally meaningful activity

*"I wanted to spend more time with real "filed work", but understandably there is no capacity to involve every newcomer. Especially, when the placement is quite short. The project descriptions should be more detailed, and describe the processes where the intern will join. And long administration might be necessary, but not really useful (I think)."* Intern, interviewed in 2018 (unnamed organization)

- Employees expect a degree of autonomy for which the trainee is not prepared

*"In Morocco, I was in a situation that could not be expected from an intern at all. I wouldn't do that again by any means, it was too much responsibility. Luckily, nothing major went wrong, but the creepy idea that I was responsible for what was happening there was overwhelming, and several of the kids were minors. I really missed the help, the mentor, and not a single translator would have gone badly because the locals didn't speak very much English, I had to rely on the kids and the not-so-high-level Portuguese, which was often not enough."* Intern at MED, interviewed in 2018.

- Difficulties in the timing of the internship program: too short placements, during the summer holiday season

*"I think practice is one of the most useful elements of the training. My undergraduate internship was 480 hours, while my master's was only 90 hours along with administration. I think 90 hours is very short. It could be longer (even if it is less than 480 hours). Of course, for a proportionate credit value and with available mentors. That would be great."*
Intern at Artemisszió Foundation, interviewed in 2018.

- Personal consultation and mentoring by both the university and the organization emerged as a priority

*"Fortunately, during my own internship I did not experience any problems or obstacles, but the communication between the university, the organizations and the students should definitely be improved. Many times, the university mentor has no idea what kind of work is going on in the internship, what tasks the student should do. Organizations could be much more accurate in terms of administration, as the traineeship of students depends on this practice, and they could actually give practical assignments. The "filing", paperwork and smaller administrative tasks do not help students to perform better in an intercultural environment."* **Intern, interviewed in 2018 (unnamed organization)**

In brief, this Guidebook aims to help three main beneficiaries: universities, NGO's and students to maximize the potential of the internship projects and to be able to focus on and measure the development of the intercultural competences during the internships. We expect that Universities will be better prepared to offer experience on the labor market for their students in the framework of work placement. The other beneficiaries of the Guide are the NGO's, mainly those working in educational or social fields, that we hope will be able to increase their possibilities of proposing practical experiences linked to academic objectives. The third party is the Student who – during the placement – will, finally, be able to test, learn and discover what he/she learns in class in a real intercultural experience.

## THE GUIDEBOOK: HOW IT WAS DEVELOPED?

The guidebook is based on the cooperation of different sectors. The cooperation of universities, the academic institutions and the NGO's (foundations, associations, social enterprises) can be very fruitful as they have different tools, methods, and aims, therefore, they offer a complex perspective.

At first, it seemed like an easy idea to create a "Guide", but almost immediately questions such as: "What exactly should this Guide contain?" «What sort of information, what helps and what kind of knowledge will we need?» «If every university has different ideas and expectations about internships, if regulations differ from country to country, how can we create a common guide that benefits everyone?» «How can a guide help a university, an organization that has already developed its internship system, and at the same time someone who is still working on it?» «What information is trivial and therefore does not necessarily have to be included in the guide, and which information is too specific (useful to only a few)?» raised.

The questions were not answered. Therefore, we have contacted various higher education institutions and NGOs that have been training trainees in recent years, and in discussions with them, we have discovered important issues and considered their suggestions. These consultations evoked new ideas, shaped the structure, and made it easier to understand the perspectives of the different actors. The conversations were all special and important, as they contributed to the formation of our structure through their diversity, and we believe that this diversity is also very important for the target groups. Some organizations accept trainees based on a well-developed protocol, others are proponents of a laissez-faire approach. Solutions are often very specific, difficult to adapt, and are mostly determined by organizational culture. In the "Guide," we list some of the questions that came up during the interviews.

Initially, the "Guide" would have been about universities and NGOs, but at the very beginning of the reflection process, it became clear that university students or trainees should not be left out of the target groups, as there are 3 main actors in internships: university, NGO, the listener. If we omit actor 3, we do not get a coherent and realistic picture of the practice, as the trainee connects the institutions as a bridge between the university and the NGO, the school and the workplace, theory, and practice. There is no practice without an intern. And whether we gather suggestions or needs from the university or NGO, the student's personality, work, and presence legitimize them. Eventually, students were also included in the target groups of the "Guide" with their questions, ideas and needs. In addition to individual interviews with them, we created an online questionnaire that was sent to the practice leaders and incorporated their responses. Former trainees also talked about what the professional experience gained during the internships means to them. We share these reflections with readers of this guide. We believe that the stakeholders of the internship can benefit from the views and experiences of all those involved in the internship.

Internships can be compared to a three-legged chair: a university, a non-governmental organization, a student, and a stable chair that is strong when all three legs are intact and equally important.

## THE EXPECTED IMPACT

At the organizational level, we expect educational institutions to understand better the importance of a competency-based approach in higher education (social competencies are valued), the importance of internships in competency-based learning, and both partners will be able to better appreciate the valuable contribution that NGOs can make to the professional socialization of students.

From the student's perspective, we expect a more student-centered educational program and an increase in student autonomy during the teaching-learning process. We expect to be able to contribute to the spread of the competency-based approach, and through an appropriate assessment system, students will not only be able to develop their competencies but will be able to recognize and acquire new ones, especially skills related to the profile of their future employer.
We want to motivate students by providing them with a challenging and diverse training program (outside the walls of the university).

- Readers will have a reliable framework for the monitoring of the experience and the identification of internship learning outcomes.

- Students can have a clearer picture of the function, characteristics, and challenges of the different job positions.

- Students will improve their self-knowledge and self-awareness.

- Supplementary training can contribute to the work of the universities, and provide real field experience.

## HOW TO USE THE GUIDE?

Both universities and NGOs operate in a very different way, and not just on an international level, but at the national level, there are not two organizations that work in the same way, or have the same expectations towards their partners. This is why this guide does not intend to offer a universal solution. The ideas put forward in the guide are flexible guidelines to be adjusted according to organizational contexts and cultures.

Therefore, we strive to create task lists that allow stakeholders to select the necessary elements for their work in order to organize a successful internship. In addition to job descriptions, our guide includes sample documents, theoretical materials, tests, and exercises that can help readers to refine some topics, to reflect on their activities or to build up their own practice or change their practice with the help of the proposed tools.

The guide contains common parts that are informative for all actors.

Theoretical and practical materials are available by clicking the links in the text.

Although the guide is structured around a triad (University - Student - Industry), readers should also read the pages dedicated to the other actors. This allows everyone to have a better overview of the whole process.

# CHAPTER I
# INTERNSHIP BASICS

## I.1. What is an Internships?

An internship is work experience, part of the student's curricula – therefore has pedagogic goals and intentional learning outcomes - aiming to provide practical knowledge in the field of the participant's university program.

> "I wanted to learn about early childhood care and education in Hungary and notice some similarities and differences between it and the Irish system to have a greater appreciation for the strengths and weaknesses of our system. I am studying intercultural education and hoped to develop real-world competency by engaging with different cultures and practice the skills I had learned about."
> Megan, Mary Immaculate College, Limerick, Ireland 2019.

To add to the definition, during an internship:

- The student is learning from a professional in their intended career field.

- The employer provides educationally enriching projects with learning objectives, mentoring, evaluation, quality training and supervision.

- The majority of job assignments should relate to the student's major or career interests with minimal assignments involving clerical work.

- Internships focus on personal career development and can last as long as a semester, a summer, or even a year-long program. The duration of the obligatory internships varies from institution to institution.

- Internships descriptions should outline responsibilities, provide mentoring, evaluation, quality training, and supervision. The bigger part of the job assignments should relate to the student's field of studies or career interests and involve both creative problems solving and progressively increased levels of responsibility. No more than twenty-five percent of assignments should be clerical duties.[1]

Active internships provide students with opportunities to develop an understanding of career area duties and responsibilities, terminology, organization culture, protocol, and other information that will enable them to analyze and evaluate their career goals. There must be agreements, understandings, instructions, and orientations for all participants; coordination by the university, evaluation of each intern's experience; and program analysis for future program improvement.[2]

## I.2. How do Interns differ from Volunteers?

Internships are usually a one-time experience over one or more months. While many volunteers can commit to volunteering for a similar or longer period, it is more common for a volunteer to participate for a period, take a break for some length of time, and then potentially come back to volunteer again. Alternatively, it is very rare for an intern to return for a second internship of the same type. While many volunteers may be motivated to volunteer in the interest of seeking, personal and professional development as part of their service experience, it is not always a central motivating factor of a volunteer opportunity. However, for internships, career exploration is fundamentally part of its purpose. The learning process of the intern is a central component of the experience, as important as the work completed by the intern during their term of service.

## I.3. How Do Interns Differ From Staff?

Beyond the issue of pay and benefits (for paid interns), there are other important distinctions between staff and interns. For one thing, interns are often engaged for a given period, making them more akin to contractors than staff persons. Also, your process for finding, recruiting, and securing interns is likely to be very different than your process for finding, hiring, and retaining staff. For details on the internship recruitment and management process, please see later chapters in this Guide. It also advises that internships should be of a fixed duration, established at the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment after the internship period. If an intern is with the employer for a trial period with the expectation that he or she will then be hired permanently, that individual generally would be considered an employee. Finally, interns are engaged to have an experience centered in a learning process, staff members, however, are expected to already have some experience. Finally, interns are engaged to have an experience centered in a learning process, staff members, however, are expected to already have some experience.

## I.4 Partnership between Universities and NGOs

Non-governmental organizations and universities more intensively collaborate not only on local but also on international level in order to achieve greater impact and influence. However, most of these partnerships are project-based and limited to a specific strategic area. Internships are opportunities to go beyond project-driven collaborations if the actors

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1 - University of Maryland: Internship Guide for Employers, available at https://careers.umd.edu/sites/careers.umd.edu/files/EMPLOYERS-HireStud&Alum-InternGuideEmployers-ExtendedGuideInternships.pdf

2 - Rhode Island colleges and universities: Employer Guide to Structuring a Successful Internship Program, available at: https://career.bryant.edu/resources/files/RI%20Employer%20Guide%20Good%20Internships%20are%20Good%20Business2%20(3).pdf

realize the career needs of the Students and the added value of a well-organized out of campus activity in the development of the professional competences.

The relationship between the two institutions can be strong or loose, there can be a direct relation, or the student is the link.

The type of the relationship between the institutions affects:

- Opportunities for further cooperation (e.g. common events, etc.)

- The level of understanding of the university / department by the NGOs

- The level of understanding of the NGO / social or educational institution by the university

- The efficiency of conflict resolution

- The efficiency of problem solving

- A better understanding on the future employment opportunities of the student

There are organizations, working as intermediary between the universities and the NGOs.

Challenges:

- Often, there is no capacity/time/sources to build a strong relationship between the university and the NGO. In these cases, creativity and the involvement of the student as 3rd party or flexibility are even more crucial.

- Frequently, for small NGOs, placement program appears like a burden. The time spent on mentoring, monitoring and administration tasks is high, and it is, normally, not budgeted. Organizations have to be aware of, and find their ways to optimally embed the placement in their structure.

Suggestions:

- Some NGOs have raised the idea of university briefings or workshops where NGOs can learn how to receive students. This indicates a willingness to work more closely together.

- The so-called NGO fairs and career days can increase the visibility of NGOs and help students navigate the professional environment.

- Conferences and co-organized events can contribute to the transfer of knowledge and provide an opportunity to bring the activities of NGOs closer to students.

- Joint participation in innovation and research projects can help to better build and strengthen the network of both universities and NGOs, especially where the parties focus on long-term cooperation and sustainability.

# CHAPTER II
# DESIGNING INTERNSHIPS

## II.1 How can organizations engage Interns?

Nearly any organization can use an intern including non-profits, for-profit organizations, start-up businesses, or small businesses. Students participating in an internship are typically very motivated, engaged in learning, have a strong work ethic, and are eager to offer assistance in a variety of domain such as marketing, information technology, research, accounting, human resources, customer service, data entry, video production, website development, public relations, etc. They can offer support with nearly any project and in the process provide professional staff with additional time to pursue more creative endeavors. Midsize and large companies have multiple departments and positions that could provide significant rotational learning experiences for interns.

## II.2 Short-term vs. long-term internship

Internships can be short – ranging from a few weeks to a month or two – or longer-term, lasting up to one year. During these internship periods, most interns work 10-35 hours per week. Weekly hours and length of the internship will depend on the needs of the organization as well as academic requirements. Traditional vs. Rotational Internship. Usually, in traditional internships, students intern in a single department with a single mentor. In rotational internships, they rotate between various departments of an organization or among different roles within a single department enabling them to experience and learn about more than one role within a business. Interdepartmental rotational internships expose interns to an even more diverse range of functions and responsibilities. Rotational internships are not right for every organization. They require more coordination and staff support than a traditional internship. The logistics of rotational internships are more complicated than traditional internships and may not be the best fit for a company just starting an internship program. Ongoing Tasks, as well as pending, could serve as a basis for defining an internship offer. Whether the internship is part of a large-scale project or routine tasks, it is organized in such a way that it is beneficial for both the organization and the student and that it results in significant achievements that the student will be able to put on his or her curriculum vitae. The pedagogic tutor stays in contact with the student and the host organization throughout the placement and visits the site to ensure that the placement goes well and to discuss the student's personal and professional learning. This type of internship can be short or long-term.

