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The Career Garden

ANALYSIS OF THE CAREER GARDEN SURVEY ON INTERNSHIP PRACTISES IN FIVE COUNTRIES

FOR INTELLECTUAL OUTPUT 1

[UNIVERSITY OF RIJEKA, PRIGODA]

Project Name: „The Career Garden - Building bridges between educational institutions and enterprises through distance and hybrid internships"

Project Acronym: THE CAREER GARDEN

Project Number: 2021-1-FR01-KA220-VET-000034840

Erasmus+

Contents

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1. INTRODUCTION

All partners in the project from five countries (Austria, Germany, Croatia, Romania and France) participated in obtaining the results contained in the analysis.

The results are structured in such a way that in the first chapters, the perspectives of individual stakeholders from each country are presented, related to the current state of professional practices and experience, on the one hand, and examples of good practice and the professional practice framework we strive for, on the other hand.

The second part of this analysis presents the conclusions obtained on the basis of surveys conducted in all countries. The analysis of the questionnaires is made with presumption that its results will support project activities. Although the project itself has been developed on the experience of information on field situations, more detailed specific data and insight to concrete answers on questions regarding motivation of companies, students, and teachers in development or adoption of digital training as something valuable and helpful.

The initial theses were as follows:

- Educational system recognizes Internships as an obligatory part of educational programs
- They are seen as an important and valuable part of education by teachers and students
- Taking care of interns is a big effort for companies
- Large companies generally have general framework of receiving apprentices
- The answers to the questionnaires will identify some elements or conditions that make internships valuable or highlight what should be avoided
- Although people are sceptical towards virtual internship, recent changes in virtual professional communication made them see new possibilities
- People have difficulty imagining a virtual internships and connecting something virtual with the practical
- Some branches will be more open to virtual internships than others
- The findings will support the project activities

In order to achieve education that provides young people with the opportunity to acquire knowledge and skills that will enable them to develop their full potential employ and manage their careers, in a dynamic and technologically demanding environment, it is necessary to acquire required skills on the labour market and to promote excellence in their development. Formal education should enable students to acquire the necessary skills and experiences by participating in activities based on real situations and learning by doing. At the same time, cooperation with employers enables education institutions to increase the relevance of their study programs and implement them effectively.

The methodology of this analysis included collaborative work of all the Career Garden project partners on definition of questions of interest for the analysis of internship practices in five countries, Croatian partners (University of Rijeka – Faculty of Civil Engineering and Regional development agency of Primorje Gorski Kotar County) drafted the online questionnaires in English language for 3 target groups (teachers, students, companies) considering five branches (IT, medicine, crafts and construction, hotel and catering as well as the educational sector). Questionnaires have been revised once again by project partners, and agreed versions have been translated in four languages. Each partner was responsible for distribution of appropriate questionnaires to the targeted segments in its region/country. Before e-mail distribution

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every partner translated the forms from English into the countries' language. The three questionnaires are part of this document annex A, B and C. The partners have commonly agreed that planned analysis is not a research task or scientific work and that used methodology will be adopted to the field situation. Charts presented in this document were created automatically by the Microsoft Forms, which was used as a tool for survey conduction.

Most educational institutions in Croatia offer internships with private entrepreneurs. The problem mostly arises in mentoring, for which there is a lack of adequate training, time and interest in order to train trainees for professional practice. The situation with the corona pandemic in 2020 has put us in front of new challenges of carrying out professional practice in all sectors. However, it opened up the possibility of new solutions that were possible under the given conditions. In total, 317 students, 92 teachers and 26 companies took part in the survey in Croatia. Croatian partners project staff evaluated the answers to the collected questionnaires in Primorje Gorski Kotar County, Croatia. Staff background, respectively as University and Agency, confirms experience in analyses of data and familiarity with Croatian educational system.

In Austria, companies from the respective industries in Austria were contacted via the chamber representatives (e.g. IT, Hospitality, etc), teachers and students questionnaires were shared with secondary and vocational schools via the regional educational authority "Bildungsdirektion Steiermark". Questionnaire as well as desk research data was collected over a period of 2 months and then analysed and interpreted by the Austrian partners to draw solid conclusions for further project implementation and sustainability. A total of 37 companies from all 5 industries participated in the survey. In the school education sector in Austria 66 students and 12 teachers filled in the questionnaire. Key findings and figures were then collated to gain a better understanding of current internship practices, challenges and opportunities and to draw relevant conclusions and decisions for a successful project implementation. The possibly most important finding from the Austrian research is the fact that internships in general are seen as one of the most promising measures for career orientation and development both for young people as well as companies. None of the surveyed target group representatives ever had a virtual internship experience.

The evaluation of the answers to the questionnaire in Saxony, Germany, was done by two project members who work at the State Office for Schools and Education, one with a background in the field of general schools and one with a background in the field of vocational schools. They have concluded that the results of the questionnaire will support con-ducting the project and putting more thought into details and that it is important to know what elements would motivate companies, students, and teachers to recognise digital training as something valuable and helpful. In total, 126 students, 49 teachers and 9 companies took part in the survey in Saxony.

In Romania, the number of students from the educational branch was the largest. Also, the IT and construction branches are very well represented. Unfortunately, it was quite difficult to find partners from the tourism and health and health care branch, because the profile of institutions in Romania is very specific. 196 students represented the focus group of students.

Overview of the internships in educational systems in Austria, Croatia, Germany, Romania, and France

Austria has a free and public school system, administered on a state level and is compulsory from first to 9th grade (usually from age six to 15). However even after 9th grade, it is mandatory for children to

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continue school education or go into the apprenticeship system until the age of 18. The first four years of compulsory education take place in primary schools. These schools are comprehensive schools; pupils are allocated by region rather than by abilities. After 4th grade (usually around the age of ten) pupils can choose their next school according to their abilities and interests. There are several different options such as secondary schools (also called middle schools) or junior high schools (grammar school).

After grade eight children have to decide if they want to continue in the direction of an academic career, in this case they usually choose a general high school. These schools have a long tradition of short-term language trips but rarely offer possibilities for internships in companies. If on the other hand students are interested in a less academic but more hands-on trade, they have two choices. They can either attend a vocational high school or go into dual-education. In the first option – vocational high school – they usually go to school for an additional 5 years and finish with the university entry-level exam (matriculation) and a final exam in the field of their expertise. Practical experience is gained through mandatory work placements or internships in or outside of Austria during school holidays. They first have to attend a 9th grade of school – usually done at a polytechnic institute. During their time at that institute they get a chance to participate in several different internships at a variety of companies (organised primarily through the school) in order to get a first taste of the jobs they are curious about.

Upon the completion of 9th grade the teenagers need to decide which one of the over 200 professions they are interested in. If a company is willing to take them on as an apprentice, they start getting hands-on experience by working in their chosen profession. Simultaneously they attend vocational schools – this can be done either one day a week (for example in Vienna) or in block form (usually 9,33 weeks per year – this is the system used in Styria). This education finishes with the final apprenticeship exam. In this scenario, internships are not required; experience is gained working on the job. However, more and more companies are offering their apprentices the chance to see something different and enable them to participate in short term work placements abroad through Erasmus+.

To summarise, there are the mandatory long-term internships at vocational high schools, which have a long tradition and use well established feedback systems. They mostly take place in Austria, with the only big exception of touristic high schools, where internships abroad are common. Thanks to the centre for internationalisation from the Styrian directorate of education, this is slowly starting to change. In recent years, many vocational high schools have started offering short internships abroad throughout the year. The participants become more cosmopolitan and search for opportunities to complete their mandatory long-term internships abroad as well. During their education apprentices already work at companies for more than 8 months per year, so additional practical experience is not considered necessary and internships are very rare. In the last decade, this has started to change. Out of the 16 vocational schools in Styria, more than half organise international work-placements for their students on a regular basis. Since the time spent at the vocational school is only 9,33 weeks a year, mostly short-term (usually for 2 weeks) Erasmus+ mobility projects are carried out. One week takes place during the time the apprentice attends the vocational school and the other week usually is taken off their time on the job. Companies are starting to see the benefits resulting from these multicultural field experiences of their apprentices and in turn start inquiring more about these possibilities. The Styrian chamber of economics is tapping into this trend. Companies willing to give their apprentices a chance to participate in long-term work placements abroad can do so through the Erasmus+ project "Young Styrians go Europe" organised through the Styrian chamber of economics. Virtual internships are not yet "a thing" in Austria.

Primary education in the Republic of Croatia is compulsory and free of charge for all children between the ages of 6 and 15, and for students with multiple developmental disabilities up to the age of 21. Secondary school education allows everyone, under equal conditions and according to their abilities, to

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acquire knowledge and skills for work and continue their education through the higher education system. Secondary schools, depending on the type of educational program, are high schools, vocational schools and art schools. Education in vocational schools lasts from one to five years, and the duration depends on the type of educational program, that is, the vocational curriculum for a specific profession or qualification. After completing the vocational school, it is possible to join the labour market and they have a mandatory professional practice in their curriculum. Most educational institutions in Croatia offer internships with private entrepreneurs. The problem mostly arises in mentoring, for which there is a lack of adequate training, time and interest in order to train trainees for professional practice. The situation with the corona pandemic in 2020 has put us in front of new challenges of carrying out professional practice in all sectors. However, it opened up the possibility of new solutions that were possible under the given conditions. Professional practices are a mandatory part of the curriculum in higher vocational education as well.

In Germany, the individual states are responsible for education policy. The school system in Saxony will differ from that of other states. Young people have the duty to go to a general school until the age of 16. Their parents face a fine if they fail to send their children to school. Students must do two more years of training after that before their parents are not responsible for schooling anymore. The Saxon school system separates children who are more able from the ones who are less able already at the age of 10 or 11 (after Year 4). The academically gifted students continue learning at a high school that is supposed to prepare them for studying at a university. The other half is supposed to do vocational training after attending general schools. The opportunities for changing between these types of school are given, but rarely does anyone make use of it. In the curriculum for general schools in Saxony, internships are foreseen for students at the age of 14 to 16. Usually, students in Year 9 take up internships for 2 weeks. Some schools allow for 2 or 3 internships. Students are encouraged to do voluntary work during their holidays. But not enough opportunities are given by the companies because they feel it is a burden to take care of the teenagers. The majority of students on the other hand do not want to give up their holidays to learn something in a company. So, the holiday internship take up is quite low.

For the internship, that everyone must do during general school times, usually the students themselves find a place or their parents help to find one. In case, the family cannot support their child on this path, the school supports students finding a place in a company. An issue here is that in rural areas children from deprived backgrounds do not have the money to go far so they stay in the areas where the opportunities for internships are very limited. The government or school has no funding for travel budgets in this case.

In theory, internships abroad are possible as well but for a long time, only the rich parents could afford to send their children abroad. With Erasmus+ new opportunities have arisen for everyone but the new hurdle in the last two years was Corona. The teachers collect the feedback on how students performed during their time in a company. Students get a certificate that they can later also use in applications. Critics say that half of the students might not like their internship and have no opportunity to find something they like, because it is a one off thing. At least it is a first experience with work life.

In vocational schools, internships are a core part of their education. They belong to the curriculum and only if the students have taken part in internships successfully, they can pass exams and gain a qualification. Some branches of training require two or three internships, which can be 2 weeks to 3 months long. The schools are responsible for finding internship places. Most of them have cooperation agreements with local companies.

The internships are connected to what students have chosen as a career path. It means companies are much more willing to take these students on board. They know it is a potential applicant for vacant places later. New is that some big companies have started the development of virtual internships because the Corona lockdown prevented students from entering companies. (E.g. SAP, Siemens, Deutsche Bahn, Telekom etc.)

The educational system in Romania starts with kindergarten, 4-5 years. Between 5-6 years old, students start the preparatory class (or class 0). Primary school starts at the age of 6-7 and covers the 4th grade. Secondary school is related to grades 5-8 (student age 10-14 years). High schools in the Romanian education system are theoretical (real and humanistic profile), vocational (economics, arts, pedagogy, military, theological and sports) and technological (crafts and construction). At the end of high school, students take the baccalaureate exam. Some of them go to the labour market and others to universities. The bachelor's degree programs represent the first cycle of studies. Bachelor's degree programs can be organised in full-time, part-time and distance learning forms and the specific duration of studies is 3 - 4 years. Master's degree programs represent the 2nd cycle of university studies and can be organised in full-time and part-time forms of education. The duration of master's studies is 1 - 2 years. Doctoral university studies represent the 3rd cycle of university studies and can be organised as full-time and part-time education. The duration of the doctoral university study program is 3 years.

Universities in all 5 branches in Romania offer students summer internships in partner companies and institutions. These internships are mandatory in the Health and Health Career Branch and Construction Branch. Not only universities, but also high schools offer students work experiences in partner profile companies and also international internships for the development of different skills. These internships take place during the summer. In the Education Branch the higher level is offered by universities, which coordinate the pedagogical practice for the students (it is assimilated with an internship) for two semesters in the public high schools. Our high school offers a pedagogical internship for four semesters in public primary schools for our students (called application schools).

In France, internships are made compulsory by the standards of diplomas. However, their inclusion in certain education courses, such as professional schools, universities, business schools, engineering schools and other vocational training courses, is common and often strongly encouraged. The duration, terms and conditions of work placements may vary depending on the educational institution and the study programme. Students are generally required to complete a certain number of weeks or months of work experience in order to validate their course, but this depends on the institution's policy and the specific programme. In short, although work placements are not compulsory in all higher education in France, they are often recommended or even required in many academic programmes in order to enrich students' experience and facilitate their transition to the professional world.

2. OVERVIEW OF THE CURRENT STATE CONCERNING INTERNSHIPS

This chapter summarises the key findings from the national groups in five countries. It includes the perspective of all stakeholders involved (students, teachers, and company experts) and shows the key diagrams of the questionnaire results in all five countries.

2.1. Conclusions of the analysis from the students' perspective

Students in Austria

In order to get relevant results from the questionnaires 66 students, 12 teachers and 37 companies completed them.

Out of the 66 pupils that took part in the survey, 94 % were male and only 4,5 % female, one person chose not to answer this question. Since the surveys were mostly answered by apprentices (95%) and from trades usually preferred by men (IT, energy and new technologies with 74%, construction workers with 21%), this is not surprising.

Most participants (over 68%) were aged 14-18 and only two over the age of 26. Apparently, only 15 students live in the city, the rest came from rural areas.

It was interesting to see that even though mostly apprentices filled out the survey, only six percent have never participated in an internship and 23% have done more than three work placements.

● einmal	14	
● zweimal	18	
● dreimal	15	
● öfter	15	
● noch nie	4	
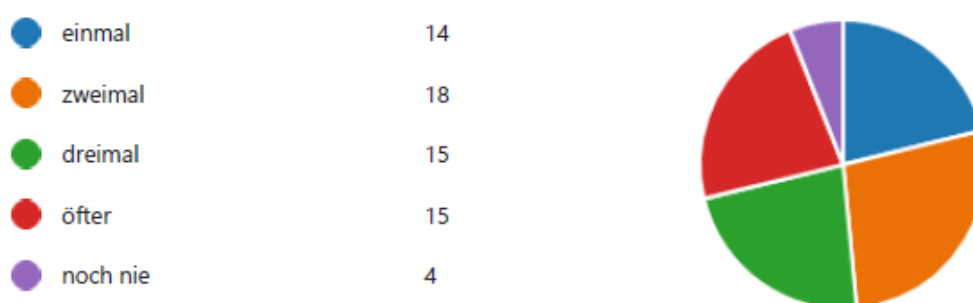
This is probably because most apprentices attended a polytechnic institute prior to their apprenticeship, where they usually do very short internships on a regular basis in order to figure out which trade interests them the most. The following two diagrams support this finding:

How long their shortest internship was is shown on the next figure.

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●	eine Woche	54
●	zwei Wochen	4
●	ein Monat	5
●	zwei Monate	1
●	drei Monate	1
●	länger als drei Monate	1
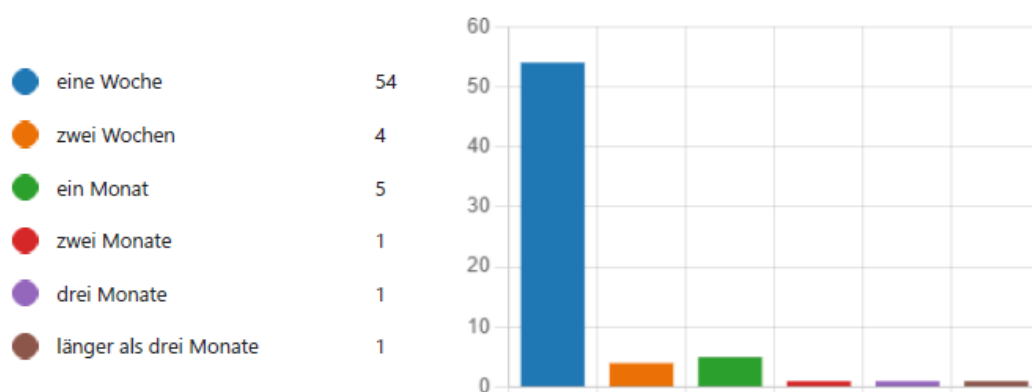
How long their longest internship was is shown on the figure bellow.

●	eine Woche	37
●	zwei Wochen	11
●	ein Monat	11
●	zwei Monate	3
●	drei Monate	0
●	länger als drei Monate	4
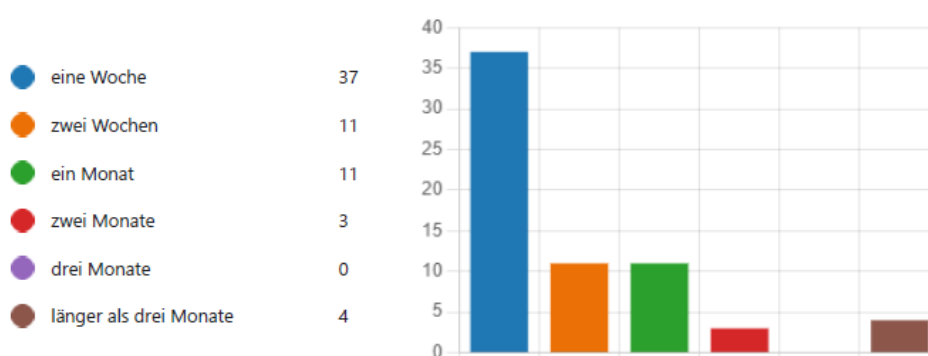
Only one internship was conducted online, but 67 % of the surveyed students would consider taking part in an international internship

●	Ich würde es mir überlegen.	44
●	Ich würde nie eines machen.	19
●	Ich kann aus bestimmten Gründ…	3

For most of the participants, the biggest advantage of the internship was the fact that they learned something new, that they found out what it means to work on a day-to-day basis and what skills are needed for the job. This also confirms the statement that they are referring their answers mostly to internships held during their time at the polytechnic institute and explains why close to 50% stayed in contact with the company after their internship.

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Ich habe etwas Neues gelernt.	59
Ich habe gelernt, wie die Arbeit i…	60
Ich habe gelernt, welche Fähigk…	43
Ich habe neue Freunde gefunden.	10
Ich habe einen fixen Praktikums…	6
Ich habe eine Teilzeitstelle beko…	1
Ich werde einen Job bekommen,…	11
Ich wurde motiviert, härter in de…	10
Ich habe die Bestätigung erhalte…	23
Ich lernte verschiedene Position…	20
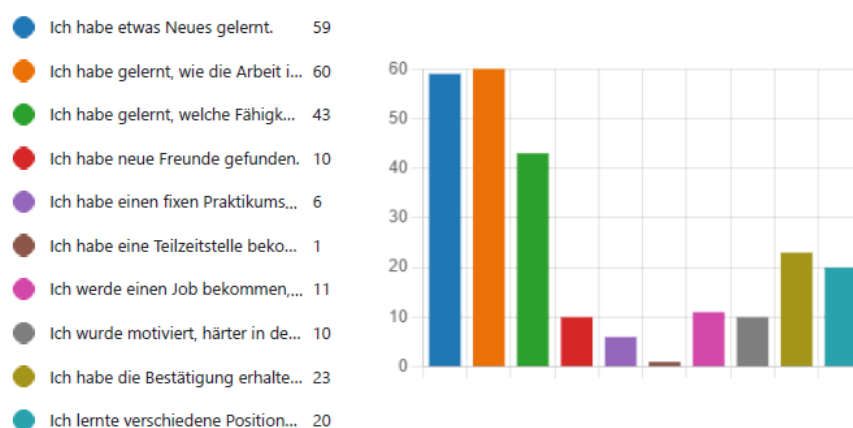
There were many different answers to the questions about what the students liked at their internship – the point mentioned more often than any others was "I learned a lot". They also mentioned points like finding out more about the job, getting to know future colleagues and some even stated that everything was just great. The majority of the students found nothing they disliked about their internship, some mentioned the long working hours or that some tasks were boring.

Regarding virtual internship, the answers were mostly positive and distributed evenly.

1 (Trifft nicht zu)   2   3   4   5 (Trifft voll und ganz zu)

- Lernende/ Studierende mit einer Behinderung/ sonder-pädago-gischem Förderbedarf oder in…
- Du kannst leichter mit Unternehmen Kontakt aufnehmen.
- Du lernst ein Unternehmen in kürzerer Zeit kennen.
- Du lernst die erforder-lichen Fähigkeiten für den Beruf kennen.
- Du bekommst einen guten Überblick über den Beruf und dessen alltägliche Aufgaben.
- Du kannst Erfahrungen mit praktischen Aufgaben sammeln.
- Du kannst leichter mit Unternehmen im Ausland in Kontakt treten.
- Du lernst, worauf du dich in deiner Ausbildung fokussieren sollst.
- Du lernst interessante Unternehmen im Ausland kennen.
- Du lernst neue/ aktuelle Fähigkeiten.

Students in Germany

The State Office for Schools and Education sent the online questionnaires to about 90 general and vocational schools in Saxony. These were schools that are (or plan to be) involved in Erasmus projects, have a quality seal for professional orientation or are in regular contact with partner institutions.

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126 students took part in the survey, 50% of them male and 49% female; seven participants gave no information on gender. Most of them are aged 14-18; the second largest group is aged 19-25. Among them, the majority are city dwellers and the rest are from rural areas.

Most of the responses came from general schools or vocational schools offering pedagogical professions, followed by IT professions, medical professions, tourism and gastronomy and professions in the construction industry.

About one half of the participants learn at a high school, 23 come from middle schools that usually lead to vocational training and 44 students already attend a vocational school. (High school: 53 / Middle school: 23 / University: Two / Voc. school: 44 / others: 4)

Six students already have experience with virtual internships, 120 have not.

Asked how often they did internships, the answers vary a lot.