## II.3 External programs/services vs. internal project

Trainees can be involved in both external and internal projects of the host organization. For example, trainees may help with community programs or other projects that aim to increase the visibility of the organization so that they can reach a new target audience (attending an external conference, leisure event, attending). Alternatively, we may decide to limit the trainee's activities to internal dimension activities, such as updating the website, in-house training on the use of social media, and so on.

## II.4 On-site vs. virtual internship

The majority of internships take place in person, with the intern working physically within the host organization. However, trainees can be remotely involved in the work of the organization. Virtual internships can be particularly valuable models for web-based projects and organizations in remote areas. Besides, they allow students to work remotely with periodic checkpoints, removing geographical barriers. The COVID-19 pandemic led to the limitation of human contact and there has been a surge in the use of teleworking. At the same time, the use of distance learning has accelerated. We have seized this opportunity to draw on our experience of our difficulties in dealing with this major obstacle and have written an additional chapter dealing with distance placements. This contribution can be found in the final part of this Guide. It can be a good practice to combine physical and virtual tasks, as it will make it easier for students to reconcile attending university classes with internships, and it will give a realistic picture of future employment practice so that the trainee can try out online and offline.

## II.5 Types of Internship

An internship can be structured in many ways. This Guide focuses on ECTS-bearing internship experiences of limited duration in which students take on responsible roles outside of their traditional school environment to explore their career interests: in a non-profit organization (but it is quite similar in a civil service office or a for-profit business). The duration of traditional internships coincide with a school's academic semester: early September to mid-December for the first semester; mid-January to mid-May for the second semester; and mid-June to late July for summer.
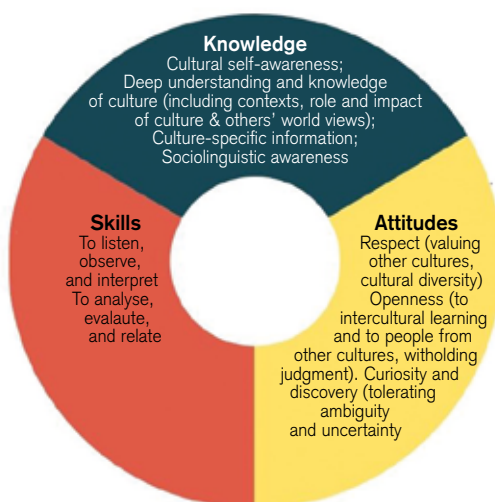
# CHAPTER III
# INTERNSHIP AS AN OPPORTUNITY TO DEVELOP INTERCULTURAL COMPETENCES

## III.1 What do we mean by "intercultural"?

„*The intercultural encounter is an interaction between two identity which continuously reinterpret each-other and the context of the encounter. So this is an ontological - a meaningful and dynamic process - , which is due to the confrontation of identities can lead to strong opposition and clashes, thus it can easily become an identity-bomb."*[3] This cultural shock due to the dual nature of the intercultural interaction can undermine our confidence in two ways. Either we have to question our framework of interpretation, that we perceived evident, implicit and invisible or we face the threat of or individual or group identity. In both case we lose the usual handrail (our references), our routine scenarios become unpredictable.  Margalit Cohen-Emerique emphasizes the fact that eventually all cultural shocks are identity shocks, as they entail questioning ourselves, losing our confidence, upsetting our emotional balance.

## III.2 What is the intercultural competence? What are the skills related to the intercultural competence?

**Elements constituting intercultural competence (adapted from Deardorff, 2006)**



Knowledge
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information;
Sociolinguistic awareness

Skills
To listen, observe, and interpret
To analyse, evalaute, and relate

Attitudes
Respect (valuing other cultures, cultural diversity) Openness (to intercultural learning and to people from other cultures, witholding judgment). Curiosity and discovery (tolerating ambiguity and uncertainty

Geert Hofstede, the most famous researcher in the field, refers to culture as a "programming of the mind".[4] Culture can be defined as "the sum of a way of life, including expected behavior, beliefs, values, language and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted".[5]

In the same vein, Deardorff says:
"Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions."[6]

Fred Devin[7] defines the set of intercultural competence on the basis of the following four principles:

1) Openness to the difference: being able to build on someone's intercultural capital;
2) Self-awareness: Questioning one's perception is necessary since "what makes acting inter-culturally different from being bicultural is the issue of conscious awareness" and „Questioning our identity against the others is a key element of the intercultural approach"[8]
3) The ability to analyze the relationships between the believes, attitudes and the framework of interpretation of oneself and the others[9], the abolition of ethnocentrism;
4) Ability to interact and analyze. The ability to "understand" rather than "interpret" the others.

## III.3. Why should we focus on the improvement of intercultural skills?

Intercultural competence is highly appreciated on the labor market but it might be challenging to identify the skills related to this competence. Based on the research of the British Council[10] – in which they interviewed over 350 employers in 2012 –  the most frequent descriptor to the questions "What would you consider as an intercultural competence?" was "the ability to understand different cultural contexts and viewpoints." The second and third most frequent answers were "demonstrating respect for others" and "adapting to different cultural settings", followed by "accepting cultural differences", "speaking foreign languages", and "being open to new ideas and ways of thinking".
But, do these skills matter? Are they important? The survey also pointed out that the intercultural competence can cause

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3 - Margalit Cohen-Emerique, 1999. Le choc culturel, máthode de formation et outil de recherche. In: J. Demorgon et E-C. Lipianski, edit. Guide de l'interculturel en formation, Paris: Retz:pp. 301-315.
4 - Hofstede, G. (2001) Culture's Consequences: International Differences in Work-Related Values, London: Sage
5 - Herbig, P. (1998) Handbook of Cross-Cultural Marketing, New York: The Haworth Press
6 - Deardorff, D. K. (2006) , The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, Journal of Studies in International Education 10:241-266
7 - Fred Devin 2004
8/9 - Abdallah- Pretceille 2003: 10
10 - Byram 1997: 12

direct benefits to an organization's earnings. One interviewed employer mentioned, that "employees with these skills bring in new clients, work within diverse teams and support a good brand and reputation." Employers also see risks associated with not having employees with these skills. The top risks identified were loss of clients, damage to an organization's reputation and team conflict. All of these risks could also have financial implications for an organization.

According to the employers the top five indicators of intercultural skills:
1. Strong communication throughout the interview and selection process
2. The ability to speak foreign languages
3. Demonstration of cultural sensitivity in the interview
4. Experience studying overseas
5. Experience working overseas

## III.4. How can we recognize the moments of learning?

The question of the measurement the competence development, the evaluation, and impact of training and learning programs focusing on soft skills can be challenging since what is transmitted goes beyond the transfer of knowledge ready to test and is connected with factors notoriously difficult to measure such as motivation, changes in the attitude, etc. Identifying the factors that make the transformations possible has crucial importance while monitoring the learning process and raising the consciousness of competencies. To identify the moments of learning, we suggest the reader follow the critical incident method. The method is based on the analysis of cultural shock situations during intercultural encounters.
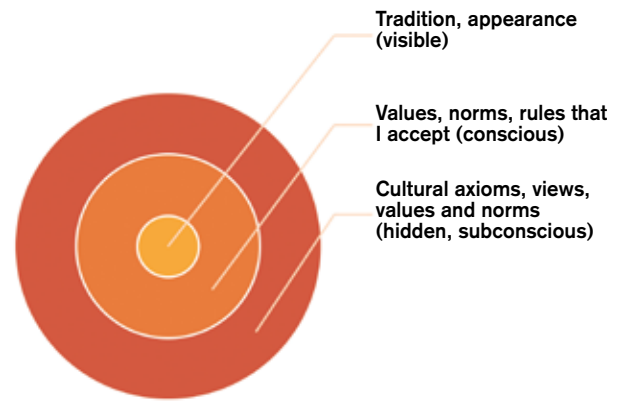
### The cultural shock[11]

The phrase „cultural shock" was introduced by KALVERO OBERG in 1955 in Brazil. A cultural shock happens during the interaction with a person or an object from a different culture, in a concrete place and time. It creates positive and negative emotional reactions and creates the feeling of being lost and losing our references. The negative self-representation and the lack of recognition become the source of discomfort and lead to tension. The cultural shock at the same time is an identity shock since it comes along with self-questioning, the loss of our confidence, and the lurch of our emotional security; suddenly we cannot decide what is important and what is not.

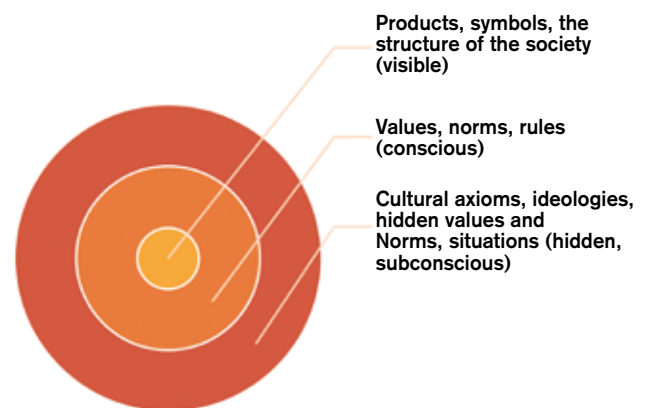### Cultural shock in the intercultural communication

Because of the duality of intercultural interaction, «culture shock» can undermine our confidence in the world, by challenging our framework of interpretation, which is a priori obvious and therefore invisible to us, or by making us feel threatened by our individual, personal or group identity. In both cases, we lose our usual bearings, our routine scenarios become unpredictable.

All cultural shock is an identity shock because it involves self-questioning, the loss of our confidence, and a blow of our emotional balance.

**The onion of identity**



Tradition, appearance (visible)

Values, norms, rules that I accept (conscious)

Cultural axioms, views, values and norms (hidden, subconscious)

**The onion of culture**



Products, symbols, the structure of the society (visible)

Values, norms, rules (conscious)

Cultural axioms, ideologies, hidden values and Norms, situations (hidden, subconscious)

### Triggers of cultural shock

- The clash of different values and sensitive zones
- Lack of knowledge of explicit communication codes (in verbal and non-verbal communication, in the field of social relationships, in the situations of different encounters)
- Incompatible identity-determinations (damage of self-image, the image of the other does not meet our expectations, insults stemming from historical inequalities between cultures, stereotypes)
- Different beliefs, ideologies (different perception of reality)
- Physical discomfort, new, unusual environment
- Unexpected (extraordinary) situations

### Sensitive zones

Misunderstandings are the sources of tension. These are the sensitive zones of intercultural communication.
Sensitive zones can be detected when two culture meets - with their own set of rules - and when a value is in the core of the identity of the representatives of the different cultures. In this case, during the encounter, this value is fundamentally threatened.

11 - British Council (2013) Culture at work,  Available at: https://www.britishcouncil.org/sites/default/files/culture-at-work-report-v2.pdf

There are two reasons for sensitive zones:

1. The values and roles are the opposite of the ones that we are used to.
2. The other's behavioral patterns are contrary to the achievements of modernity and evoke „archaic"-already abandoned patterns. It makes us feel like stepping backward and would lose us – not satisfying and not stabile – grips in modernity. The „other", the „different" is always a threat. Even if it is in a minority. Threatens our identity what we obtained through hard fights and effort.

The sensitive zones of a mobility project (from the point of view of the western man):

- Verbal and non-verbal communication

- Gender roles

*"I was in an Arab country for the first time, and it was astonishing in the tiny mountain villages to experience the radical inequalities between the sexes. One of the biggest challenges was how to answer the kid's questions when they asked my opinion."*

- Identity

*"It was scary to see racism on the playground, even among children around the age of 10, a rejection of a little girl wearing a shawl or a little boy with darker skin. Empathy, the intention and the ability to approach from the other's point of view were also important. "*

- Perception of time

*„ I knew that the working hours are different is Spain. I didn't have any preconception and I never thought of siesta as something lazy. When I realized that having a 2 hours lunchbreak actually means that you work from 9 to 8 I felt that work never ends and I felt angry and frustrated not being able to just go work, have a 30 minutes lunch and leave at 5."*

- Relationship to a career

*"It appeared that in Hungary a career in teaching is not considered to be very desirable. For this reason many teachers asked, 'Do you want to work as a teacher when you graduate?. At first, I was confused and said 'Of course, yes!' until they filled me in on the status of teaching in Hungary. The entry requirements to study teaching at university are lower and many complete a degree in teaching with plans to progress on to something else. The course is not considered to be very difficult and working teachers are paid a low salary for professionals. Many of the teachers I spoke to had children but none of the teachers had enrolled their children at the private school as it was too expensive."* Megan Cleary Mary Immaculate College, South Circular Road, Limerick, Ireland.