● einmal	1 x	37
● zweimal	2 x	25
● dreimal	3 x	30
● öfter	often	31
● noch nie	never	3

A majority, namely 77 students would be willing to take part in an internship abroad -

●	Ja, das könnte ich mir vorstellen.	77
●	Nein. Ich würde nie eins machen.	42
●	Ich kann aus bestimmten Gründ...	7

Students identified three main reasons for taking part in internships: the requirement to do it, the need and motivation to learn something practical, and career goals. Neither money nor getting to know friends or the good reputation of companies scored very high.
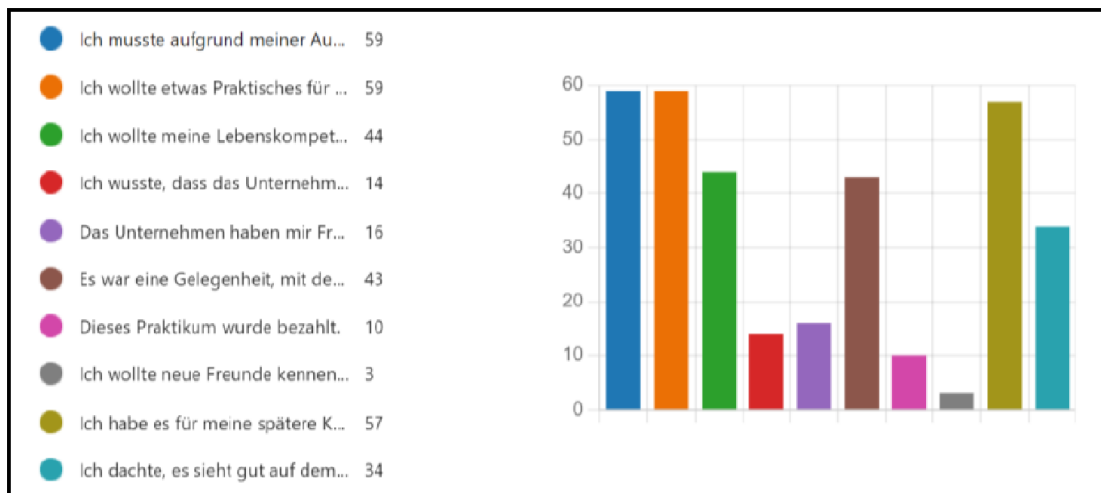
The majority of students attended a two weeks' internship, only a few outliers (3) did an internship longer than 3 months.

Once in a placement, half of the students tried to solve each task as well as possible. They tried to be friendly and express themselves well. They also tried to learn as much as possible.

The majority said they did not try to make suggestions on how to improve the internship.
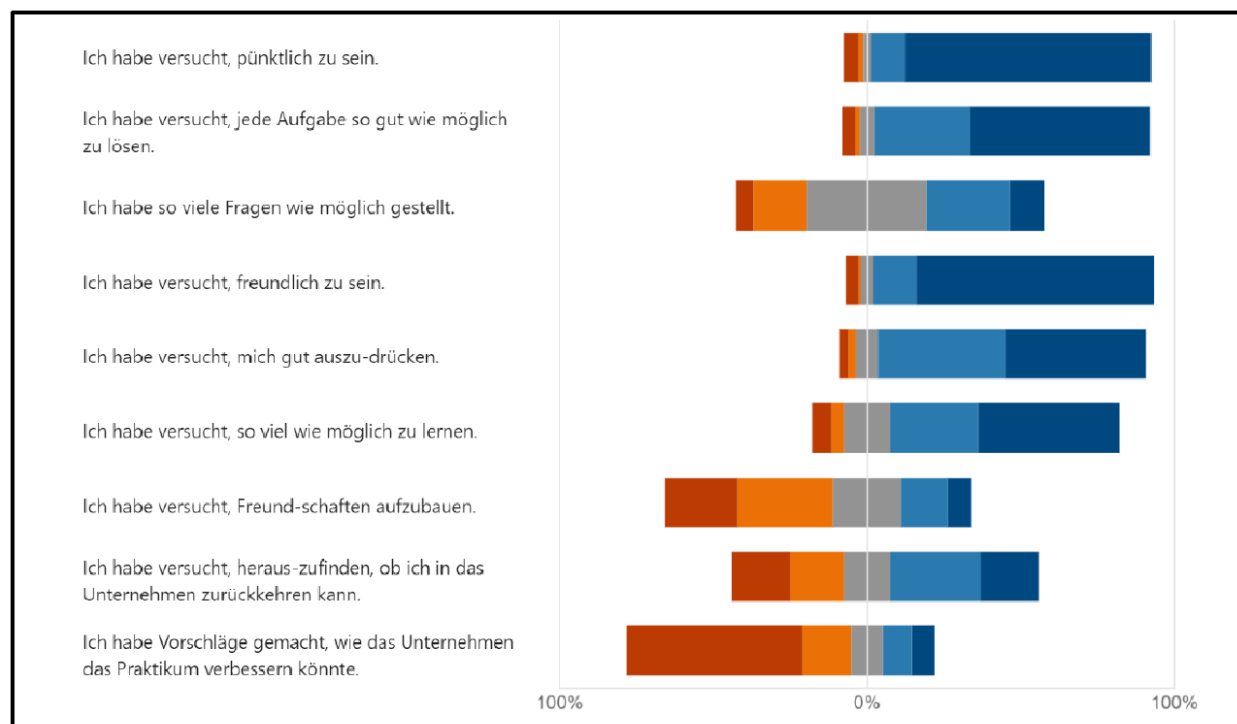
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When asked what they learned or what experience they had, the three most important things were that they learned something new, that they found out what work on a day-to-day basis means and what skills are needed for the job.

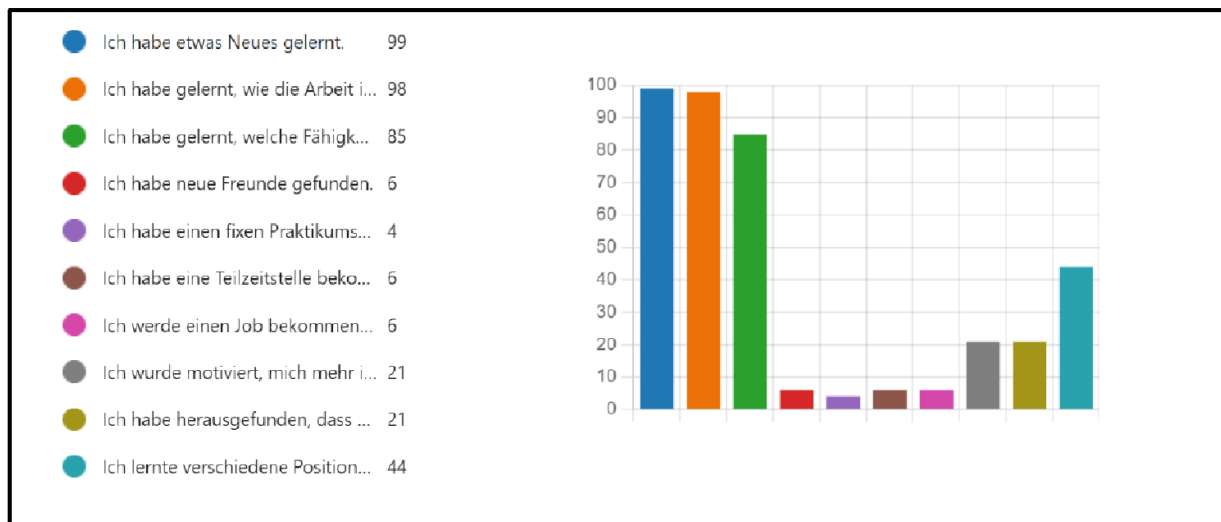|	
● Ich habe etwas Neues gelernt.	99
● Ich habe gelernt, wie die Arbeit i...	98
● Ich habe gelernt, welche Fähigk...	85
● Ich habe neue Freunde gefunden.	6
● Ich habe einen fixen Praktikums...	4
● Ich habe eine Teilzeitstelle beko...	6
● Ich werde einen Job bekommen...	6
● Ich wurde motiviert, mich mehr i...	21
● Ich habe herausgefunden, dass ...	21
● Ich lernte verschiedene Position...	44

About 70 % agreed that an internship is important for finding a job later. They think that internships are better when they last more than one or two weeks and that it is more useful to attend more than one internship.

32 students said they stayed in contact with the company, 47 did not and 47 said they are in contact occasionally.

With 126 participants filling in the questionnaire, it was no surprise that there was a huge variety of answers to the question about what the students liked about their internship. However, the following main points were mentioned repeatedly:
- ✓ Friendliness, respect, and integration into the team
- ✓ Getting support and getting things explained in a patient way
- ✓ Trying out new things and doing practical tasks
- ✓ Taking over responsibilities and working independently
- ✓ Receiving positive feedback from professionals

The students did not like the following aspects (the ones picked were mentioned more than once):
- ✓ no payment
- ✓ difficult tasks and the expectation to be able to do everything well right from the beginning
- ✓ unclear communication, not enough explanation
- ✓ no trust and no real responsibilities or useful tasks, only simple tasks like cleaning
- ✓ long working hours
- ✓ internship too short

Students in Croatia

The online questionnaires were sent to about seven general and vocational schools and two Faculties in Primorje Gorski Kotar County, Croatia. 317 students took part in the survey, 38% of them male and 60% female; six participants gave no information on gender. Most of them are aged 14-18; the second

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largest group is aged 19-25. Among them, the majority (2/3) are city dwellers and the rest are from rural areas.
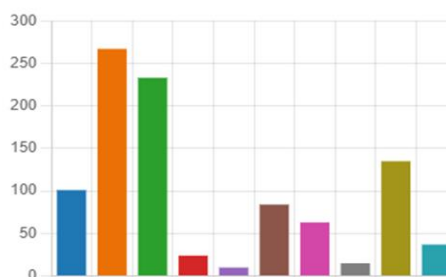
Most of the responses came from general schools or vocational schools offering medical and social care or tourism and catering professions, followed by IT professions and professions in the construction industry. Due to the school system organisation, no answers from pedagogical profession schools have or could have been collected. About one-half of the participants learn at a high school, 143 come from vocational school, nine are students at vocational Faculty and 1 is intern.

96 students already have experience with virtual internships, 221 have not. Asked how often they did internships; the answers vary a lot (7 had practice more than three times, 30 had practice two times, 96 had practice once, and 184 had practice more than three times).

●	jednom	96
●	dva puta	30
●	tri puta	7
●	više od tri puta	184

Students identified 2 main reasons for taking part in internships: the need and motivation to learn some- thing practical, wish to master new life skills and career goals. Neither friends' recommendation nor getting to know friends or the good reputation of companies scored very high.

●	Stručna praksa je obavezna	101
●	Želim steći praktična znanja za ...	267
●	Želim savladati životne vještine (...	233
●	Činjenica da tvrtka ima visoke st...	24
●	Preporuka pijatelja	10
●	Prilika za stupanje u kontakt s tv...	84
●	Ponuđena plaća	63
●	Želim naći prijatelje	15
●	Prilika za profesionalnu orijenta...	135
●	Dobro će izgledati u mom život...	37

15

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A majority, namely 235 students would be willing to take part in an internship abroad.

- sudjelovao/la bih — 235
- nikad ne bih sudjelovao/la — 22
- zbog određenih razloga ne bih s… — 60
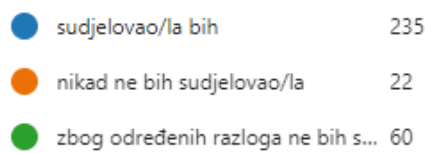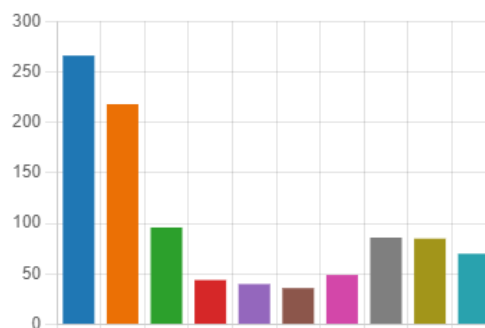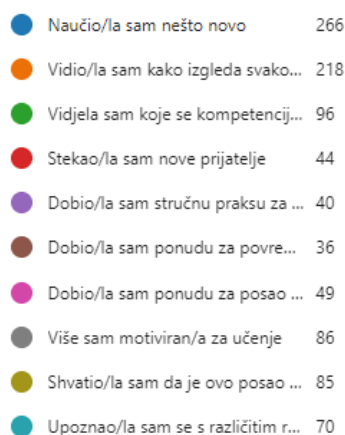
The majority of students attended a one-week internship, only a few outliers (11) did an internship that lasted 3 months. Once in a placement, 88% of the students tried to be polite, to learn as much as possible and to solve each task as well as possible. They also tried to communicate well.