- Hierarchy: Relationship to power

*"The kindergarten took a more relaxed approach to discipline than the preschool I had worked for in Ireland and expectations of young children was quite different and I did struggle at the beginning to follow the approach of the kindergarten. The children really struggled to share (even the 6 year-olds) and constantly pulled toys from one another, fought over toys, refused to let another child join in, and kept toys they were not playing within their possession so that others could not*

*play with them, etc. Initially, I would intervene, insisting that any 'stolen' toy be returned and teach children to say 'Can I play with that when you are finished?' but the children were not used to this and would have tantrums/cry, etc. The other staff would intervene and allow the child to keep the toy they had 'stolen' so I quickly realized that my efforts would only cause fruitless distress and instead I just modeled what I wanted children to do. It did bother me that hitting one another and the teachers were not seen as a very serious offense. during playtime or activities and did call for the manager when this happened and asked that the child be temporarily removed to calm down and ensure the safety of themselves and others. After some time I would explain to the child why they had been asked to sit out to calm down and then invite the child back to the group. This was not common practice at all and initially, the other staff members seemed to find this  stance excessive. However, before too long instances of hitting/pushing, etc. during my activities completely stopped and I was pleased that I trusted what I really felt was important for me and for the children. I noticed a huge difference with regards to behavior in Ireland and in Hungary, discipline is much stricter in Ireland, and although I may be biased to this as I grew up in an Irish environment I now see the necessity of clear rules to manage a group of children. In primary school especially, children had little respect for teachers and the misbehavior in the class led to wasted time and bad relationships between students within the class and students and teachers. From a young age, it is imperative that children understand the importance of respect for everyone."* Megan Cleary, Mary Immaculate College, South Circular Road, Limerick, Ireland.

## Symptoms of cultural shock

- Misunderstanding, conflict, tensions
- Loss of the perception of time and space
- Feeling of losing our social relationships
- We cannot interpret our world
- Our self-image collapses
- The pillars of our knowledge are collapsing
- Losing control
- We don't know how to meet the expectations
- Physical pain, somatic symptoms
- Frustration
- Depression
- Violence

## Resources to overcome a cultural shock

- Notice, that something is wrong!
- Get out of the situation: analyze the situation and reflect on your own reactions
- Look for solutions: ask.
- Feel free to take your doubts: „There is something what I don't understand."
- Take it as a challenge: „I will learn something".
- Be patient, maybe the solution is there, you just have to wait for it
- Recognize the power of values and the need of keeping your identity
- Do not break the dialogue
- Try to step out of your professional/personal identity
- Be forward-thinking
- Search for common starting points
- Search for „meta-horizon" from where you might see the unity in the opposites
- Look at the humorous side of the things

### III.5. How we can measure the development of the intercultural skills and what skills can be developed during an internship program?

Concerning the development of their skills, most students reported the increase of empathy - cultural understanding skills, but the development of organizational skills also appeared with great frequency.

Communication, language, adaptation skills and problem-solving skills, intercultural competencies, and conflict management, mediation, and patience were mentioned with medium frequency.

In addition to that, the following case-specific skills development were reported by respondents:

Digital competencies, improvisational ability, tolerance of monotony, pedagogical and coaching skills, professional self-knowledge, profession-specific theoretical knowledge, confidence, determination, group management, creativity, leadership, independence, teamwork, and consistency.

In the course of the research, we were also curious about what students highlight from an intercultural perspective among the experiences, skills, and abilities gained during the internship. Many also highlighted empathy and tolerance as well as patience, but it was often noted in the reports that they were most motivated by the opportunity itself, bringing with them openness and a positive attitude. Of course, many highlighted the experience of working with people from different backgrounds, as a result of which they are already moving more confidently in a heterogeneous environment, and stressed the need to pay special attention to individual needs and differences in needs, i.e. differentiation.

### III.6 How can we give a formal recognition of skills developed?

A student may or may not receive academic credit for the internship depending on whether it is planned in the academic program. There is little difference between students who receive credit and students who do not. An agreement form and evaluation may be required for the credit-seeking student. In fact, we recommend the completion of both whether the student receives credit or not. The mentor acts as a coach rather than a supervisor during the learning process. Mentors use a wealth of coaching experience and expertise to track the internship, while students rather see them as mentors as the supporters of the transition from university to the work environment (where students needs most of the help). Since the internship is an extension of the learning process, the mentor needs to provide opportunities to bridge the two experiences. A mentor should meet with the interns regularly to provide feedback concerning their performance. During these meetings, the students can: · report on the status of a project · ask questions · learn how their work is contributing to the organization · participate in an evaluation of their strengths · discuss areas needing growth and development · get a sense of what kind of work lies ahead. At the same time the mentor will have an opportunity to coach, counsel, and reinforce positive attitudes and performance. If the student is receiving credit through the university, the mentors should anticipate that he/she may have some interaction with the students' internship coordinator through telephone calls, on-site visits, and written evaluations. Such persons will help the mentor find a solution if difficulties occur (e.g., intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts).

# CHAPTER IV
# IMPLEMENTING THE INTERNSHIP

*„My experience with the Further Education and Training Center in Limerick had been astonishing. I have received many courses about culturally responsive education during my first MA year in ELTE, and in my placement experience, I had seen all educational methods going into a practical perspective through the wide inclusion of learners from different backgrounds, who were integrated into classes with the help of tutors. The tutors were highly sensitive to the differences and attributes as well as the psychological and mental status of the learners with special attention to migrants and asylum seekers. I have been to various meetings with the tutors, where each of them had enthusiastically and passionately asked for my assistance in meeting with the Arab learners and listen to their feedback and reflections about the center, the classroom, the tutors, and the teaching style. They wanted to understand the reasons behind the underachievement, slowness, poor commitments, inactivity and learn from the learner's feedback and know better the cultural impacts."* Majeda Mahasneh, Eötvös Loránd University, MA Social integration

## IV.1 Essential Connections

Internship programs are often embedded in the structure of a university or organization, so while establishing a new collaboration it is advisable to understand the functions and working methods of the partners. It is important to link the program of the chosen organization with the university structures and to assess the synergies that can be created between the parties that may go beyond the framework of the internship program.

## IV.2 Before the first steps

Now that we know more about internships, it's time to design an internship program that meets our expectations. The following statements and talking points are offered as a helpful means to "start with the end in mind" as we move forward in developing the internship program.

### The key of the internship: the coordinator

The coordinator is crucial to an effective internship program. He or she should be carefully selected as one who is knowledgeable in, and dedicated to the values of project-based or work-based learning. The coordinator will have final responsibility for the development and implementation of the internship program and will work with students, parents, teachers, mentors, supervisors, on-site and university administrators to bring together a rigorous and valuable experience. The university's internship coordinator is a pivotal role, requiring interest, dedication, and time. The coordinator may be an academic teacher, cooperative education coordinator, or administrator. Any of these professionals can do an excellent job of putting the program into practice, once they have proper support. The coordinator must have the trust and support from the university's top administrators. Representatives of the higher education institutions can show

their support for the program by promoting it in the faculty, or while meeting local business representatives, and community members. They also need to allocate time for the coordinator to run the program.

### The placement: How can an organization see the student as an asset rather than a burden?

Needless to say, that the presence and integration of a new intern need extra work, with many small and bigger extra tasks. Often it is not easy to delegate tasks for them, to support them, especially for a small size NGO, where there is no dedicated HR department. In some cases the university chooses the students and pairs them with the host organizations. It often happens without sufficient consultation with the NGO. However, based on the interviews with NGO's representatives we can say that a strong need arises from the part of the NGOs for interviewing, deciding, and giving feedback. If organizations choose an intern themselves, they will show greater commitment to the program.

### If trainees come from the same country where they do their traineeship:

They know the regional and local context, speak the same language as the employees and customers of the host organization might know the actors in the sector, the work culture, etc. In this case, the agreement between the university and the host organization is the basis of the cooperation between the two parties. Students often have to deal with their private life, with the expectations of the university (e.g., attending courses, writing dissertations at the same time) or earn extra money during the internship. All these factors can influence their work-performance, time management, participation and engagement in internships. All of these circumstances require special care and flexibility on the part of the NGO and, of course, the student as well.

### If trainees come from a foreign country

They can arrive without knowing the regional or local context, the local language, the structure of the university and/or civil sector, the work culture, etc. They can come in the framework of an agreement between different organizations or apply for support for European Union projects[12]. In the latter case, forms and info sites help the work of NGOs on administrative matters. Students from abroad may face cultural and linguistic difficulties, and the intercultural factor strongly characterizes this type of collaboration. As another important element, we need to emphasize that foreign students can focus more on the internship program as they do not have to share their time with other responsibilities (like university classes and work), their schedule is much more suitable to fully participate in the program.

In both cases, there may be students who have no work or volunteer experience. This can affect the time they need to integrate into the organization, their attitudes, their abilities, the time they need for a given work process, and so on. It is essential to pay attention to this factor as well.

## IV.3 Roles and responsibilities

Successful internship programs function most efficiently when participants share a common understanding of each other's roles and responsibilities. When roles and responsibilities are clearly defined, participants are more productive. The overall success of the internship program depends on shared responsibility, and sense of ownership from everyone' side.

**Mentor**

Who is the mentor?

Mentor is one of the heroes of Homer, whom Odysseus asked to be in his absence support of his son. The young Telemachus could turn to Mentor if he didn't know how to act. As in Greek culture, today's mentors are there to help young people through their initial difficulties and provide them with support if they get stuck at the beginning of their careers, in their decisions, in their career choices, in their learning.

A mentor is someone who - within a framework of an individual life plan or a professional development plan -, through questions and advices, helps to find the mentored his/her answers, solve his/her problems independently, makes him/her ready to fit in different communities. This process takes place normally, for a pre-planned period through regular meetings.

During the internship the mentor should:

- Interview prospective student interns.

- Inform the student about public access and confidentiality regulations. Help the student learn about the organization's or business "culture" and to adapt to the workplace.

- Provide the student with assignments & projects that facilitate learning.

- The mentor can give advices, share the pros and cons of a career in the field and give suggestions for entering the profession.

- Meet regularly with the intern to have sufficient information related to the intern's work to be able to guide him/her, and answer questions.

- Submit a mid-term and final evaluation of the internship to the university, describing the achievements and providing suggestions for improvement.

**Internship Coordinator**

During the tasks of the coordinator:

- Inform program participants of their roles and responsibilities. Help during the implementation; goal setting, protocol, forms, contacts, and training.

- Inform prospective students & staff about the application and selection process. Keep a file for each intern's documentation.

- Implement a rapid problem identification system, as well as a system for internal and external communication of all stakeholders.

- Help the student to integrate his/her internship into the total academic experience and assist with the selection of suitable internship placement.

- Guide the student to define the objective of the Learning Plan, tasks, and evaluation criteria based on the student's and the program's goals.

- Help the student to understand the academic requirements for the internship.

- Maintain appropriate contact with the student throughout the internship. Give direction, support, and training according to the agreement contract.

- Meet the mentor before signing the Learning Plan/Agreement to establish contact and revise the requirements.

- Consult the mentor to set objectives, create a competence development plan, and understand the expectations towards the student during the project.

- Facilitate communication between the student and the organization where he/she is planning to work.

- Initiate different forms of contact; site visits, email, phone calls, etc.

- Review the mid-term and final evaluation from the perspective that evaluates the student's performance.

- Provide academic direction, assess the learning derived from the Internship.

- In consultation with the mentor, assign the student a grade for the Internship.

**Student Interns**

During the internship program, the interns, should:

- Select the internship site in cooperation with the instructor (coordinator, academic advisor).

- Consult with the instructor to formulate goals of the internship.

- Develop, with the assistance of the instructor or mentor, a Learning Plan outlining expectations, responsibilities, and a work schedule.

- Abide by all implied & stated terms included in their Internship Agreement and Learning Plan.

- Maintain high standards of professionalism while at the internship place. Seek out supervision and assistance as needed.

- Understand the requirements of placement from the point of view of formal recognition (grades, ECTS credits).

- Organize transportation to and from the place of the internship. Assume all responsibility, accountability, and liability for any and all acts arising out of their participation in the internship program.

## IV.4 First steps of an internship program

### I. Preparation and application

First, evaluate the position offered.

- Does the advertised position have a specific duration? How many hours per week, in what schedule can the offered work be done? Can this be included in the study schedule?

- Does the position match the studies of the intern interested?

- Does he/she have the necessary professional preparation to fill the position?

- Where is the workplace? What extra time does commuting involve?

- What types of learning outcome and goals can we formulate in connection to this position?

- Is there any compensation?

Then, the student should then make a list of potential internships and organization where he/she would like to work and apply. NGOs host quite often trainees and they can usually choose from many applicants. Therefore, it is worth to make a list of about five to ten organizations and gather information about the profile of the organization, the job requirements of the sector, and mark the deadlines. That is useful even after the student has reached the application and interview stage.

One year before the internship, the student:

- Starts the self-assessment process to answer relevant questions about what he/she is looking for in an internship, what does he/she want to learn, and what are the skills he/she can contribute to the work of a particular organization.

- Asks for guidance and help from the university career office, or the internship coordinator.

- Attends an annual sector-specific job fair to learn about available career opportunities.

- Starts the networking process within the faculty, with alumni and fellow students to map potential professional opportunities.

- Compiles a resume and cover letter that highlights the motivations and skills.

- Reviews his/her resume and cover letter with the help of a consultant.

Semester preceding the internship, the student:

- Starts submitting the necessary application materials.

- Participates in the annual sector-specific job fair to learn about current career opportunities.

- Keeps in touch with the faculty, alumni, employers, and fellow students.

- If he/she can, schedule a test interview with a counselor.

### II. Onboarding and Orientation

It is essential, that trainees (and new employees) adapt properly to the organization. It can be counterproductive to overload them with information on their first day or even their first week. The trend is to approach career guidance programs as a process rather than a one-off event, based on the following steps:
Preparation of the information day:

- Make a list of essential items that the intern needs from day one. Also, consider creating an organization chart with names and projects.

- Create a guide, a document that includes a presentation of the organizational culture.

- Identify and explain to the trainee how he or she will fit into the organization.

- If possible, send a "welcome pack" to the trainee before the first day of work.

This welcome pack includes:

- The start date and the agenda for the first day

- Itineraries and parking information (if required)

- Presentation, CVs, and photos of employees (optional)

- Frequently Asked Questions (FAQs) from previous trainees

*\* If Monday is your organization's busiest day, don't put it as a starting day for an intern. Make sure, that the leader of the organization has enough time on the first day for the trainee to make an introduction and welcome.*
*\*\* If the trainee is already attending in a meeting at the beginning of the traineeship period, it is important that he/she knows about your organization's mission, vision and goals, to understand the context, and to be able to answer questions appropriately.*

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13 - You can find a sample workplan in the Annex.

## IV.5 Conflict management

It often happens, that the trainee's expectations and the reality do not meet. Trainees usually have difficulty communicating their experiences, but we often see situations where the reaction can be broadly summarized as: "I did not expect this but I haven't regret taking part in this program." But how can these situations be handled?

**What influences the expectations of the interns?**

Their motivation, interest, information about the project or the place of the internship, their preparedness and also their personality.

**Where does the information of an intern come from?**

- The description of the internship: The main source of the information.

- The university (that might have a previous collaboration with the host organization) can be an information source: Institutions often have a database of possible placements based on the profile of the companies and organizations. This database can be filled with more detailed information during events like a career day, conferences and through an active dialogue with the different stakeholders. The feedback of the ex-interns is a useful source to know more about the collaborators.

- The agreement and the work-plan[13] will also guide the intern's expectations.

- During the application process, from the emails, phone, or Skype calls, the intern builds a certain image of the hosting place and builds the expectations around it.

- From informal sources (reports, testimonials and presentations of former interns or employees of the company).

**What are the main reasons that the expectations don't meet reality?**

- The trainee does not read the project description carefully enough (does not ask explanatory questions).

- The trainee is not really interested in the activities of the host company, but he/she must meet the requirements of the university program. (Although that doesn't mean automatically that he/she can't be a great intern).

- In the case of a traineeship abroad or a call in a foreign language, the trainee does not understand correctly or misunderstands the information provided in the job description. A typical misconception is that if the organization lists all of their activities in an online database but the practice focuses on a particular area. The intern may think, that the description was misleading, simply because not all the programs happen weekly.

- The data in the database is no longer current. Focus areas and trainee responsibilities can change over time, and universities may send notifications of internship opportunities based on outdated resources.

A typical example of the adaptation of an intern:

*"Although the school was not what I expected, I was able to get involved, make friends with the teachers, and find activities that were suited to my degree and interests, for example visiting the école maternelle (nursery) and teaching a couple of classes."* Intern, interviewed in Spring 2019.

High expectations from the side of an intern are also quite common:

*„Getting the chance to do an internship in France for two Months was amazing, because I never been there before and I wanted to have a new experience in a new country and environment. I expected that this opportunity will open my eyes to learn a new things. Make a difference and serve others. I believed that this opportunity would give me the chance to put in practice what I have studied during the two years of my MA. About France, I imagined the French music, fancy food and clothes, the rich history and the variabilities. As anyone else in the world I had some stereotypes about every country in my mind. When it comes to Paris, I imagined that the Parisians are unfriendly and I thought that I would not be able to have French friends. I expected from myself to live, absorb and try a new experience. I expected to get to know myself more. Learn and broaden my horizons."* Jehan Alghneimin, interviewed in Spring 2019.

We have to keep in mind that the intern is in heightened emotional state before and after his/her arrival. It is a special and big event in they life, therefore interns often expect special attention, kindness, interesting activities and work-success from the first day of the project.

Winning the support of the colleagues
It doesn't matter how good is a mentor / supervisor, if the program doesn't win over the organization's staff, or if they don't see the goals of the professional program and the trainee may be disappointed as he/she may feel that their activity isn't important. Moreover, if this happens in a situation where the trainee is faced with the fact that in a new environment - in many cases - in a foreign language it is much more difficult to adapt and work, it is worth putting even more emphasis on the integration of the trainee.

Tasks: expectations and reality
The tasks may not always be as interesting as the intern had previously imagined: in a new place where someone doesn't know the rules, the language, might only complete very simple tasks in the first period - photocopying, sweeping, flyer folding.

Let's see what do the trainees think about this?

*„I was super excited to start my internship at the AEP association, and because of that, I expected that I will start working immediately. However, the situation was a bit different, it started slowly, at the beginning they asked me to observe everything around me. Actually, I was mad about that, because I thought I already had the experience, and I do not have time to observe. Nevertheless, I was wrong, I learned that learning is a process and I should be patient. I learned, that observation is the first step of the learning process, I learned that I am not the only one who observes, they have been observed me as well, they gave me the time to be familiar with the situation and they also wanted to know who I am. For sure, for the next time, I will be more patient. Having previous experiences helps, but every workplace has its own culture, styles, and strategies. To apply what I have already known from my previous experiences in a new environment, I need to know the organization by observation."* Jehan Alghneimin, Spring, 2019.

*"When I arrived at the organization, they seemed to have very little information about the internship. I found this disappointing, as Mary and I were a little confused about the objectives of the project and we didn't exactly know, what we were meant to achieve. Our colleague at the host organization noted that she was not informed properly about the project and felt pressured into taking me, despite the school (where I was supposed to teach) winding down for the summer."* Intern, interviewed in Spring 2019.

*"The manager spoke English but was not always in the setting and the one other staff member who could speak English was given the responsibility of being my contact if the manager was not present. This staff member was unfriendly towards me, ignoring me when I greeted her, shrugging when I asked her what I could do to help and sighing/rolling her eyes if I asked her something. At the beginning I was upset by her attitude towards me but I realised that it was not personal at all and perhaps she had not been actually asked if she was willing to be my contact in the first place and was resentful as a result. The problem was easily overcome- I simply recruited bilingual children to translate what I needed to say to the friendlier staff members and before long it was no longer an issue."* Intern, interviewed in Spring 2019.

**How can the mentor's / supervisor's support help to avoid misunderstanding and support the intern during the process?**
Proposed checklist:

- Is the description of the internships up to date? Is it in the line with the expected activity?

- If not, would it be possible to make adjustments?

- Is the intern informed about the changes, and the foreseen activities?

- Who will inform the intern?

- Is the professional Mentor / Supervisor / Colleague at the host organization or company ready and prepared to support the adaptation and learning process of the intern?

- If not, what can be done for better preparedness?

- Are the other employees at the organization or company informed about the arrival of the intern?

- If not, who will be responsible to inform them? When?

**Tips and advices:**

- Get in contact with the intern (especially important in the case of an international internship) and give information regarding the practical questions, timetable, etc.

- If you already work with an intern at the same hosing organization, it is a good tip to link them via e-mail before the internship. It may help the orientation and integration of the new intern.

- In the case of any change regarding the program or the logistics, inform the intern in advance in all cases.

- Read the contract carefully and make sure that it is clear, understandable, and reflects reality.
- In the case of a language barrier, prepare tasks for the intern that does not require high language skills, or tasks that are written, and give enough time for preparation/translation.

## IV.6 Crisis management during an internship

Interns are in a protected position during their internship project, both in the case of a local or international internship program: their accommodation, livelihood is guaranteed, they are entitled to insurance, supported by a mentor/supervisor. Unfortunately, however, this protection does not mean that they are protected from all negative things, even from difficult life situations, unfortunate events, and crises that can happen to anyone.

It is worth distinguishing between problems and real crises[14].

**Problems, conflict situations:**

These are situations that make the cooperation difficult between the intern and the host organization (in the case of a foreign placement, conflicts might happen also between the intern and the tenant, roommates, etc.) Difficulties may happen due to a new or different working method, different communication styles, or the cultural characteristics of the organization. For the welfare and productivity of the intern, we have to keep it is impossible to isolate the project-related problems from the ones arising from his personality or his/her home background. Especially when we implement international projects, the trainee may overreact to certain events, experiences them differently than if he/she were at home, and the emotional and physical reactions increase due to the new, unusual situation. The mentor should pay attention to these issues, but not necessarily give an alarm. These situations can become valuable experiences of learning.

**Crisis situations during international internships:**

An unexpected, unpredictable, serious event, a crisis situation that affects the intern's health or emotional state and thus affects the project as well.

A specific example of a crisis situation for international interns, defined without claiming to be exhaustive:

**Serious illness or accident**

Anyone can get seriously ill (e.g., appendicitis, kidney stones, hand or foot fracture, bicycle accident) - including the trainee. Any illness or accident that involves the hospitalization of the person concerned as a hard moment, even if someone is in his/her own country. This can be even more difficult in a situation where the patient does not understand the language and/or not aware of the functions of health insurance.

14 - In this chapter we consider problems as difficulties, or challenges that might turn to learning points through careful guidance of a mentor or advisor. An unexpected, unpredictable, serious event, a crisis situation affects the intern's health or emotional state and thus affects the project as well.

## Depression

Pay attention if, despite the organization having done everything, the trainee is not looking for contact with young people and colleagues living in his/her environment, not involved in anything, not interested in any activity. The trainee might feel more and more alone, become silent and dissatisfied. All of this also affects his/her work.

**Problems at home:** illness, death in the family, among friends

Bad news from home can also affect the internship: when a person close to the intern becomes seriously ill, or if a close relative dies. A mentor and even the coordinator should be prepared for a support-scenario.

## Drug use

According to statistics, 2/3 of the European high school students has already tried drugs. Living abroad, sometimes for the first time, has a great potential of feeling relaxed against drug-related regulations.

## The questions of the mentor in a crisis situation:

- What are the facts?

- Is it only me? Does the intern see that there is a problem as well?

- Is it a real problem? Is it a crisis or a problem?

- What are the roots of the problem?

- Does the problem come from „home"? Was the intern aware of it at the time she/he left? Is this the reason that she/he takes part in this program as an escape? Did we know about this problem or did we see that it might happen?

- Does the problem originate here?

- Is it a personal problem or linked to the internship program?

- What effect does the problem have on the continuation of the program?

- Can we make a learning point here or should we focus on the solution and get rid of it as soon as possible?

- How do I solve problems? Alone or do I ask for help? What can I learn from the fact that the intern might have a different problem-solving strategy than I do?

- What will I do if the intern won't find a solution?

- Who do I turn to if I don't know what the best solution is?

## Emergency Scenarios

Have an emergency scenario. Agree with the different stakeholders in advance about who should be in charge in case of a crisis, what will the project coordinator do, what will the mentor do (who will notify the insurance company in the event of an accident, etc.). Collect the most important data and documents, contact details of people to be notified in an emergency, copy of insurance, passport, etc. They should be accessible in the case of an emergency. At the same time, a contact phone number in the host country should be available for the intern 24/7. It is worth preparing an emergency scenario at the beginning of each project, and then hope that it will not be needed at all!

If you get an alarm as a mentor or a person is charge, give yourself a few minutes to let the first scare go: you don't have to react right away. If you've been called on the phone, you can say you'll call back in 5 minutes - in the meantime, you can think about what to do, or you can ask someone for advice.

## What is not the job of the mentor?

Be aware of your own limits. If you feel that resolving a crisis is beyond your competence, seek professional help.
The mentor does not need to be able to diagnose if the intern has appendicitis if he/she has a stomach ache, he does not need to catch the pickpocket if his intern's wallet has been stolen, and it is not the mentor's job to cure the intern of any addiction. It is the job of the mentor to recognize the crisis, bring it to the attention of those involved, and seek professional help if needed.

## Guide for solutions

### Serious illness, accident

- Contact the medical insurance company and the project coordinator immediately.

- Ask the intern to notify her/his family. If the intern can't do it, the mentor should.

- If the case requires a long hospital stay, and the intern can travel, consider traveling home after first-aid care and stabilization, and then, prioritize long stays in the hospital in his/her own country, among closer family and friends. Keep in touch with him/her, call regularly, inquire about his/her condition, encourage and assure: we look forward to hearing from you.

- If he/she is not transportable, you need to make sure that there is a person who visits and brings what he/she need every day. Talk to the doctors, explain the intern's special situation. Be with him/her, translate everything accurately and precisely when being examined and, when talking to the doctor. If necessary, get an interpreter. Yes, it can be complicated, but it is better to be prepared for the unlikely events too.

- If possible, it might be a good alternative, to ask a family member or friend to travel to the place
of the internship, and help the intern.

### Depression

- Listen to him/her, try to talk. («Does this bother you? If so, what exactly bothers/inhibits you? What would you need? How long has this condition last? Have you been in a similar situation, even at home? Is there an external cause that can help eliminate it? Etc.»)

- Would you like to try out activities or programs that you usually like to do?

- In some cases, we can help, e.g. when we see someone striving for change.

- Depending on the severity of the situation, we may seek the help of a psychologist/psychiatrist.

- Problems at home: illness, death in the family, circle of friends
- As soon as we get to know what happened, take at least some time for a face-to-face meeting. Ask the intern how we could help.

- It is completely natural, that the trainee can travel home and go on leave.

- Before returning home, agree with the trainee on the date of the return, and consider whether the circumstance changes the length of the trainee's time.