The majority said they did not try to make suggestions on how to improve the internship.
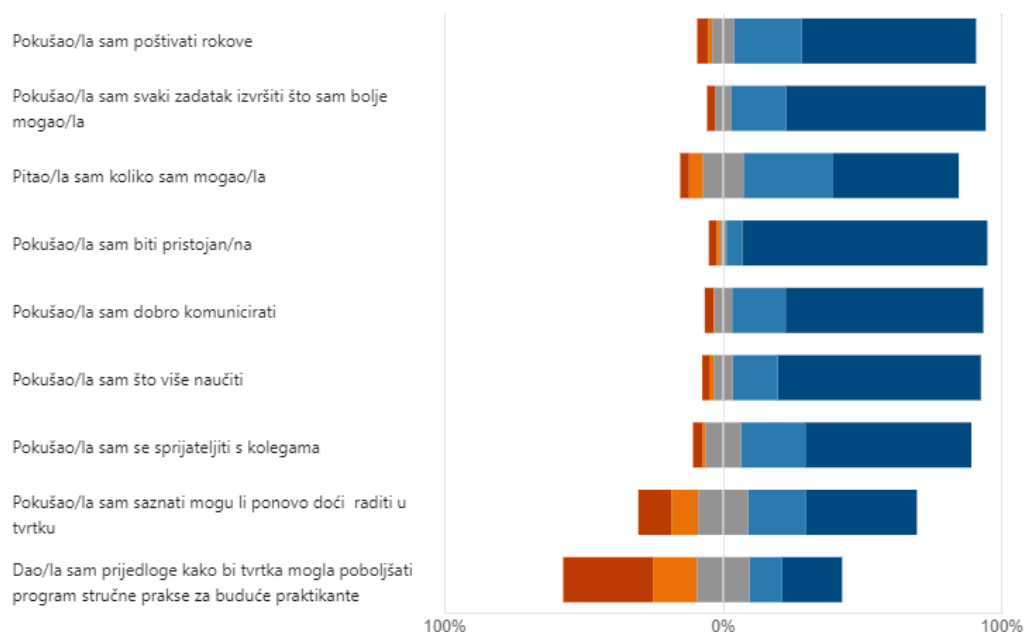
Pokušao/la sam poštivati rokove

Pokušao/la sam svaki zadatak izvršiti što sam bolje mogao/la

Pitao/la sam koliko sam mogao/la

Pokušao/la sam biti pristojan/na

Pokušao/la sam dobro komunicirati

Pokušao/la sam što više naučiti

Pokušao/la sam se sprijateljiti s kolegama

Pokušao/la sam saznati mogu li ponovo doći raditi u tvrtku

Dao/la sam prijedloge kako bi tvrtka mogla poboljšati program stručne prakse za buduće praktikante

When asked what they learned or what experience they had, the three most important things were that they learned something new (84%), and that they found out what work on a day-to-day base means (69%) and what skills are needed for the job (30% of examinees).

- Naučio/la sam nešto novo — 266
- Vidio/la sam kako izgleda svako… — 218
- Vidjela sam koje se kompetencij… — 96
- Stekao/la sam nove prijatelje — 44
- Dobio/la sam stručnu praksu za … — 40
- Dobio/la sam ponudu za povre… — 36
- Dobio/la sam ponudu za posao … — 49
- Više sam motiviran/a za učenje — 86
- Shvatio/la sam da je ovo posao … — 85
- Upoznao/la sam se s različitim r… — 70

About 68 % agreed that an internship is important for finding a job later. They think that internships

16

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are better when they last more than one or two weeks and that it is more useful to attend more than one internship.

120 students said they stayed in contact with the company, 66 did not and 131 said they are in contact occasionally.

Considering that 317 participants filled in the questionnaires, it was no surprise that we got a huge variety of answers to the question what the students liked about their internship. However, the following main points were mentioned repeatedly:

- ✓ Friendliness, respect, and integration into the team
- ✓ Support, kindness and dedication of colleagues and mentors
- ✓ Trying out new things and doing practical tasks
- ✓ Insight to organization of the company

The students did not like the following aspects (the ones picked were mentioned more than once):

- ✓ no payment
- ✓ difficult tasks and high expectation
- ✓ unclear communication, not enough explanation
- ✓ no trust and no real responsibilities or useful tasks, only simple tasks like cleaning
- ✓ feeling of "being used"
- ✓ working conditions

Students in Romania

The most important reasons which were named by the student regarding their involvement in internship was to learn something practical and develop life abilities, like being responsible, to respect the deadlines, to work in a team (orange and green). On the opposite side, the high standards of the companies do not seem to be very important for the students (red).
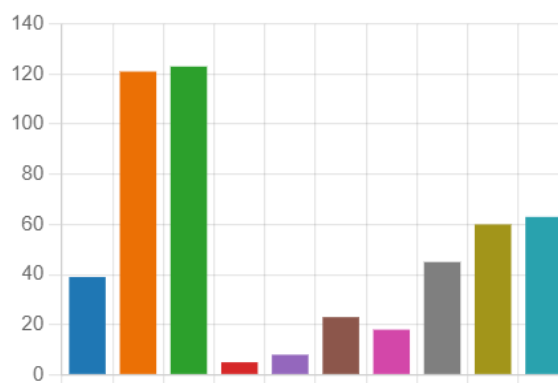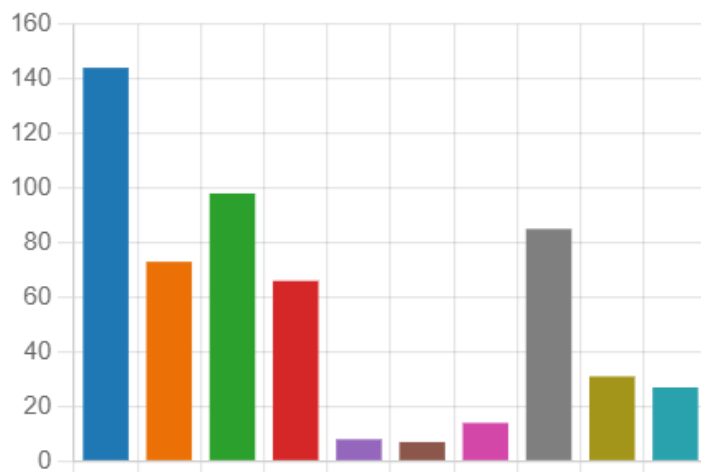
For the students in Romania it was important to learn something new (blue line, to find out the competences for the desired job (green line) and the basic requirements of the job (orange line). They felt motivated to learn more (grey line). The new friendship was important as well (red line).

The students agreed that an internship is useful for finding an appropriate workplace later. The internships are more efficient, if it is longer than 2 weeks and it is completed by other internships.
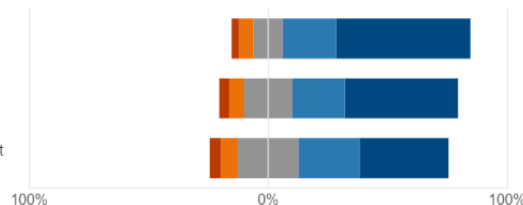
Three best aspects during internship:

- ✓ Flexibility
- ✓ Communications with the adult specialists in different branches
- ✓ Learning about the intern organisation of the companies
- ✓ Responsible behaviour, preparing for being young adults in a company.

Three worst aspects were:

- ✓ Very strict schedule
- ✓ Starting quite early in the morning
- ✓ The hard-working tasks

On the question "Did you ever try to remain in touch with the company after the internship?" the answers are as follows: Yes – 71; No- 40; Sometimes - 85

15. Încercați să țineți legătura cu compania după stagiul de practică?

More Details   Insights

● Da	71
● Nu	40
● Uneori	85

Students found these elements to be helpful to have a positive experience in an internship:

- ✓ Clear instructions
- ✓ To have a mentor
- ✓ To participate to all activities
- ✓ To obtain detailed information

- ✓ To have information about the company before internship.

18. Care este părerea dvs, ce poate ajuta ca stagiile să devină o experiență pozitivă? Alegeți răspunsurile pe care le considerați relevante.

More Details

● Să obțineți instrucțiuni clare refe...	146
● Să aflați mai multe detalii despr...	70
● Să obțineți informații detaliate d...	95
● Să alegeți compania cu mai mul...	32
● Să existe un îndrumător de prac...	130
● Să participați la toate activitățile...	103
● Altele_____	12
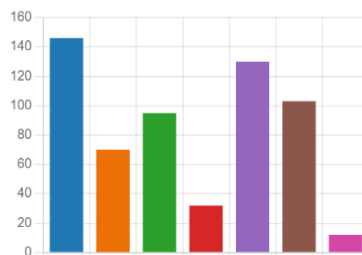
Students in France

Student profile: girls and boys, studying in the professional field of hotel and restaurant management at the Jeanne and Paul Augier high school for hotel and tourism professions. By the time, they responded to the questionnaire, they had completed two 4-week internships in companies. They were in the first year of their 3-year training cycle.

In all, 84 students have participated in the analysis in France. All the students who responded to the questionnaire came from the Hotel and Catering sector. Unfortunately, despite contacts with various French schools and training centres, there were no replies from students in other sectors.

The profile of the students interviewed is balanced between men and women, with 70% of them aged between 14 and 18. Half of them are high school students, i.e. before higher education, before the baccalaureate.

2. Âge

● 14-18	71
● 19-25	12
● 26-30	0
● >30	2
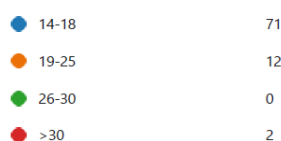
5. Niveau de formation atteint

● Lycée	49
● Formation professionnelle	19
● Université / Enseignement supér...	17
● Apprentissage	0
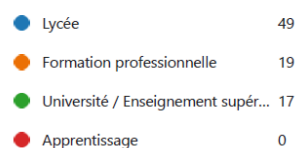
All students surveyed have completed at least 1 internship, and 76% of them have completed more than one.

6. Combien de fois avez-vous réalisé un stage ? Cochez une réponse.

● une	24
● deux	20
● trois	16
● plus	25

They have, for 90% of them, never participated in an online course, their courses being face-to-face, physical within the company.

¼ of the students surveyed have already completed an internship abroad, and it is very important to note that for those who have not yet completed an internship abroad, half of them would like to have an experience in a country other than France.

8. Participeriez-vous à un stage à l'étranger ?

● J'y ai déjà participé	26
● J'envisagerais d'y participer	48
● Je n'envisage pas d'y participer	8
● Je n'envisage pas d'y participer ...	0
● Autre	3
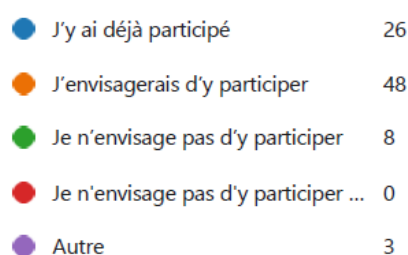
2.2. Conclusions of the analysis from the teachers' perspective

Teachers in Austria

12 teachers participated in the survey; seven male and five female teachers replied and answered the questionnaire. All of them were teachers from vocational schools and over 30 years of age.

In order to become a vocational school teacher in Austria it is mandatory for the applicant to have worked in his or her field of expertise for at least seven years. Therefore, most vocational teachers start their educational career in their thirties.

Their field of expertise and the length working in education was diverse as can be seen in the following diagrams:

Field of expertise

working in education for … years

IT, Energie und neue Technologi…	2
Bildung	5
Medizin und Sozialpflege	2
Bauwesen	2
Tourismus und Gastronomie	1

seit 1 bis 2 Jahren	1
seit 3 bis 5 Jahren	1
seit 6 oder mehr Jahren	10

Only one fourth of the teachers work in a big school with more than 1 000 apprentices. Ten of them were teachers, but there was also one person in Management and one in administration. 58 % have already helped in the preparation of internships, most stay in touch with the students, even after the internship is finished. Usually, an assigned teacher organises the internships however, at three schools the students organise them themselves.

According to most teachers, the internships were organised very well. Most schools (7) have learning agreements with students, feedback standards are established, and cooperation agreements done.