- Make sure that the financial conditions for the travel under a particular program, or through the insurance of an intern are secured, concerning also additional costs like international telephone charges, (if any) etc.

- Pay attention to which extent this affects the project, the volunteer's tasks, plans, and progress. If necessary, redesign tasks and plans.

## Drug use

- It is advisable to acquaint the trainee with the customs and laws of the host country (travel conditions on public transport, alcohol consumption, drug use) and workplace rules.
- 
Check the facts, do not rely only on signs of drug use. If the suspicions are substantiated, find out the real cause of drug use: Boredom? Escape from problems? Previous drug use? Depending on the severity of the problem, decide how to proceed.

# CHAPTER V
# SUPPORTING THE LEARNING PROCESS DURING AN INTERNSHIP

An internship program is a learning process and, as such, besides of the professional development, the non-formal learning experience is equally important.

Even though that most of the internships are parts of the university curriculum, during the placement the learning process takes place outside of the institution, and we can see these programs as individual projects.

This is why an internship is preceded by careful planning in order to promote the development of the intern's personal and professional development as effectively as possible.

During the internship – especially in an international environment – interns usually become part of a so-called informal learning process too, as solving everyday life situations also offers opportunities for development.

This kind of learning process is neither conscious nor planned, but its significance is not negligible.

Non-formal and informal learning enables young people to acquire competencies, contributes to their personal development, integration into society, and active citizenship, thus improving their employment prospects.

Various "learning facilitators" (mentors, professional counselors) might be involved in the learning process. In addition, project partners should provide appropriate, personalized professional and administrative background support.

Thus, the learning process can take place with a secure background. But what is the role of these different helpers in the learning process?

## I. Application and enrolment

Before starting the project, trainees are prepared for the internship by representatives of the universities, the coordinator, and, if available, a career counselor. The coordinator of the university asks the student to create a learning plan, prepares him/her for the process, and explains the steps of the report. The coordinator consults with the mentor, who will be responsible for monitoring the process and the competence development. The coordinator is responsible for the administrative process, including to check, whether the trainee has adequate, up-to-date information about the traineeship, understands the objectives of the traineeship program, and that he/she is aware of the professional and administrative requirements.

## II. Orientation and starting the learning process

The on-site orientation is led by the trainee's mentor, who introduces the activities of the organization, colleagues, explains the work schedule and the date and frequency of mentor-mentored meetings. The mentor clarifies administra-tive and logistical issues, and outlines the stages of the learning process (based on a prior arrangement with the university coordinator).

## III. Following up the learning process

Ideally, on a weekly/biweekly basis, the mentor and trainee will spend a predefined amount of time tracking the development, regarding the learning goals.

These meetings are not only suitable for dealing with ad hoc problems and reflecting on what has been learned, but also for placing the traineeship in a broader context and for reflecting on competence development.

At the midterm of the internship, a longer discussion evaluates the experience gained so far, reviews the objectives, sets new goals if necessary, and evaluates the tasks performed.

It is very important that the follow-up of the learning process is recorded in a tangible, written form, so that it can be retrieved and recalled, but also that the trainee's feedback and requests reach the appropriate decision-making level in relation to the organization's activities.

## IV. Evaluation and recognition

When evaluating the internship, in addition to the "self-assessment" performed by the trainee, pay attention to summarizing the results of the process and, if possible, conduct an interview. During the interview, let's cover the evaluation of the logistics and organization of the process, try to identify the areas that need to be improved so that we can improve our work.

It is a much-repeated cliché in social psychology that our capacity for true introspection is very limited and biased. This means, that we are rarely aware of the real reasons for our behaviors and even emotional reactions. Most of the time when we are asked about why we acted / felt in a specific way instead of accessing that information, we rather make it up, according to what seems logical in that specific situation.
This lack of proper introspection has important implications for the use of interviews in assessment. Whenever we use interviews we should be aware that participants will not necessarily have access to the information we are asking from them.

Depending on the questions we ask, instead of "objective truth" we may well be collecting interpretations that participants make up about their own inner processes. Having said that, even the interpretations can be interesting to tackle.

## TESTIMONIALS OF THE PARTICIPANTS OF THE MICEP INTERNCHIPS ABOUT THE DEVELOPMENT OF THEIR COMPETENCIES

*"I think I learned a lot during practice, I became more and more able to communicate with homeless people, I could see the homelessness system in Budapest from many sides. Being in a «contemplative» role, my explicit assignment to ask questions was very well matched to the lessons learned, and I was able to apply criteria systems from there in my practice."*

*"My competencies have been developed: Researching, source search and processing of literature, Insights into the design and implementation of Erasmus + projects, research planning in practice"*

*"The practical time spent has changed my professional vision in several aspects. I wondered if it would be worthwhile to look for a professional journal for homeless or abused women in the future."*

*"It was one of the best decisions of my university years. The place outside my comfort-zone has created a lot of new experiences, and I feel more confident after I have successfully stopped in the institution and have managed to accomplish some of my tasks independently."*

*"It was constructive to see how the staff of the Foundation cooperated and how enthusiastic they were for their tasks. In the future, I will do my best to be able to do my job well."*

*"I have collected many positive experiences, and I have been able to develop my personal and professional competencies."*

*"In the kindergarten teacher training, I could learn a method that I find very suitable for use in kindergarten. During my school career, I learned a lot of new games that can come to fruition any time soon."*

# CHAPTER VI
# CHECKLIST FOR THE UNIVERSITY

## OBJECTIVE

Developing an internship system in which students' assignments rely on academic knowledge and the internship is an integral part of the learning program. The aim is to strengthen the horizontality: to actively involve the student in shaping the process, and in the continuous monitoring of the results. They facilitate between the university and the world of work for students, and contribute to stable partnership between the participating university and the internships places, by enabling them to create new synergies. To be able to organize an internship based on this approach, please check:

**Before**

Before the placement starts it is crucial to go through the following:

1. What are the university's expectations from the NGO?

2. What are the university's expectations from the student?
   a. knowledge package
   b. experience package
   c. competences

3. Technical package (what kind of documentation and proofs are expected?)

   - Designate the participant colleagues and the mentor

   - Define or specify the tasks of the mentor

   - Create the framework

   - Search for cooperating organizations - there are various possibilities to get to know the organizations that will host students

   - Personal visit, meet with the leaders and mentors of the organization, map up the workplace, etc.

   - Fill a table or questionnaire (by the hosting organization)

   - Coordinate with the NGO mentor

   - Coordinate with cooperating or host organizations

   - Put together the official papers and documents

   - Create the criteria-list

   - Needs assessment

   - Prepare the student in the coming fields (mainly in case of foreigners): regional context, working culture, the situation of NGOs, the situation of the country of the host institution

   - Clarify the objective of the placement, the preconception about how to fit in with education

   - Clarify what are the competences to learn or to develop

   - Encourage NGOs to organize open days, where students can have a better understanding of the organization, the workplace, the objective, etc.

   - Be transparent concerning the expectations, the phases of the placement program, the policy

   - Help in time the NGO in plannability: how many students take place in the project, when do they go to the NGO, what language the student speaks, etc.

   - Offer a timetable/Gantt chart for the NGO

   - Involve the students in the choice of the host organizations, e.g.: students' request in form of arguments

**During**

- Objective

- Work plan

- Continuous consultation with the student

- Case by case consultation with the NGO mentor

**After**

- Give feedback

- Analyze the experience

- Evaluate

- Disseminate-increase the visibility of internship opportunities

- Give value to the internship's opportunities

- Organize all paperwork

- Collect many examples/placements - it supports the knowledge of the applied site, the optimal list of host organizations, the possibility to fit the needs of the students/NGOs

# CHAPTER VII
# CHECKLIST FOR THE NGO

## OBJECTIVE

The aim of the internship for a non-governmental organization is that the employees get to know more the professional skills of the students from similar fields, they can assess their level of knowledge and problem-solving skills. Innovative approaches by interns can help an organization refresh its mindset and renew its organizational structure. It can also help recruit potential new colleagues. At the same time, an intern means an extra resource, and an external «eye»: NGOs can learn from the feedbacks and observations of the trainee. Last but not least, a well-functioning internship program can strengthen cooperation with the academic sector, provide insight into the innovative activities and methods of the filed. They can expand their intern and volunteer base and gain greater visibility through their relationships with the university.

Before the placement starts it is crucial to go through the following:

1.What are the NGO 's expectations from the university?
    a.students should have a chance to choose the placement
    b.students should have a chance to change the placement
    c.flexibility
    d.common consultation with student and university, to clear common framework

2.What are the NGO's  expectations from the student

3.Technical package (what kind of documentation proofs are expected?)

**Before**

- Designate the participant colleagues and the mentor.

- Define or specify the tasks of the mentor:

- Collect possible activities and/or learning possibilities
    - professional
    - operational
    - logistics

- Coordinate with the university/department

- Fulfil all bureaucratic requirements and tasks

- Get information about the student(s) of the placement

- Meet (even online) with the future trainee, to talk about motivation and, possibilities

- Assess needs – coordination among the needs of the participant people/organization

- Have a clear vision of the activities and tasks of the given period

- Prepare a job description for the student

- Sign a learning agreement with the trainee (example: Erasmus+: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement

- Check with University and student (if possible) to clarify frames

- Inform all colleagues about the placement and its character

- In case of foreign student: create a common frame about language use - common language with the student is basic for safety, and it is part of the working culture

- Offer open days - in order to start a personal relationship, and enable the student to:

- Learn about the working environment

- See the atmosphere

- Know the colleagues

- Meet the target group

**During**

- As a first step: integration of the student, that can be done in many possible ways:
    - Introducing the organization
    - Introducing the building, and the neighborhood
    - Introducing all colleagues
    - Having lunch with team
    - Organizing a welcome party, etc.

- Designate the mentor of the student
- Map competencies/abilities with the student - development plan

- Prepare the student: whatever task will belong to the student it is important to help her/him to see the organization, the whole process, the whole functioning, etc.

- Get to know the student. It can be useful for both parts if the NGO can build on previous studies or experience of the intern. It is a plus if the NGO counts with the student's knowledge and abilities, and can integrate them.

- Explain (continuously) new things, to give feedback

- Accompany the student through the whole process

- Clarify with the students what she/he can wait from the colleagues, who is responsible for what, etc.

- Help in the process of self-reflection (inner and external vision)

- Monitoring

- Systematic evaluation - soft and hard tools

After

- Check and evaluate the development plan

- Give feedback - it is crucial for the student

# CHAPTER VIII
# SUPPORTING ONLINE INTERNSHIPS

## I. Introduction

Towards the end of MICEP project, from the spring of 2020, we faced the outbreak of the Coronavirus pandemic. During this period, we could not travel and neither Students could participate in mobility programs, because of the risks of transmission of the virus. The global crises pushed us to think about other alternatives to allow Students, universities and NGOs to realize intercultural exchanges.

This unexpected situation hastened the transition to online work and distant collaborations. In many cases people were unprepared and it became very crucial to think about how to adapt our methodologies, how to think about professional life in the online space. Student internships had been impacted deeply. While some were simply interrupted, a considerable number of them were moved online. A new era has accelerated the transition between offline and online training and employment, and it is not hard to imagine that online trainings and remote work will be more and more part of our reality. Yet, many Students and Tutors are in search of relevant tools to cope with this transition. For all these reasons, we found it relevant to add this extra chapter in our manual, where we are focusing on the experiences and the support of online internships.  We interviewed the participants of remote internships and turned their experiences to ready to use tools that can help Mentors and Supervisors to better support the learning process of the Students during an online mobility program. We believe that the activities can be easily adapted to other situations where the learning program happens online therefore, we recommend the chapter to Tutors / Mentors in the field of international volunteering or in the field of vocational educational traineeship.

During the spring semester of 2020, we conducted a series of online interviews with Students and Tutors who took part in online internship programs in order to get a grasp of the challenges they encountered and to understand better the benefits and the struggles of the new environment.[15]

To summarize our findings; the participants overall experience about the online internship is very positive. Both from the side of the Students and the Mentors. They see the situation as a possible source of new learning points, and an opportunity to join international programs from their homes.

The following aspects were highlighted:

- It is an opportunity to develop new competences: digital competence, effective communication, teamwork;

- It is exciting to discover new online tools, that can stimulate better creativity, and different learning styles;

- The online space opens up more opportunities: interns can join – without any extra costs – to the work of companies overseas and learn from top ranking companies and organizations in their field. This enables the flow of a very valuable knowhow and highly motivation for the participating interns.

They can have the experience of being able to successfully work for a multinational, prestigious company.

- „Surprisingly interesting online learning experiences, like being able to participate to a theatre session through Zoom";
- The meetings are more organized, with more concrete outcomes and task lists;

According to the participants, online internships offer some advantages. The majority of interviewee describe the communication as: „more effective" i.e. „straight to the point". Besides, the Students appreciated the travel time saved and found it easier to get in contact with international partners and organizations. Finally, it was also mentioned that online internships are especially fit for certain type of tasks that need to be carried out in an isolated place: writing a project, doing researches- it is easier to do them from home (from a quiet, undisturbed environment).

Besides of the above listed advantages, the participants also found many challenging aspects. It illustrates our overall impression well, that respondents reported to miss the „human factor" especially in communication situations. We can tell, that the lack of the real physical encounters effects the efficiency of the communication, and takes away a lot of informal moments, that build trust, friendship and connections in an offline world. Therefore, we think that the focus should be on the personal attention and support of the interns, who might feel even more isolated and lost in an online work environment.