Learning agreements diagram is shown here:

Ja	7
Nein	3
weiß nicht	2
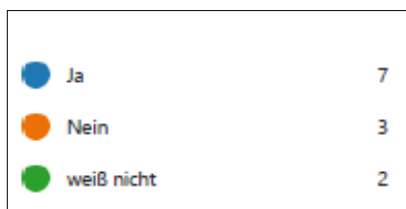
Feedback standards are as follows:
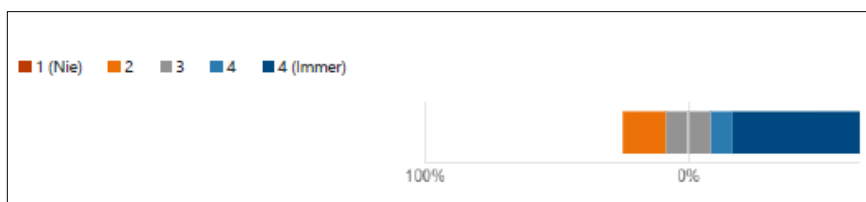
Nine institutions have cooperation agreements.

● Ja	9
● Nein	1
● weiß nicht	2
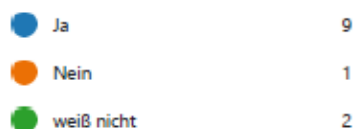
All teachers agreed that participating in an internship enhances the acquisition of many competences and helps students in their career plans, but the advantages depend on the length of the internships and on how often students participate and if they are well aware that it helps companies to find better skilled workers.

■ 1 (Stimme nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Stimme voll und ganz zu)

100%   0%
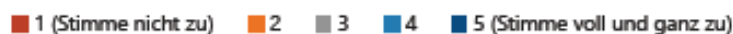
They mentioned the following positive aspects through internships:

- ✔ students evolve with each internship
- ✔ gaining self confidence
- ✔ working without the pressure of a real job
- ✔ enhancing their horizon
- ✔ working against prejudice
- ✔ learning to present themselves better
- ✔ better language knowledge
- ✔ learning to organise themselves
- ✔ learning to be more tolerant
- ✔ communication skills

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24. Bitte bewerten Sie die folgenden Aussagen. Ferial-/Fachpraktika helfen Lernende/ Studierende...

Legend: ■ 1 (Trifft nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Trifft voll und ganz zu)

- neues Wissen zu gewinnen
- neue Fähigkeiten und Kompetenzen zu entdecken
- Fähigkeiten und Kompetenzen, welche in der Ausbildung erforderlich sind, zu entwickeln
- theoretisches Wissen zu vertiefen und anzuwenden
- Arbeits-prozesse in einem Unternehmen zu verstehen
- Zusammen-arbeit in einem Team zu lernen
- mit Unternehmen als potenzielle Arbeitgeber in Kontakt zu treten
- interne Strukturen von Unternehmen kennen-zulernen
- Problem-lösungs-prozesse zu beobachten
- Lebenslauf aufzuwerten und Chancen auf eine Anstellung zu erhöhen
- Berufswahl zu erleichtern

100%   0%

Teachers in Germany

The State Office for Schools and Education sent the online questionnaires developed in April to the schools in Saxony. 49 teachers took part in the survey, 47% of them male and 53% female, most of them over 50 years of age. Among them 3 persons from the school administration and 7 persons from the school management.

Most of the responses came from general schools or schools offering vocational training in pedagogical professions, followed by IT professions, professions in the construction industry, medical professions and one response from the sector of tourism and gastronomy.

75% of the teachers have many years of experience in education and mostly work in medium-sized schools (up to 1000 pupils) and large schools (over 1000 pupils). Only 28 participants are personally involved in the preparation and implementation of placements at their own institution.

The survey confirmed that teachers and trainees are mostly responsible for organising vocational internships. This is due to the standards in Saxony's vocational education and training system. Since vocational internships are part of the curriculum in Saxony, school headmasters are also responsible for implementing vocational internships at schools and training companies. Only a few participants named the parents as responsible for organising the internships.

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All institutions are of the opinion that they prepared the internships for the students very well. This is also shown by the fact that about 80% of the schools have cooperation agreements with training companies and local businesses.

14. Verfügt Ihre Einrichtung über Kooperationsvereinbarungen und/oder Kontakte mit Unternehmen für Praktika?

Weitere Details   🔅 Einblicke

🔵	Ja	34
🟠	Nein	6
🟢	weiß nicht	9

Almost 90% of the schools invite their cooperation partners to classes or other school events. That way, the companies can make themselves known and inform pupils about training opportunities.

15. Laden Sie Unternehmen in Ihren Unterricht/ zu Veranstaltungen ein?

Weitere Details   🔅 Einblicke

🔵	Ja	35
🟠	Nein	14

70% of the respondents answered that the internships usually last two weeks or one month. It is not excluded that internships can last longer than 3 months. Almost all respondents answered that participation in internships is beneficial for their professional career, but the benefit of internships depends on the duration and frequency.

Internships enable the acquisition of many new competences. There are also other factors that motivate institutions to implement internships. These include the above mentioned curriculum and the school's obligations in this area, but also the support of pupils in career orientation, motivating pupils to get to know the training on offer. Establishing contacts to training companies is also motivating to carry out internships.

The positive aspects of the organisation and implementation of work placements by the institutions surveyed include stimulating impulses for teaching activities, revision of the curriculum in line with requirements and increasing motivation of the participants. An important role is played by networking with new schools and educational institutions, new impulses for one's own working environment and broadly intended contact with companies for later professional careers.

Suggestions for improving the implementation of work placements were also made by institutions, namely:
- ✓ the specification of learning objectives,
- ✓ better guidance of students through the process,

✓ adapted evaluation of placements and
✓ more time for the evaluation of placements.

Teachers in Croatia

A total of 92 teachers took part in the survey in Croatia, 33% of them male, 64% female and 3% binary gender, most of them over 50 years of age (40%), 22 % teachers from 41-50, 32% teachers from 31-40 and only 7% teachers under 30 years.
Among them 87 persons are educational workers and 5 persons from the school management (member of the board).

Most of the responses came from the sector of tourism and gastronomy (30%), medical and social case professions (26%), IT professions (25%), 14 responses (15%) from professions in the construction industry and 3 responses from teachers who are working in preschool education. The reason for that is that vocational studies for preschool educators have not been performed in Croatia for several years (only university study level is being performed which was considered an inappropriate stakeholder due to the call within which the project is financed).

It should be noted that 69% of the teachers have six or more years of experience in education and mostly work in small-sized educational institutions (max 1000 students).

Only 33 participants are personally involved in the preparation and implementation of placements at their own institution.

The survey confirmed that teachers are mostly responsible for organising vocational internships. This is because internships in Croatia are obligatory part of the educational program (curriculum), especially in vocational education.

All interviewed institutions are of the opinion that they prepared the internships for the students very well. This is also shown by the fact that about 77% of the schools have cooperation agreements with training companies and local businesses.

● da	71
● ne	4
● ne znam	17
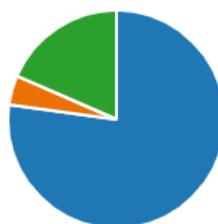
Regarding the question of inviting the cooperation partners to classes or other school events, educational workers gave equal answers for both yes and no (50% yes and 50% no). That way, the companies can make themselves known and inform pupils about training opportunities so it would be a great idea if the above practice is encouraged more among educational institutions.

● da	46
● ne	46

47% of the respondents answered that the internships usually last from one week till one month and 36% of respondents answered that the internship lasts more than 3 months. 77,2% of respondents answered that participation in internships is beneficial for their professional career and the benefit of internships depends on the duration and frequency.

Internships enable the acquisition of many new competences. There are also other factors that motivate institutions to implement internships. These include the above-mentioned curriculum and the school's obligations in this area, but also the support of pupils in career orientation, motivating pupils to get to know the training on offer. Establishing contacts to training companies is also motivating to carry out internships.

In addition, the positive aspects of the organisation and implementation of internship by the institutions surveyed include:
- ✓ development of communication skills, professional attitude towards work, colleagues,
- ✓ development of ethical principles and positive moral traits,
- ✓ acquaintance of students with job expectations and work environment,
- ✓ cooperation of the institution with the real sector and their participation in the educational process,
- ✓ possibility of students working on real projects,
- ✓ stimulating impulses for teaching activities,
- ✓ revision of the curriculum in line with requirements,
- ✓ improvement of previously acquired knowledge and skills
- ✓ increasing motivation of the participants

An important role is played by networking with new schools and educational institutions, new impulses for one's own working environment and broadly intended contact with companies for later professional careers.

Suggestions for improving the implementation of work placements were also made by institutions, namely:
- ✓ Increasing the duration of professional practice
- ✓ Introduction of mandatory professional practice for all studies
- ✓ Intensification of cooperation with companies that offer professional practice
- ✓ Greater connection with responsible persons
- ✓ Stimulation of the students themselves
- ✓ Supervision of the students
- ✓ development of competences of external employees with whom practice takes place
- ✓ better organisation and better financial conditions for students and teachers

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Teachers in Romania

The focus group of teachers represent a total of 36 teachers (7 male, 27 female, 1 none gender) answered to the questionnaires.
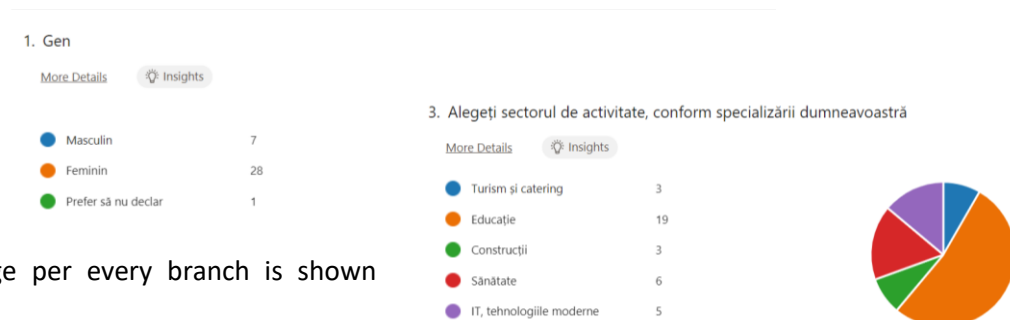
Percentage per every branch is shown below:

Tourism-only 3 answers (blue)

Education: 19 answers (orange)

Constructions: only 3 answers (green)

Health and health care: 6 answers (red)

IT & modern technologies: 5 answers (lila)

Age of teachers is mostly under 30 or between 41-50.

Under	30	0
31-40		5 (orange)
41-50		18 (green)
>50		13 (red)
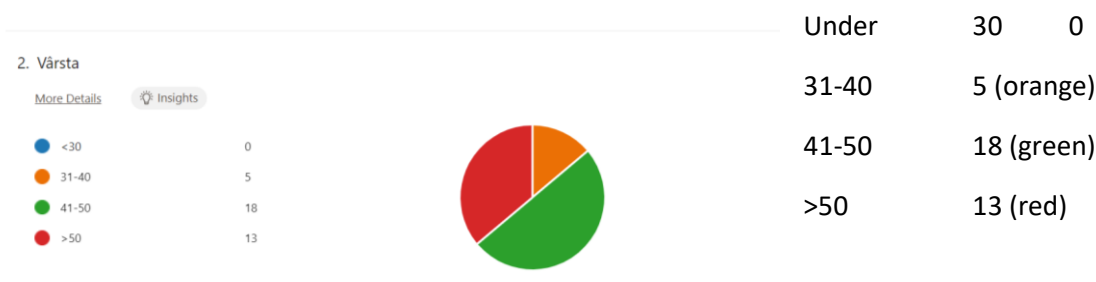
The answers to the question "Is your institution contacted by companies for the student's internships?" are shown here.

Yes – 32

No – 3

I don't know - 1

The situation is very different according to the companies' answers.

Many teachers consider that the level of practical skills that can be achieved by students after completing internships is high. They state that student participation in internships is helpful in building a career. Teachers consider that during the internship students develop skills such as team spirit, ethical behaviour, ability to analyse and synthesise and develop critical thinking, leadership qualities.

Related to how virtual internships can contribute to the further development of students, teachers consider as very important the following three options: ensure equal opportunities, facilitate communication between students and potential future employers, and help students acquire professional skills.

Three best rated aspects during internship:

- fixing and applying cross-curricular information
- practising and training skills / abilities
- increasing the student's responsibility for their own training
- acquiring new knowledge and skills or better understanding of those already acquired
- improving communication skills
- increasing the degree of involvement and cooperation of students.
- career guidance

Three aspects that should be improved:

- collaboration between companies and schools
- the diversity of internships
- capitalising on the experience gained by students in internship
- acknowledging the experience gained by students during this internship by obtaining a certificate

Teachers in France

Various structures responded to this call: mechanical engineering schools, construction schools, schools to prepare schoolteachers and nursery schools. 13 teachers from the Lycée Jeanne et Paul Augier responded to the questionnaire. The teachers are colleagues from the school. They work in the professional field, but also with our BTS (advanced technician's certificate) Hotel and Catering and BTS Tourism students. They monitor their students twice a year.

Concerning the other sectors:

2 teachers come from an early childhood training centre

6 are from the building and construction sector

1 teacher from the IT and new technologies sector

3 from the medico-social sector

4 - other

The teachers interviewed in this online survey are 59% women, half under 40 and half over 40. They are, for 48% of them, in post for more than 6 years. 76% are teachers, 24% are either management or administrative staff.

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SEXE

Femme Homme
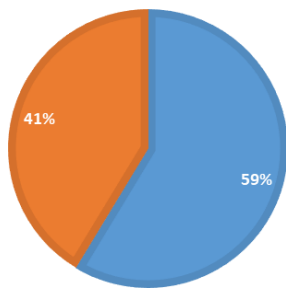
AGE

<30 ans >50 ans 31-40 ans 41-50 ans
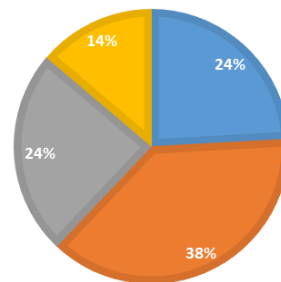
EN POSTE DANS L'ÉTABLISSEMENT DEPUIS COMBIEN DE TEMPS ?

1 à 2 ans 3 à 5 ans 6 ans et plus
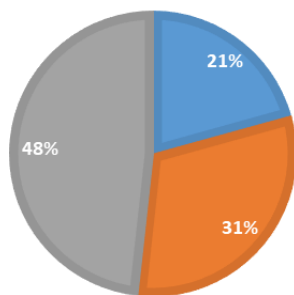
CATÉGORIE DE PERSONNEL

Direction Personnel administratif Personnel enseignant
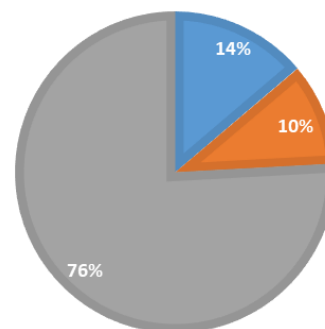
72 % of teaching staff are involved in the preparation and conduct of student placements.

In addition, 52% of teachers are responsible for organising placements in their schools. The rest are organised by school managers.

86% of schools have compulsory standards for trainees. Only 3 respondents said that they did not.

`

COMBIEN DE TEMPS DURE UN STAGE EN MOYENNE ?

Deux mois Deux semaines Plus de trois mois Un mois Une semaine
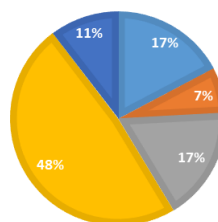
Almost half of the internships have a duration of one month, only 17% last more than 3 months.

14. Votre établissement a-t-il des accords de coopération et/ou des contacts avec des entreprise…

Oui	83%
Non	14%
Je ne sais pas	3%

15. Invitez-vous des représentants d'entreprises dans vos cours ?

Oui	45%
Non	55%

In 83% of cases, the school facilitates the students' search for work placements, through cooperation agreements, or connections between the student and the company. In addition, almost 1 out of 2 courses of professionals intervene during the courses of teachers.

2.3. Conclusions from the perspective of company experts

Company experts in Austria

The Austrian sample consists of 37 organisations from all five career garden industries. The figure below shows the distribution by industry. The largest participation was seen in the medical and social care field with 16 participants, followed by tourism with 9, construction industry with 5, IT with 4 and education sector with 3.
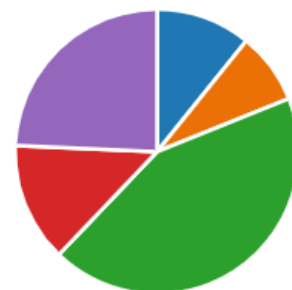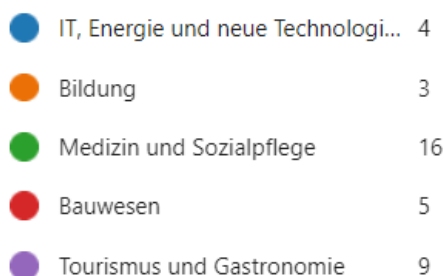
The social profile of the respondents can be summarised as follows: Almost 70% of the participants were women; the majority of them long term employees (more than 6 years with the organisation). It seems highly probable that more women than men are responsible for the organisation and coordination of internships.

84% of the responding companies were Small and Medium sized Enterprises (SMEs; <500 employees) which matches with the ratio of SMEs vs. Large Enterprises in the Austrian economy.

86% of all participating companies said they were satisfied or very satisfied with their past interns.

46% of the companies reported that they welcome new interns every 1-3 months, 27% every six months. ⅓ of the respondents each said that they can take 2-4 or 5-10 interns at once.

Most companies assess the organisation and implementation of internships as medium to high effort. Digital internships could reduce their effort as they pre-filter possible candidates and facilitate onboarding processes. Career Garden could be an offer that helps companies to raise frequency and total number of internship outreach without having to organise a higher number of physical internships.

90% recruit them via schools or other educational institutions and almost 70% are also involved in projects with them. Asked about the existence of an onboarding approach 57% answered that they had no system in place at all. The provision of structured online internship experiences could support the current onboarding processes for "real" internships as well.

Survey data showed very clearly that internship programs are mostly motivated by recruitment and employer branding demands. 86% run internships because of recruitment potential, 48% as a tool to advertise their company as a good employer and 51% to pass on expertise and allow for learning experiences. It's not surprising that 80% agree that *"internships help to find talented and motivated members of staff"*.

The positive impact of internships is seen by a large majority of the companies, but the duration seems to be the key factor for usefulness. 80% report high to very high learning effects for interns and 82% consider them as useful to very useful for further career pathways. 70% assess the duration as crucial for positive learning effects.

Asked in more detail about positive effects the following four areas were rated highest: learning and development (57%), Recruiting of new employees (25%), positive social effects on the team (20%) and human skills learning (17%).

When asked about what might be special about their internship offer three key factors can be reported: 22% saw the diversity of departments and work areas as their outstanding feature, 14% reported their practical work experience orientation as a speciality and 11% assessed personalisation of internships and the individual treatment of interns as a special asset.

A lack of resources for the coordination and implementation of internships was considered as the number one obstacle. More than 50% said that a lack of time and / or human resources is the biggest challenge in implementing quality internships.

Hence it´s not surprising that the following areas for improvement received the most answers: Onboarding (17%), Mentoring and coordination and assignment of more resources (14% each).

Company experts in Germany

Only nine companies took part in the questionnaire, which were sent via email to at least 80 companies by the Chamber of Commerce, by a specific Business Promotion office for rural areas and by companies known from school projects. Four male and five female company members gave answers. As one would expect, they were older than 30 (31-40: 3 answers / 41-50: 3 answers / >50: 3 answers). Only one was the owner of a company, the others were employees. Seven worked for more than 6 years in the company, one for 1 year and one for 3 to 5 years. Five of them were from the Management and four from the Human Resources division. Only three had responsibilities in the placement of interns. The size of the companies differed as well as the sectors.

● IT, Energie und neue Technologi...	2
● Bildung	2
● Medizin und Sozialpflege	2
● Bauwesen	3
● Tourismus und Gastronomie	0

● bis zu 30 Beschäftigte	2
● 31-100 Beschäftigte	3
● 101-500 Beschäftigte	1
● mehr als 500 Beschäftigte	3

Some take interns quite regularly, others only once a year. The number of how many interns the companies can take at once is shown in the right box. Most of them take 2 to 4.

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● alle 1-3 Monate	2	● 1	2
● alle 4-6 Monate	5	● 2-4	5
● einmal jährlich	2	● 5-10	1
● weniger als einmal jährlich	0	● >10	1
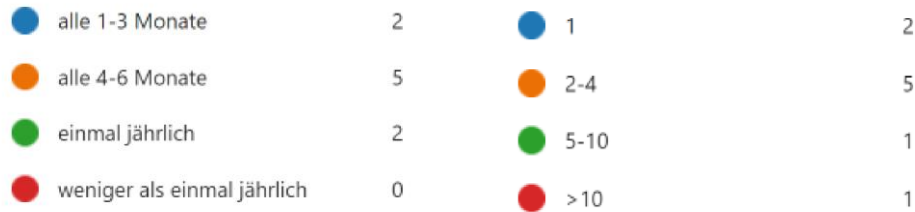
It is surprising that there are companies which can take more than 10 interns at once. All the companies are in contact with schools and 7 of them have projects with schools. 4 of the companies have an onboarding system, 5 don't.

Asked how satisfied the companies were with their interns, we get a very good result:
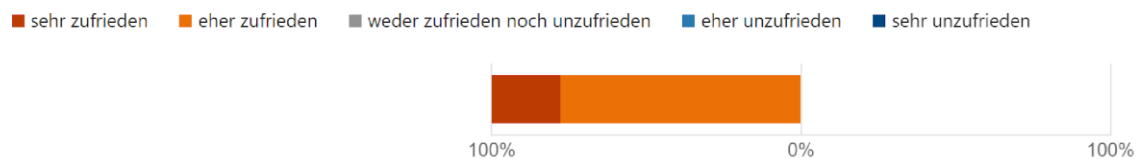
■ sehr zufrieden   ■ eher zufrieden   ■ weder zufrieden noch unzufrieden   ■ eher unzufrieden   ■ sehr unzufrieden

The motivation why companies take interns shows a preference for the topics: finding future employees and getting to know interns personally, other reasons scored moderately and further reasons were not mentioned.

● Kontaktaufbau/-pflege mit Schu...	3
● Persönliches Kennenlernen von ...	5
● Aussicht Praktikanten und Prakti...	6
● Interesse an Aus- und Weiterbil...	3
● Zugang zu zukünftigen Mitarbei...	7
● Einblick in das Fachwissen der jü...	2
● Bewerbung des Unternehmens ...	2
● Entwicklung des Unternehmens...	1
● Weiteres_____...	1
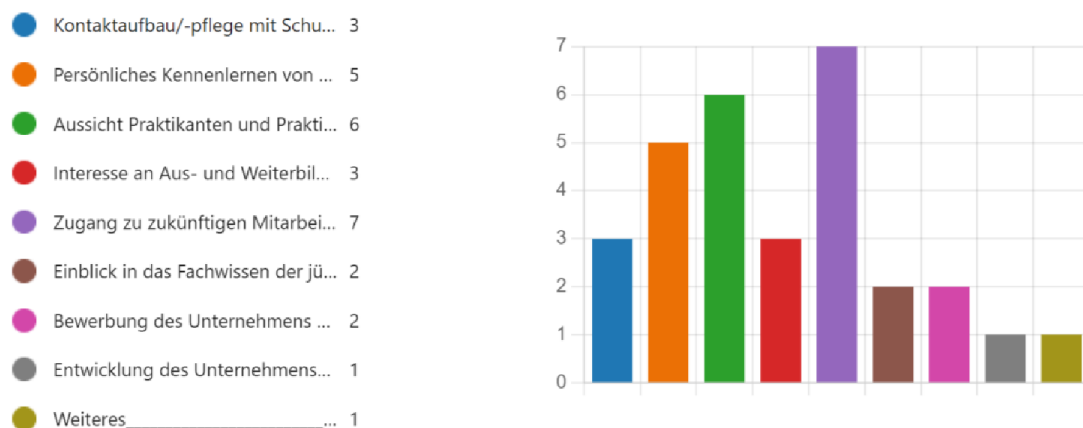
The length of internships on average is 2 weeks.
The next graphic shows how high the company members estimate the effort to take care of interns.