The concrete situations, which the respondents mentioned related mostly to the communication: the difficulty of an intercultural/transnational interaction to understand the conversations without the non-verbal clues. It is easier to miss the real sense of a written message – without knowing the colleague's character and sensing the ambiance of a situation. Besides when the intern is not a proficient user of the language of the program language barriers may occur and online communication can accentuate more when there are connection problems, or using only audio in a meeting it is more difficult to understand a foreign language.

The lack of informal time as used to be the case before face-to-face meetings and workshops was also mentioned by the respondents. Although informal, such times are very relevant for the inclusion of the intern in the team. Consequently, also, it is more difficult for the newcomer to understand the „bigger picture" of the activities, or the functioning of the organization. The interns felt, that they only saw a tiny slice of the activities, and they had to spend extra time in order to have an introductory meeting.

Another challenge mentioned was in relation with time: for instance, the lack of a stable workplace can be a problem, since working from home can lead to more distraction. Additionally to this, when someone feels less productive, can feel guilt and compensate with longer working time. Time also matters when interns are „on hold" due to flexible working hours. Moreover, since other team members do not oversee

15 - Cf. the annexes

the tasks, the intern can get tasks from different colleagues with a tight deadline.

From the point of view of intercultural learning, it is definitely an obstacle that people cannot have a personal encounter and interact with each other. Immersion in the other culture cannot be achieved through an online internship or mobility programs. Interactive, sensory, playful workshops cannot really be performed online. These aspects should be considered during the planning phase of an online action, when one is designing learning plan and setting the goals.

To sum up, it stands out after the interviews that online professional socialisation is more challenging than in an offline environment. We put the challenges and needs in 5 categories.

### Communication:

Two typical categories: On one side, it refers to the mastery of foreign language and on the other side it refers to communication styles (understanding and using written communication appropriately).

### Time management:

It refers to the management of flexibility in remote work. It is also about estimating and considering the student's overall workload, and the time spent on tasks.

### Emotions and stress management:

From a purely technical problem – as the internet connection, device performance issues, or the lack of knowledge of a specific software – the challenges of the time management, the isolation or the lack of professional support can lead to stress and anxiety. A good mentoring should also focus on this aspect and prepare the intern to cope with unexpected tasks, and situations and focus on the facilitation of the communication between the hosting organizations and the interns.

### Competence development:

It refers to the possibility to effectively develop and / or improve the skills that are targeted by the internship and being supported by the Tutor / Mentor / Supervisor in the development of these abilities. It is extremely challenging a Student to reflect on the skills development and to be conscious about it: it should happened in cooperation with all the stakeholders.

### Inclusion:

It refers to the need for an effective understanding of the structure of the organization / company, have not only an overview but a deeper knowledge about the nature of the projects, and also to getting to know the team members and developing interactions with them, build a trustful relationship in which questions and problems has space and time.

The interviews show that although long distance internships are possible and appreciated, there remains some pitfall that can turn them into a stressful and irrelevant experience. Therefore, it is important that the tutor be aware of them a be prepared and equipped for supporting the student's experience. The scientific literature[16] provide some interesting perspective to this end and emphasize the importance of Trainings: for supervisors, trainees and field trainers. We wish to contribute to support them with ready to use worksheets that address the above-detected challenges.

Based on our need analysis, we explored and we adapted existing activities to the new challenges.
Six new activities have been developed, to help mentors and interns to address the challenges.

Regarding the needs that were found, we could also point all overall strategies to adopt during the internship and the development of the activities proposed:

- When it is possible, use breakout rooms and small group conversation;

- Integrate visual stimulation, using diverse materials during the session with key words, video materials, and pictures;

- Process descriptions and training on the online tools: In general, more focus on the on boarding process would be useful;

- Plan the internship: from the sides of the Student and from the side of the hosting organization. A preliminary research about the hosting entity's structure, activities, working culture can help the intern to have the „bigger picture", and to keep the period of the internship open can help the hosting organization to be prepared and to involve the intern in meaningful activities and processes.

- Understanding a concrete task – being aware of the market / target group / the overall situation – is essential for the successful work.

- Personal support: the role of a Mentor or a University Supervisor can me even more important, since many of the interns mentioned communication and isolation as the main obstacles. Students need support to be able to communicate their needs, ask questions, and express difficulties towards their hosting organization.

Explore digital tools, such as Prezi (for presentations), Google Drive, DropBox (for document organising), Zoom, Skype, Meet to me (for meetings), Jamboard, Miro (for simultaneous work), WhatsApp, Slack (for instant messages and communication) and Britix 24, Asana (for team and tasks management).

16 - https://pedagogie.uquebec.ca/le-tableau/superviser-distance-grace-au-numerique-le-cas-des-stages

## II. Tool kit : practical activities

**BEFORE THE INTERNSHIP**

<div align="center">

**PREPARATORY ACTIVITY**

**FACING THE UNCERTAIN**

</div>

| Duration | Number of sessions: 2<br>1 hour per session |
|---|---|
| Objectives | - This tool helps the intern to:<br>- Learn how to deal with the unknown.<br>- Take uncertain situations as a source of learning.<br>- Obtain a set of skills in order to better cope with uncertainty.<br>- Improve the adjustment process to a new environment. |
| **SESSION 1** | |
| Aims of the session | The aim of this session is to take uncertainty as a way of learning, a source of enrichment. |
| Time | 60 minutes. |
| Materials | - A4 paper, coloured pencils, crayons, markers<br>Can be used online with a wide variety of supporting tools. Such as:<br>- http://scrumblr.ca/<br>- https://whiteboard.fi/<br>- https://padlet.com/<br>In this case we suggest to use more visuals – for example at the description of the daily routine – than simple writing. |
| Step by step | |
| Introduction (15min) | Start with the introduction of the concept of uncertainty:<br>- What does uncertainty mean for the participant?<br>Support the reflection with definitions, such us:<br>"A situation in which something is not known, or something that is not known or certain" (Cambridge Dictionaries Online)<br>"Something that you cannot be sure about; a situation that causes you to be or feel uncertain" / "Uncertain: feeling doubt about something; not sure" (Oxford Dictionary)<br>- What are the current uncertainties in the life of the participant?<br>Help him/ her to identify them.<br>Afterwards, explain to the participant that uncertainty is not just one of the causes of stress; it is a vital part of the mechanism of psychological stress.<br>Managing uncertainty can make a big difference to health, happiness and to a better adjustment.<br>A way to manage it, is taking uncertainty as a chance to learn something new. |
| Activity 1<br>Changing the routine (15min) | Ask the participant to list (on a paper or in an online document form) a typical day from the morning to the evening with as many details as possible.<br>Once all the habits are listed, asks the intern to choose at least 3 activities where he/she can introduce a change. (e.g. in weekdays, the participant order food or just eat sandwiches for lunch, invite him/her to introduce a meal planning).<br>Write down the proposed changes. |
| Follow up discussion (10min) | After your participant has finished listing a typical day, and chosen the 3 activities where he/she can introduce a change, check with him/her the following things:<br>- How does he/she imagine these changes?<br>- Does he/she feel ready to try them?<br>- Does he/she expect to discover something new?<br>Try to encourage the participant to choose routines to change that could trigger significant changes. |
| Activity 2<br>Do not wait for a response to be given (10min) | This exercise is ideal when the participant is waiting for a confirmation / response, something which is out of her / his power and in the meantime he / she feels paralyzed, and thinks that nothing can be done except to wait passively.<br>Ask the participant to identify a situation that is blocking his actions (e.g. "I'm waiting for a reply from the internship place for more than 2 weeks.").<br>This session encourages the participant to think of 3 different activities that he/she can do while he/she's waiting for confirmation. These scenarios should involve activities one can engage in and find useful regardless of the answer. (e.g. While I wait for the answer from the hosting place I can do a one month English course, do some research in the field, or plan how can I use the internship for my studies, or, start exercising etc.)<br>The objective is to help the participant cope with uncertainty in an active way and to use her / his potential in times of uncertainty (and despite the uncertain result). |

| | |
|---|---|
| Follow up discussion (10min) | By reflecting upon these questions, the guide will obtain greater awareness about the possibilities one has in the uncertain periods or situations with an unwanted outcome. He / she will practice the skills of thinking of various possible solutions in difficult times.<br>- How could I take this moment as an opportunity to develop other skills?<br>After imagining these different possibilities ask the participant:<br>- What is the worst thing that could happen if the answer is not the one you expect or wish for? |
| Closing up the session (5min) | Summarize for your participant the activities completed during this session and the homework for the next one.<br>At the end of the session, you should have a clear idea about the current routine of the participant, his/her current uncertainties and his/her expectations.<br>The session was successful if you managed to talk about concrete things and did not stay on a general level concerning his/her uncertainties, expectations and possible activities to do while waiting for the confirmation. |
| Ideas for homework: | Concerning "Changing the routine":<br>While he / she will be experiencing the "New routines" ask the participant to be aware of the new things he / she can discover during this change (news ingredients, emotions, books etc…).<br>Invite the participant to take notes of all the discoveries and bring them to the next session.<br>Concerning "Do not wait for a response to be given":<br>For the next session, invite the participant to bring useful information about the 3 different activities that he / she can do while he / she is waiting for confirmation. |
| Hints for the coach | As regards Activity N°1 "Changing the routine":<br>- Try to think with the participant whether the chosen changes in his/her daily routine are possible and realisable.<br>- Try to encourage the participant to choose significant changes, enough to generate a minimum of stress, and giving the opportunity to make new discoveries.<br>As regards Activity N°2: "Do not wait for a response to be given"<br>- Strengthen the potential value of this "time out". The idea is that the participant can channel the whole anxiety caused by this expectation into something productive. So that, in the worst-case scenario, if the expected response is negative, the knowledge he/she has gained thanks to this new activity can open other doors. |
| **SESSION 2** | |
| Aims of the session | To check whether the participant could manage to:<br>1) Learn from uncertain situations<br>2) Transform uncertain situations into a source of development |
| Time | 60 minutes. |
| Material | Paper, pen |
| Preparation needed: | Revise and think through the results of the previous session |
| Step by step activity | |
| Introduction (10min) | Start the session summarizing with your participant what you have achieved in the last session.<br>Afterwards, look at the homework: How was it? (Easy, difficult, fun, boring…).<br>Let the participant express his/her feelings about it. |
| Activity 1 Changing routines homework (15min) | Discuss the following questions concerning Activity 1 with the intern  "Changing Routine":<br>- Have you experienced the 3 changes chosen in the last session?<br>- For each "change implemented", ask the following questions:<br>- How did you feel?<br>- Did you discover something new?<br>- Did something unexpected happened? Did you manage to deal with it?<br>Spend time reading the notes with the intern, where he/she has noted what he/she discovered during this change (news ingredients, emotions, books etc…). |
| Follow up discussion: (10min) | Strengthen all the new things discovered by the participant. Even the most subtle (new smells, new sensations...) especially those that generated positive emotions.<br>Focus on the unexpected situations that happened and the resources used to manage them. |
| Activity 2 Do not wait for a response to be given homework (15min) | Invite the participant to share the 3 different activities that he/she listed as options for the time while he/she is waiting for confirmation:<br>For each activity ask the following questions:<br>- What kind of useful information have you obtained about this activity? (Costs, time frame, practical organisation, etc.)<br>- Do you imagine yourself starting and doing this activity?<br>Are you interested in it? |

| Follow up discussion (10min) | Encourage the participant to start at least one of the activities. Help him/her to organize the necessary steps to carry out that activity. Reinforce the idea that, in the worst-case scenario, that activity may generate other possibilities. |
|---|---|
| Closing up the session (5min) | Summarize the things you have talked about during the session. Invite the participant to say 3 positive words about "uncertainty". |
| Hints for the coach | Make sure that the participant chooses activities that are accessible, feasible and realistic to start. |
| Possible modifications | Concerning Activity 2: "Do not wait for a response to be given - Homework": If the participant could not collect enough information about the activities that he/she can do while he/she is waiting for confirmation, you can suggest that he/she continues searching for new data over the next few days and works on this during the following session. |
| Closing | |
| Evaluation of the tool | Find out what worked best for your participant - What was the most challenging? - What will help the most in the future? |
| Suggested reading on the topic | Leitch, Matthew. (2008) Intelligent Internal Control and Risk Management. Aldershot : Copyrighted Material. Ruben, B. D. (1976) Assessing communication competency for intercultural adaptation. Group and Organization Studies, 1, 334-54. Gudykunst, W.B., (1995) Anxiety/uncertainty management (AUM) theory: Current status. In R. L. Wiseman (Ed.) Intercultural Communication Theory (pp. 8-58). Thousand Oaks, CA: Sage. |