■ 1   ■ 2   ■ 3   ■ 4   ■ 5

Our thesis that it causes a lot of work and effort for the companies to provide internships – sometimes it is maybe a burden.
The company members state that some students do not learn a lot during their internships, but most answered that students gain a lot of knowledge.

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Concerning the correlation between the length of the internship and the value of it, the picture is not clear. The person asked obviously had a very different experience. However, five of nine company members agree that internships are very valuable for the students' career paths and four more say it is valuable. The majority thinks that the frequency is not a deciding factor (only one person believes that).

Six of the company members sometimes stay in contact with interns, one never does and two answered with yes, they do.

As positive aspects in an internship program, the following things were mentioned:

- ✓ opportunity to gain experience in different fields of the company
- ✓ In-depth knowledge about work life in the company and about the chosen professional field
- ✓ learn how to use tools correctly, check whether they are suitable for the job
- ✓ gain insight into the areas of care, personal responsibility as far as possible
- ✓ having 23 practice instructors for the trainees and interns is useful, the students are in direct contact with the main practice instructor
- ✓ great increase in knowledge and experience for interns, good integration into the team and into the company's processes, responsiveness to individual needs
- ✓ provide insights into large-scale industry
- ✓ bring products and materials closer to their attention
- ✓ increase awareness of needs for the job

What makes your internships something special for the young people attending?

- ✓ It is part of the selection process for filling training positions.
- ✓ As a company with flat hierarchies, we can respond well to wishes and requirements
- ✓ Interns get a wide range of tasks. They can peek into practical work.
- ✓ Our interns receive a joint workshop, which includes an interaction of theoretical and practical knowledge.
- ✓ Apprentices get a first insight into the industry and the size of our corporation. They are shown a wide range of activities and understand development opportunities.
- ✓ They can work independently.

What difficulties occur when internships take place?

- ✓ Conditions change at short notice due to day-to-day business.
- ✓ It takes permanent care and little independent work.
- ✓ Mobility, especially of younger interns, poor transport connections in rural areas, unfavourable times are a problem.
- ✓ Sometimes we have high sick leave of our own personnel and therefore little time for interns.
- ✓ Some of the interns are not prepared for practical work.
- ✓ Unreliability of interns and high sick leave are an issue.
- ✓ Sometimes our demands on interns are too high and they cannot meet them.
- ✓ The resource of time is a big problem. It is difficult to offer internship positions where employees cannot take the time; they need to mentor the interns.
- ✓ Project business does not always allow intensive support.

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What could be improved?

- ✓ Predefined internship content, supervision of the interns by staff trained for this task; objective internship evaluation
- ✓ It would be nice if you could take more time for interns, it is not always so easy to cope with them in addition to the daily work.
- ✓ Earlier start of the internship phase
- ✓ The nursing staff on the wards need more time for the interns. The training takes a lot out of our practical instructors.
- ✓ need more time
- ✓ The time between internship and career choice... Keep in touch with the intern without building a commitment.
- ✓ documentation, introduction, conclusion needed

The company members wished that the students would have better social skills and receive information about the workplace and the company in advance.

■ 1 (Trifft nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Trifft voll und ganz zu)

Berufs-beratung in der Schule oder höheren Bildungs-einrichtung zu erhalten, um einen informierten...

vor Beginn des Praktikums das Unter-nehmens-profil zu kennen

vor Beginn des Praktikums zusätzliche Informa-tionen über den Arbeitsplatz zu erhalten

über Verhalten und Disziplin am Arbeitsplatz zu lernen

bessere IT Kenntnisse

100%   0%   100%

Company experts in Croatia

26 companies replied to the given questionnaires. Answers were given by 14 male and 12 female company members, one younger and others older than 30 (31-40: 7 answers / 41-50: 7 answers / >50: 11 answers).

Five of them were company owners, the others were employees. 18 worked for more than 6 years in the company, one for 2 years and six for 3 to 5 years. 7 were professional mentors, 1 had no responsibility for trainees while others work mostly in managerial structures (16), human resources department (4) or are directly in charge for selection of trainees (4).

The size of the companies differed as well as the sectors.

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● IT, energija i napredne tehnolog...	2
● Obrazovanje (predškolsko)	5
● Medicinska i socijalna skrb	5
● Građevinarstvo i slične vještine	7
● Turizam i ugostiteljstvo	7

● do 30 zaposlenih	10
● 31-100 zaposlenih	6
● 101-500 zaposlenih	6
● >500 zaposlenih	4

Some take interns quite regularly, others only once a year or even less. The number of interns the companies can take at once is shown in the right box and varies.

● Svakih 1-3 mjeseca	6
● Svakih 4-6 mjeseci	5
● Jednom godišnje	9
● Rjeđe od navedenog	6

● 1	9
● 2-4	7
● 5-10	4
● >10	6

Nine companies take only one intern, but 6 can take more than 10 at once. 17 companies collaborate with schools in trainee selection, nine do not. 16 companies participate in school projects while 10 do not.

Half of the companies (13) have an onboarding system; another half does not have it.

Asked how satisfied the companies were with their interns, we get a very good result:

■ Vrlo nezadovoljan   ■ Nezadovoljan   ■ Ni zadovoljan ni nezadovoljan   ■ Zadovoljan   ■ Vrlo zadovoljan
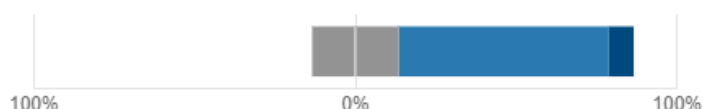
The motivation why companies take interns shows a preference for the topics: finding future employees, getting to know interns personally and promoting company among future employees, other reasons scored moderately and further reasons were not mentioned.

● Komunikacija s školom ili ustan...	8
● Osobno poznavanje praktikanta	3
● Mogućnost nalaženja novih zap...	19
● Želja za podučavanjem i prijeno...	9
● Pristup budućim zaposlenicima	13
● Mogućnost uvida u znanja/kom...	8
● Promocija tvrtke među budućim...	11
● Razvoj portfelja tvrtke	4
● Ostalo _____...	3

35
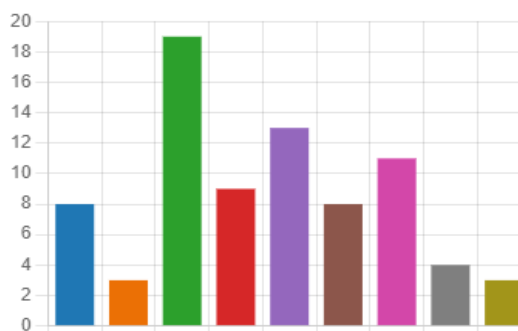
The length of internships on average is 1 month.

🔵 Jedan tjedan		3
🟠 Dva tjedna		2
🟢 Jedan mjesec		11
🔴 Dva mjeseca		1
🟣 Tri mjeseca		2
🟤 Duže od tri mjeseca		7
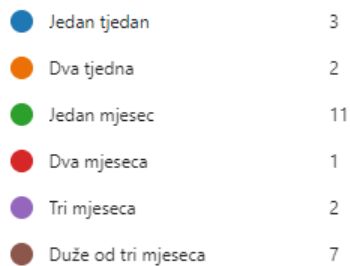
The next graphic shows how high the company members estimate the effort (time and resources) to take care of interns.
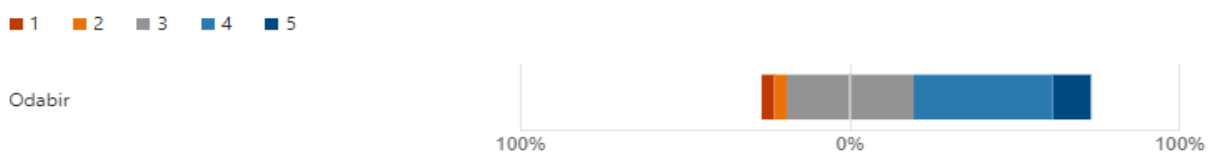
■ 1   ■ 2   ■ 3   ■ 4   ■ 5

Odabir

100%   0%   100%

The company members state that some students do not learn a lot during their internships, but most answered that students gain a lot of knowledge.

It is the general opinion of the companies that training is very important for career development. Internship length and frequency are for most employers strongly related to benefits that it brings.

16 of the company members sometimes stay in contact with interns, three never do and seven answered with yes, they do.

As positive aspects in an internship program organised by a company, the following things were mentioned:

- ✓ opportunity to gain experience, apply theoretical knowledge in practice under experts' supervision
- ✓ in-depth knowledge about work life in the company and about the chosen professional field, tools and procedures
- ✓ employment possibility
- ✓ social interaction in professional surroundings, collegiality, individual approach and help
- ✓ development of trainee but also mentors

On a question, "What makes your internships something special for the young people attending?" employers responded with variety of answers and we present some more significant:

- o international environment, dynamic and versatile teams
- o gathering working experience
- o possibility of employment
- o specialisation, possibility of professional exam and working licence
- o professionalism, regular income

What difficulties occur when internships take place? Most significant replies were:

- o lack of interest and motive for work (at interns)
- o mentors lack of time, dedication and motivation (due to other regular activities in a company)

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Company experts in Romania

Only 4 companies from construction, health, education, and IT branches took part in filling questionnaires in Romania.

The people who answered were young under 30 years (1 male, 3 female), with small companies, who saw an opportunity to develop their business in this project. In addition, their companies are open to hire the young employees for the internships, but they do not have constant communication with the schools, which can provide the future employees.

In addition, the companies declare they have a standard system for the integration of the new interns in the company and they were pleased by the former interns.

Position of the examinee in the company is shown below.

Employee – 3

Owner - 1

Half of the companies hire interns every 4-6 months, and the other half less often.

To every 1-3 month – 0

To every 4-6 month – 2

Once in a year – 0

Less often - 2

Some companies are connected with high schools or universities to find interns and get information about the internship.

10. Sunteți în contact cu școli sau instituții de învățământ superior pentru a găsi stagiari sau pentru a-i informa cu privire la posturile de stagiu vacante din compania dvs?

More Details

- Da   2
- Nu   2

Yes – 2

No – 2

Most of the companies do not have common projects with high schools or universities.

Yes -1

No – 3

11. Participați la proiecte in parteneriat cu școli sau instituții de învățământ superior?

More Details

- Da   1
- Nu   3

We can observe that there is a gap between companies and vocational schools, despite the fact that former students are hired by private primary schools or kindergarten.

What could motivate your company to hire interns?