## COMMUNICATION AND EMOTIONAL AND STRESS MANAGEMENT

## A REFLECTIVE DIARY

| | |
|---|---|
| Duration | 4 weeks, approximately 30 minutes / session |
| Objectives | This tool helps the intern to:<br>- Give a better understanding about stress factors in communication at the place of the internship.<br>- Detect the sources of stress and discomfort and to find effective ways to overcome them.<br>- This tool can be used by the mentor to conduct research about communication-related challenges of students during a higher education internship and to support them.<br>- The tool is a diary, which is handed out to students or given to them as an online diary.<br>- Participants will focus on the different stress factors during the different stages of the mentoring:<br>Week 1: Stressors related to the place of the placement / communication of the needs and struggles in general related to their integration (reflexion on the given tasks, coping with deadlines, the understanding of the communication systems)<br>Examples of questions:<br>- Do I feel comfortable realising the tasks I am asked to do?<br>- Do I feel listed?<br><br>Week 2: Stressors related to communication focusing on their personal experiences / problem solving (facing criticism, understanding the expectations of the colleagues)<br>Examples of questions:<br>- How do I feel receiving feedback?<br>- Do I ask my colleagues about their expectations?<br><br>Week 3: Communication about stressors related to daily workload and everyday situations (working schedule, time management, work overload, loss of data, internet problems, problems related to remote work)<br>Examples of questions:<br>- Do I feel submerged in tasks?<br>- Do I have good technical material to work from home?<br><br>Week 4: Stress factors stemming from relationships (small group meetings, hierarchy, different working style, isolation, not being able to express feelings etc.)<br>Examples of questions:<br>- Do I feel comfortable in the team?<br>- How is my relation with my boss? |
| Time | Approximately 30 minutes per week |
| Materials | Online tool with questions. A possible tool to use: https://padlet.com/ |
| Step by step activity | |
| Introduction (30 minutes) | The Mentor hands out one question per week from the diary to the intern. The intern answers by a pre-set deadline to the question via e-mail. |
| Follow up discussion (30 minutes) | During an approximately 4 weeks of duration, the Mentor analyses the answers weekly and together with the intern defines key actions to take in order to get closer to the solution of the most striving problem. During a plenary discussion, give space for the intern to propose different ways of solution and leave the session with an SMART action plan. The action plan has to contain one small specific, measurable, achievable, reasonable task that can be completed in a week. The next session starts with a reflection on the task. |
| Closing up the session (5min) | During the closure focus on the feelings of the intern. Keep in mind that the overall aim of the activity is to support problem solving and facilitate communication between the host place and the intern. Feelings related to empowerment, motivation, readiness are the ones we are searching for. |
| Hints for the coach | The Mentor needs to have basic coaching skills and ability to conduct a qualitative data analysis. Some answers given by intern could reflect sensitive topics about stressors (also private topics), this might require anonymous tools or possibilities for talking or (not talking) about sensitive topics. |
| Closing | |
| Evaluation of the tool | Find out what worked best for your participant:<br>- Which one was the most challenging?<br>- What will help the most in the future? |
| Combination with other tools | The tools also can be combined with the tool colouring flower. |
| References | Travers, C. (2011). Unveiling a reflective diary methodology for exploring the lived experiences of stress and coping. Journal of Vocational Behaviour 79 (2011), 204-16. |

| Week | Questions | Situation | Mood / emotions | Intensity (1 10) | Action |
|---|---|---|---|---|---|
| 1 | Do I feel comfortable realising the tasks I am asked to do?<br>Do I feel listened? | I am not sure that I did my work the way they expected. | Insecure | 6 | I proposed a video-call with my tutor to clarify my questions. |

## EMOTIONS AND STRESS MANAGEMENT

## FROM PETAL TO PETAL

| | |
|---|---|
| **Duration** | Number of sessions: 2<br>1,5 hours for the 1st session, after at least 15min/session, depending on the participant's needs/progress. |
| **Objectives** | This tool helps the intern to:<br>- Better cope with a stressful and challenging situation<br>- Take active steps to try to remove the stress or to ameliorate its impacts<br>- Initiate direct action, increasing his/her efforts, and trying to execute a coping attempt in stepwise fashion. |
| **SESSION 1** | |
| **Aims of the session** | The aim of the session is to identify a challenging situation and organize active steps trying to remove the stress or to ameliorate its impacts, initiating a realistic and direct action. |
| **Time** | 1,5 hours |
| **Materials** | The handout: "From petal to petal" and markers.<br>Alternatively, the visuals can be adapted to a whiteboard or simply sent to or shared with the intern. It is beneficial to combine online and offline activities even if the session happens in the online space, therefore we encourage the Mentors to ask the participant to make the drawing and colouring activity. |
| **Step by step activity** | |
| **Introduction (15min)** | Start the session by explaining the importance of splitting difficult situations into smaller steps. This is very useful in order to avoid feeling overwhelmed by them, which could increase the chances of giving up these challenges.<br>In order to get into this topic and address it in a more detailed manner, ask the participant to find and share with you an example from his/her life about a challenging situation, which has been avoided or neglected because he/she had felt overwhelmed by it. |
| **Activity 1 (15min)** | 1) Ask the participant to identify and describe (as completely as possible) a current challenging situation or a goal/objective that he finds difficult to achieve in his/her period of online internship.<br>2) Invite the participant to break down (first orally/by talking) the challenging situation into smaller steps (see "colouring petals sheet example"). Each step must be accessible and realistic for the participant. He/she must feel able to cope with each of them.<br>3) Afterwards, based on the "From petal to petal" sheet write down the steps (one step is one petal) so that the complete flower will symbolize all the stage of the road towards the pre-defined goal.<br>4) Help the participant to formulate each step in a concrete, realistic and accessible manner. |
| **Follow up discussion (10min)** | Invite the participant to focus on the 1st step and encourage him/her to define ways of possible solutions.<br>Supporting questions:<br>- How do you feel about resolving this step? Are you able to do that?<br>If the participant proposes a solution to overcome the first obstacle, move on to the second step and so on.<br>However, if there is a step in which she/he expresses not feeling able or comfortable coping with this situation, divide that into smaller steps until the participant could imagine this situation manageable. |
| **Closing up the session (5min)** | At the end of the session there should be a clear action plan for coping with a current challenging situation.<br>The session was successful if the participant found each step realistic and accessible.<br>Summarize for your participant the activities realised during this session and the homework for the next one. |

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| Ideas for homework | As homework, the participant should take the steps agreed in the session for the following meeting: the number of steps will depend on the participant's situation (example: some participants might feel able to do just the first step, while others could feel ready to cope with the first two or three steps for the next session). |
| Possible modifications | If the participant has difficulties in doing this activity with a current challenging situation, you can suggest they practice this method on an easier life task that is important to them.<br>After practising it this way, he/she could use the method on more difficult situations the next time. |
| Hints for the coach | You can do this activity in an online whiteboard (in Zoom, Jamboard or Miro), or ask the participant to draw the flower and share it on camera (it allows him/her to stop using the computer a little).<br>It is very important to choose steps for realization that are realistic. Participants should feel successful and empowered, therefore try to avoid complex or too difficult tasks.<br>Take notes: making a list of all resources and strategies used and bringing them to the next meeting (e.g. I asked for help from a friend, I sent an email directly to the person responsible) can help the flow of the follow up sessions. |
| **SESSION 2** | |
| Aims of the session | 1) To check whether the participant was able to do the first steps of the challenging situation.<br>2) To reorganize or strengthen the next steps towards the resolution of the challenging situation.<br>3) Highlight resources and strategies used by the participant to solve the steps of the problem. |
| Time | 1,5 hours |
| Materials | "From petals to petals" sheet filled; the list about the strategies / resources used for solving each step, pastels and markers. |
| Step by step activity | Step by step activity |
| Introduction (10min) | Start the session summarizing what you have achieved in the last session with your participant.<br>Afterwards, take a look at the homework:<br>- How was it? (Easy, difficult, fun, boring…). Let the participant express his/her feelings about it. |
| Activity 1 (15min) | With the "From petal to petal" sheet in hands ask the participant to share with you his/her experience concerning the 1st step:<br>- If he/she could solve it, invite his/her to colour this step (on the sheet) with nice colours and even add flowers if the outcome was better than expected or the situation easier than imagined.<br>- He/She can label the petal with the name of the strategies/resources used for solving each step: e.g if he/she has solved the situation after asking for help from a friend, he/she could add to a petal a label called social support. (for this part of the exercise take into account the notes taken by the participant concerning the strategies/resources used for solving each step)<br>- If he/she has carried out more steps, invite him/her to colour them as well.<br>As homework, ask the participant to realise the next step for the following session. |
| Follow up discussion | For each step, the following questions can be asked:<br>- How did you feel resolving/not resolving the step?<br>- How do you feel about starting the next step?<br>- Are you ready?<br>- Did you learn something in facing up to this step?<br>- Have you already used this resource/ strategy? If not, could you imagine another situation where this strategy can be useful? |
| Closing up the session (5min) | Summarize the things you have talked about during the session.<br>Focus also, on what unexpected situations happened and the resources used to manage them. |
| Possible modifications | For some participants, who like to think of themselves as «rational», the proposition about drawing flowers and adding colors could provoke some discomfort. In these cases, you can propose to add just some labels naming the strategies used. It's important to adapt activities to the individual you are working with. |
| Hints for the coach | The number of the steps agreed for achieving the challenging situation can change from one session to the next, depending on the participant's experience in solving each step.<br>Changes could be:<br>Either joining 2 or more steps into one: In general, that happens when the participant can easily solve one-step (resolving increases the feeling of mastery and self-esteem). Before starting the next step, ask the participant to re-imagine the steps remaining and invite her/him to reorganize them if she/he wants.<br>Or dividing a step into smaller steps: in general, that happens when participant couldn't solve one step.<br>The number of sessions depends on the number of steps needed to achieve the final goal (the challenging situation). |
| Closing | |

| Evaluation of the tool | Questions for the evaluation of the tool:<br>- How did you feel about this technique for planning and solving stressful and challenging situations?<br>- Did you learn new ways or new resources to cope?<br>- Do you imagine integrating this kind of process into your daily life? |
|---|---|
| Suggested readings on the topic: | Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. Journal of Personality and Social Psychology, 56, 267–283.<br>Holahan, C. J., Moos, R. H. (1987). Personal and contextual determinants of coping strategies. Journal of Personality and Social Psychology, 52: 946-955.<br>Holahan, C. J., Moos, R. H., Schaefer, (1996). Coping, stress resistance, and growth: Conceptualizing adaptive functioning. In M. Zeidner & N. Endler (Eds.), Handbook of Coping: Theory, Research, Applications (pp. 24-43). New York: John Wiley & Sons. |

**HANDOUT: FROM PETAL TO PETAL**

1. Research on the criteria and information that are needed to compose the report

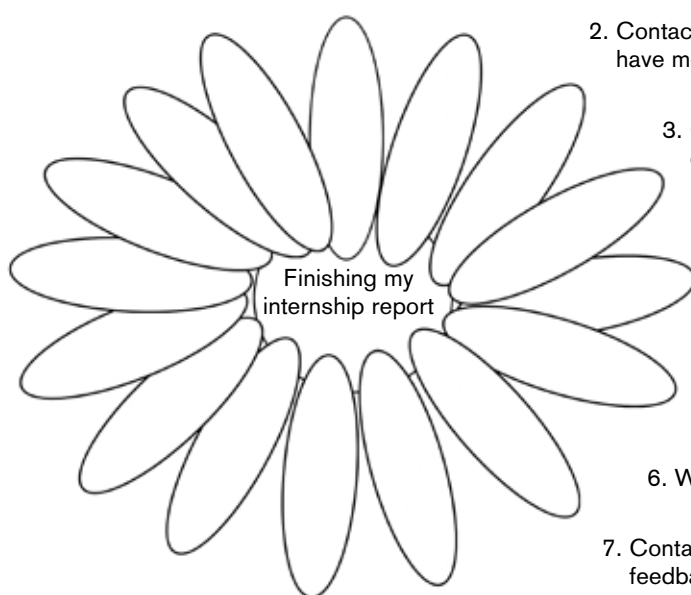2. Contact someone that already did it in order to have more information about it

3. Contact someone that already did it in order to have more information about it

4. Contact my university to be aware of the documentation that is needed

5. Setting up a planning for the writing process, with calendar

6. Writing and research

7. Contact my mentor to have feedback

Finishing my internship report

## COMPETENCE DEVELOPMENT

## THE COMPETENCE MATRIX

| | |
|---|---|
| Duration | Number of sessions: 3 session, 40 minutes / session |
| Objectives | This tool wishes to:<br>1) Raise awareness about the importance of the competence-based approach<br>2) Examine the intern's strengths and weaknesses in the "Competence matrix"<br>3) Create a link between the intern's knowledge that roots in his / her studies and the needs of the labor market. |
| **SESSION 1** | |
| Aims of the session | The session aims to give an overview about the competence-based approach and assesses the intern's competencies in two categories: labor market readiness, intercultural learning |
| Time | 40 minutes |
| Materials | The handout, or a digital version of the worksheet "List of competencies" |
| Step by step activity | |
| Introduction (15min) | Competence based learning. Clarification of the expression:<br>"Competence" / Clearly differentiate it from "Skills" "Abilities" and "Attitudes" and "Knowledge"<br>Competencies in the labor market.<br>Generate a discussion about the changing nature of the labour market by illustrating it with some current data, examples or even with a TedTalk like this one:<br>https://www.youtube.com/watch?v=guXxy8LH2QM<br>The aim of this step is to encourage the intern to think about his / her internship as an opportunity to acquire transversal competencies that are adaptable in any career path he / she takes. |
| Activity 1 (15min) | Ask the intern to fill the "List of competencies" template.<br>Discuss in advance the terms and expressions to see if there is a need for clarification.<br>After filling this self-evaluating tool, mark 2-3 competencies that the intern wishes to focus on during the internship. |
| Follow up discussion (10min) | Discussion about the motivation of the intern and the goals towards the internship.<br>If the session is at the beginning of the internship, it is useful to monitor the participant's fears, expectations and contributions towards the upcoming project. |
| **SESSION 2** | |
| Aims of the session | To monitor the competence-development of the intern at the mid-term and at the end of the internship |
| Time | 40 minutes |
| Materials | The "List of competencies" sheet / or equivalent online document |
| Step by step activity | |
| Introduction (10 minutes) | The aim of the follow-up sessions is to:<br>1) Reflect on the competence development during the internship.<br>2) To link the activities during the placement to the different competencies.<br>3) To point out the learning points (with special attention to the intercultural, interpersonal aspects and the informal time, in general to the parts of the internship outside of the professional tasks). |

| | |
|---|---|
| **Activity**<br>**(20 minutes)** | Discuss and visualize the tasks with the intern during which he / she had been involved. A timeline, marking the different categories of the tasks might help the participant to reflect effectively.<br>Supporting questions:<br>- Who was your professional supervisor / colleagues involved during the task?<br>- How did you manage the task distribution?<br>- What are the online tools to keep on trach the workflow, maintain the communication, access the documentation?<br>- Have you used these tools before? Was there a new digital tool, a new way of usage, a new function that you have learned?<br>- How much time have you spent with the task? How do you monitor your working hours?<br>- Have you managed to complete the task successfully? How do you measure the success?<br>- What has been challenging?<br>- What and how would you improve?<br>- What was the main learning point?<br>After a detailed description of the tasks, the intern has to be able to link the tasks to the competencies. The Mentor's role is to facilitate the process with helping questions, and by giving space and creating a relaxed environment for the workflow.<br>Reflexion on the competence development is the main goal of the activity. |
| **Follow up**<br>**discussion**<br>**(10 minutes)** | Link the competencies to the labor market readiness. Support the intern to create one or two sentences to his / her resume in the form of:<br>" X gained accuracy in translation during the translation of the 1st chapter of the Y document" |
| **Closing** | |
| **Evaluation of the tool:** | The tool was useful if your participant could reflect on the learning outcomes of the internship experience and made their conclusions upon their success. |

A list of competencies - input and output requirements, examined before and after the placement. The students with help of the mentor (university or NGO) check the list of the competencies and decide which are the ones he/she would like to develop during the placement.

**COMPETENCIES related to:**
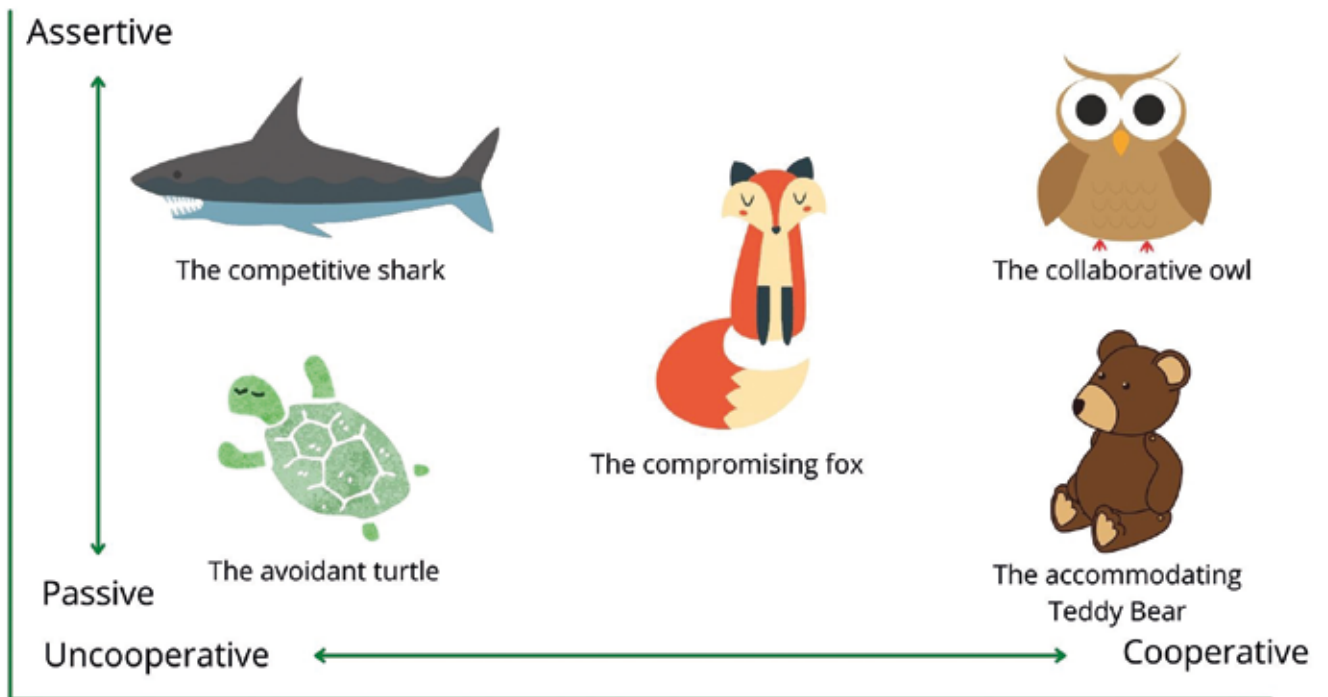**a) ENTRY INTO THE LABOUR MARKET**
**b) INTERCULTURAL**

| | I am not good in it / I am not interested in it | I want / have to develop it | I am in an advanced level | Mature, automatic |
|---|---|---|---|---|
| working independently | | | | |
| working in team, cooperating | | | | |
| compliance with deadlines | | | | |
| accuracy | | | | |
| communication skills | | | | |
| finding the relevant communication style | | | | |
| interpersonal skills | | | | |
| giving and receiving feedback | | | | |
| self-reflection | | | | |
| self-interest | | | | |
| self-knowledge | | | | |
| awareness, self-confidence | | | | |
| motivation | | | | |
| relationship building / networking | | | | |
| labor-market knowledge (contract, payment, administration, project management) | | | | |
| reliability | | | | |
| problem solving skills | | | | |
| adaptability | | | | |
| responsibility | | | | |
| knowledge of corporate culture, assessment and recognition of roles | | | | |
| openness | | | | |
| ambition | | | | |
| being assertive | | | | |
| cooperation | | | | |
| humility | | | | |
| creativity | | | | |
| acceptance of difference | | | | |

## INTEGRATION TO A NEW WORKING ENVIRONMENT

## YOUR STYLE OF CONFLICT MANAGEMENT

| | |
|---|---|
| Duration | Number of sessions: 1 session, 60 minutes |
| Objectives | This tool wishes to:<br>1) Make the intern reflect on his / her style of conflict management.<br>Since the difficulties at the integration during the online internships are communication-related, it worth to analyse the intern's own strategies, and define break-through points.<br>2) To encourage the intern to take an initiative to the direction of team building, and to be aware of the time and the space where the proposals can be taken. |
| **SESSION 1** | |
| Time | 60 minutes |
| Materials | The "Communication styles" handout, that can be used in a print or digital form. |
| Step by step activity | |
| Introduction (15min) | Introduction of the communication Styles theory of Thomas and Killmann. For further information take a look here: https://kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki/<br>You can introduce the "Communication styles" handout. |
| Activity (25 min) | 1) Use the "Word bubbles" handout or you can use any online tools that visually stimulate the following activity.<br>2) Ask the intern to write down concrete communication situations, in which he / she has participated and that are memorable from some aspect. The situations can be formulate in a form of a dialogue or as a story.<br>3) Ask the intern to give title to the situations.<br>4) Re-write the stories. Re-writing a narrative is a common storytelling technique that support the participants to think of alternatives, therefore it stimulates change. Ask the intern to reformulate the stories in the way he / she want to see himself / herself in a communication situation.<br>5) Link these situations with the Thomas-Killmann's communication styles. |
| Follow up discussion (10min) | Discuss the strengths of each communication styles with the participant and ask him / her to be observant towards his / her behavioural changes in a fixed period of time in the future. |
| Conflict management styles: | The shark: Sharks use a forcing or competing style to achieve their goals. They strongly defend a position they believe is correct or simply try to win. This style may be appropriate for emergencies when you need quick, decisive action, and people are aware of and support the approach, or when unpopular decisions need to be implemented.<br><br>The owl: Owls use a collaborative or problem-confronting conflict management style. Owls value their goals and relationships. They gather information, look for alternatives, dialogue openly, and welcome disagreement. The appropriate time to use an Owl style is when the issues and relationship are both important.<br><br>The turtle: Turtles avoid, withdraw, deny, or delay conflicts. This is often appropriate when the issue is trivial or the relationship is insignificant.<br><br>The Teddy Bear: They agree and flatter because they have a need to please everyone involved. Therefore, teddy bears often neglect their own desired outcomes to satisfy those of the others. It's good to use this when you really don't care about the issue or when you realize you are wrong.<br><br>The fox: Foxes use a compromising conflict-management style. Individuals who use this approach are concerned about goals and relationships. They have a strategy of a little something for everyone. Compromising is suitable to use in situations when complex issues have no clear solutions or when people in conflict have equally important solutions. |

Assertive

The competitive shark

The collaborative owl

The compromising fox

The avoidant turtle

The accommodating Teddy Bear

Passive

Uncooperative    Cooperative

HANDOUT: "WORD BUBBLES"

**AFTER THE INTERNSHIP**

## REFLEXION ON THE INTERNSHIP

## WHAT AM I BRINGING WITH ME?

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|---|---|
| Duration | Number of sessions: 1 session, 70min |
| Objectives | This tool is an evaluation exercise that helps participant to reflect on their journey. |
| **SESSION 1** | |
| Aims of the session | The session aims to reflect on the learning outcomes of the participant's experience. |
| Time | 70 minutes. |
| Materials | A3 paper, colored pencils / Online whiteboard |
| Step by step activity | Step by step activity |
| Introduction: (15min) | Make your participant think about the time before they started their internship. <br> - What was his/her dream? What did he/she want to achieve? How did he/she think about the upcoming experience? What were his/her expectations? <br> Tell him/her to list the answers. <br> Ask your participant to think through their internship experience. Ask to name the different phases/ periods of their mobility until now. <br> For example: First two months of the distance internship, next two months, etc. <br> Name the different phases in a way that they express the main activity, life situation of that time-period. <br> Ask the participant to draw a time-line and put up the different phases. |
| Activity 1 (10min) | Give your participant two different kind of coloured pencils and ask them to write down: <br> - With one of the colours what were the 3 best things during each phase. <br> - With the other colour write what were the 3 most challenging things during each phase. <br> It is easy to adapt this activity to the online space by using shared documents, or whiteboard. Depending on the personality of the intern he/she might prefer to draw (that is a more intimate, personal activity) so we should consider that as well. |
| Follow up discussion (10min) | Discuss about the things that your participant put on the time-line. Why did they choose those things? What was good in them or challenging in them? |
| Activity 2 (10min) | Ask your participant to draw a big suitcase with two packs. / Or show a picture or drawing of a suitcase. <br> In one of them, ask your participant to list things that he / she learned during the different phases (can be professional or personal learning that they gained). <br> In the other one, ask your participant to list things that looking back they would do differently and things that they actually do different. It can be anything that is a change (in habits, different solutions, changed attitude towards things etc.) |
| Follow up discussion (10min) | Discuss about the things that your participant has put in the suitcase. <br> What are the things in that suitcase that will be useful for them in their future? Why? In which ways can they use them in their life? |
| Activity 3 (15min) | Ask your participant to take the paper they wrote during the lead in discussion about their dreams and expectations towards the mobility experience or use the shared document. <br> Try to match the learning outcomes and changes and make a comparison between the things that are in their suitcase and the expectations that they had had before the mobility. <br> - What are the things that were not expected at all? <br> - What are the things that came out absolutely different? <br> - What are the things that are missing? <br> If these things are still missing for the participant discuss about different strategies, actions that could bring in those things in the future. |
| Closing up the session (5min) | Ask your participant if they are satisfied with the result of their distance internship experience. Was there anything surprising during the session that they just discovered now as a learning outcome or change? |
| Possible modifications: | This exercise can be used to evaluate the guiding process as well. The behavioural changes probably are not concrete enough or tangible at this point in the guidance so rather ask about the things that made your participant think towards other point of views. You may discuss whether they think about new questions, solutions because of the different guiding sessions. |

| Hints for the coach | If your participant can not come up with learning outcomes and changes, analyse more in detail the best and the most challenging things that they wrote on their timeline and draw conclusions out of those actions, situations. Also make your participant aware that negative experiences bring learning and personal development as well. |
| --- | --- |
| Closing | |
| Evaluation of the tool: | The tool was useful if your participant could reflect on the learning outcomes of their mobility experience and made their conclusions upon their success. |
| Combination with other tools: | The tool can be combined with most of the tools as it helps to reflect on the personal development of the participant. |

## ANNEXES

**To the framework of the internship:**
- Sample of an Internship contract
- Sample of a Work-plan
- Sample of an Evaluation form for an internship
- Sample of a Student report

**To support the enrollment:**
- Sample of a description of an internship program
- Sample of an interview guide