14. Ce vă motivează să recrutați stagiari? Alegeți până la 3 cele mai relevante răspunsuri.

More Details

- Legătura cu școlile de aplicație s... 3
- Cunoașterea personală a stagiar... 0
- Perspectiva de a găsi viitori ang... 4
- Interesul în formarea teoretică și... 1
- Pentru a avea posibilitatea de a ... 2
- Pentru a cunoaște nivelul de pre... 2
- Pentru a promova compania pri... 2
- Dezvoltarea portofoliului compa... 0
- Altele _____... 0
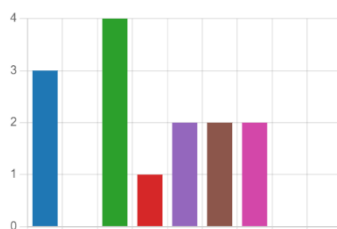
The opportunity to find new employee – 4

The connection with the schools – 3

To promote the company – 2

To make an informed choice – 2

To know the level of the potentially future employee – 2

The best-rated aspects by the companies are:

- ✓ A working place opportunity
- ✓ Practical learning
- ✓ Personalised tasks and tests for every intern

The worst rated aspects:

- ✓ Enlarging the number of interns

The main difficulty of the company regarding to the interns:

- ✓ Lack of practical knowledge
- ✓ Unfinished internships
- ✓ The lack of experience

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Company experts in France

The professionals interviewed in the hotel and catering sector are the managers of hotel restaurants in Nice. One of them is responsible for four different hotels, ranging from two to five stars. The entire range of the hotel and restaurant sector is thus represented, which makes their testimony particularly rich and representative. 1 company answered for its 2 companies, so we can consider that all partners answered the online questionnaires. They are mainly over 40 years old, have been working for this company for more than 5 years, which has over 100 employees, and are senior executives who are accustomed to hosting interns. Some companies can accommodate more than 10 interns at the same time.

With regard to other sectors, two education/training companies were interviewed. These companies are partners of Francophonia and work in early childhood and training.

One company from the medico-social sector also responded to the questionnaire. Unfortunately, no other companies responded for the other sectors concerned.

For all the companies surveyed (including hotels and restaurants), the employees have been with the company for more than 5 years. Only one person had been with the company between 2 and 5 years.

Of the six people interviewed, two are tutors, 3 are members of the company's management team and one is a member of the Human Resources team.

8. À quelle fréquence votre entreprise accueille-t-elle des stagiaires ?

Plus de détails

- Tous les 1-3 mois   4
- Tous les 4-6 mois   1
- Une fois par an   1
- Encore moins souvent   0
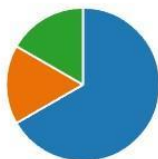
9. Combien de stagiaires votre entreprise peut-elle accueillir à la fois?

Plus de détails

- 1   0
- 2-4   1
- 5-10   1
- >10   4

To the question "How often does your company take on trainees?", 67% indicated every 1 - 3 months, 17% every 4 to 6 months, and 17% once a month.

4 of them said that the company can take on more than 10 trainees at a time (particularly in the hotel and catering sector), one company said that it can take on 5 to 10 trainees at the same time, and one company said that it can take on 2 to 4 people at the same time.

These professionals are accustomed to working with educational institutions, whether it be for recruiting interns or for a collaborative project.

10. Êtes-vous en contact avec des établissements scolaires ou des universités pour trouver des stagiaires ou les préparer à leur stage ?

Plus de détails

- Oui   3
- Non   3

11. Participez-vous à des projets avec des établissements scolaires ou des universités ?

Plus de détails

- Oui   4
- Non   2

Around half of interwiver companies are in contact with schools or universities to find trainees or prepare them for placements.

4 of them have projects with certain schools.

14. Qu'est-ce qui vous amène à accepter des stagiaires au sein de votre entreprise ? Cochez les réponses les plus pertinentes.

Plus de détails

- Les habitudes de travail avec l'ét...   2
- La connaissance personnelle de...   0
- La perspective de recrutement d...   3
- L'intérêt pour l'enseignement et...   6
- L'accès à de futurs employés   6
- L'intérêt d'avoir un aperçu de l'e...   1
- La promotion de l'entreprise au...   2
- Le développement du portefeuil...   0
- Autre _____ ...   0
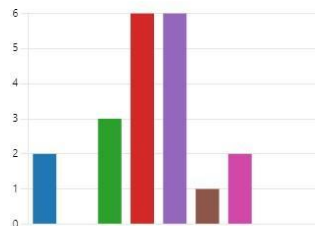
For some companies, they have implemented a boarding system for their new employees and interns. The main reasons they recruit interns are the possibility of their interns becoming employees and the sharing of knowledge and transfer skills.

15. 1.   Combien de temps durent généralement les stages dans votre entreprise ? Cochez une option

Plus de détails

- Une semaine   0
- Deux semaines   1
- Un mois   3
- Deux mois   1
- Trois mois   0
- Longer than three months   1
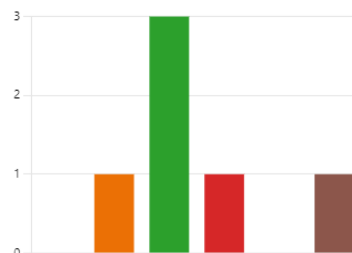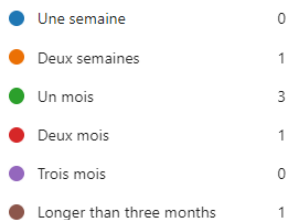
Internships typically last for one month.

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17. Quel est l'niveau d'amélioration des connaissances des stagiaires pendant le stage ?
    Entre 1 (très faible) et 5 (très élevé)

Plus de détails

■ 1   ■ 2   ■ 3   ■ 4   ■ 5
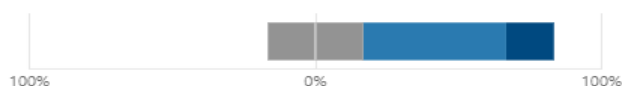
18. Selon vous :

Plus de détails

■ 1 (Pas du tout)   ■ 2   ■ 3   ■ 4   ■ 5 (Tout à fait))

La participation à des stages est-elle utile pour construire une carrière?

Les bénéfices des stages sont-ils liés à leur durée ?

Les bénéfices des stages sont-ils liés à leur fréquence ?
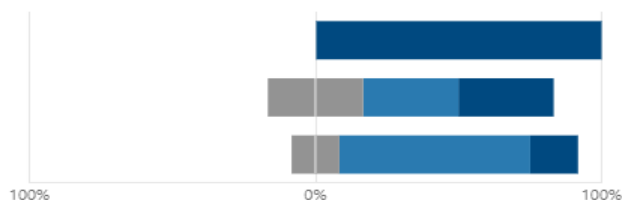
All employers are convinced that the level of knowledge of interns improves during their internship and that the internship is crucial for building a professional career, especially if its duration is significant and its frequency is high.

These internships allow for the practical application of knowledge acquired within the educational institution and the discovery of the diversity of tasks and professions. The difficulty lies in the lack of time they can dedicate to the intern.

Co-funded by the
Erasmus+ Programme
of the European Union

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3. OVERVIEW OF THE BEST PRACTICES AND DEVELOPMENT OPPORTUNITIES

This chapter summarises the key findings about- Where we want to go- Best practices & Development opportunities. It includes the key diagrams showing the questionnaire results within five countries from the perspective of all stakeholders involved (students, teachers, and company experts).

3.1. Internship best practice from students perspective in five countries

Austria

The answers to ideas on how to make an internship a positive experience were evenly distributed and gave no new insights. When asked about what they would like to learn during an internship it was interesting to see that better use of foreign languages and finding friends were rated lowest. This correlates with the information from previous questions where making new friends was also not considered very important.

Almost all students feel that an internship can help them in the future in several ways. That some think that it will not help them with school exams, which is not surprising. It is interesting to see, however, that a certain minority feel that it would not help enhance their curriculum vitae. This was already mentioned previously as well when the students stated that they did not do their internship in order to help them with their careers.

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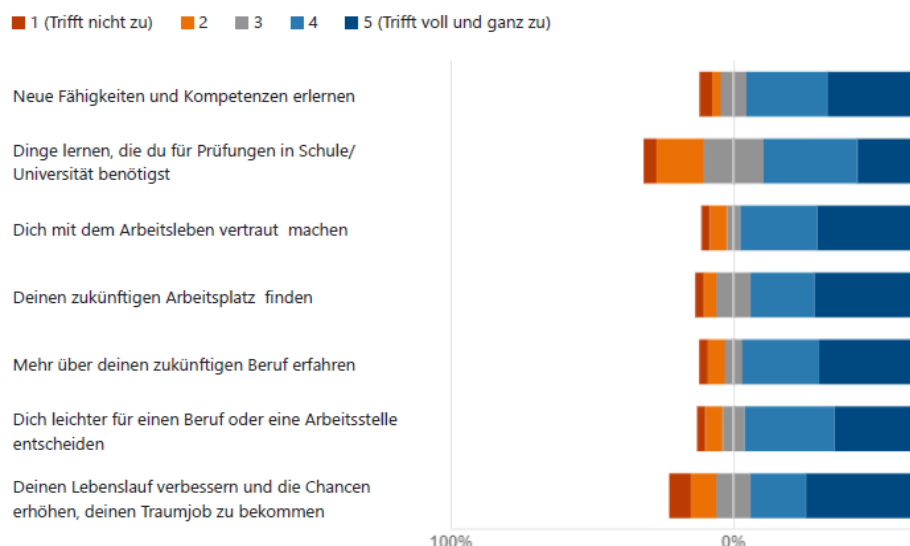
From the answers given to the question about ideas or suggestions for schools to improve future internships it was clear that they either did not take the question seriously or did not have any ideas. The most frequent answer was a lot of "X"s or statements like "nothing, bbbbb" and so on. The few concrete answers were:

- make it more interesting
- give more information
- cooperate with companies offering internships
- give more information

What companies should do to enhance internship experiences had many similar answers "nothing" or "xxx", here are the ideas some of the students pointed out:

- engage more with the apprentices
- have a friendlier, more humorous person handling it
- should hire somebody that is in charge of the apprentices
- offer more diversity
- be friendlier (mentioned twice)
- know how to explain things well

In order to make virtual internships some of them gave us the following answers:

- more interesting programs
- to find means to include practical hands-on experiences, even though this is difficult
- should give us insights on the company
- should carry a laptop through the company to give us a good overview of the working process
- friendliness, fairness
- want to learn useful things
- explain things well
- I think it is not necessary

Germany

All the choices given on what could improve internships were seen as nearly equally important. Students like to have more information beforehand about the company, about the tasks that need to be done, and about the workplace. They wished that the companies would have dedicated mentors and could take more time to explain things to them. The highest score had the answer that they wish to be part of the team and get the trust to take over the tasks that everyone would usually do.
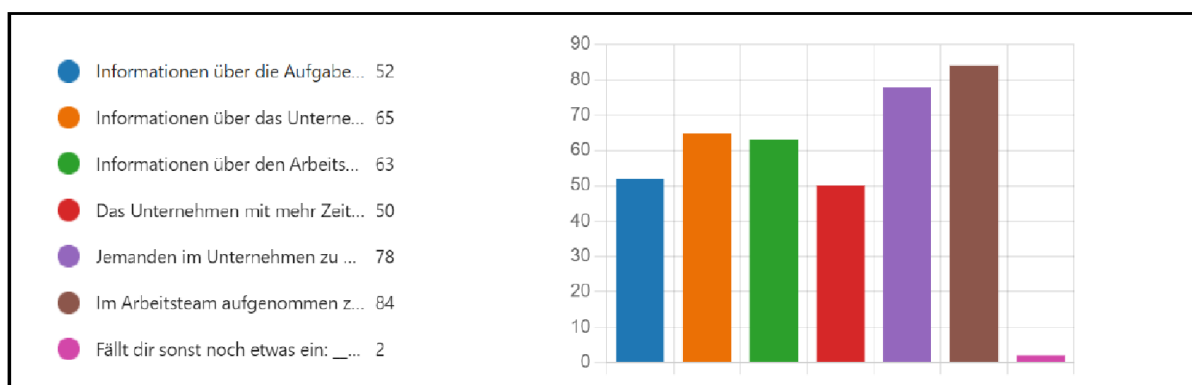
Even though about 55 % of the students said they either could not imagine that doing an internship online is useful, 45 % gave useful and thoughtful answers that will help shape the project results.

The students who had a vision about virtual internships named different expectations. Just to name a few here: good balance between theoretical and hands-on work at home, getting information about the company, about skills needed for a certain job, fun and visual stimulation, contact information for companies, clear communication and meaningful tasks/work, a mentor to talk to or someone else who has got time for them.

Croatia

The highest score had the answer that they wish to have clearly defined tasks before the internship. The results show that students like to have more information beforehand about the company, about the tasks that need to be done, and about the workplace. They wished that the companies would have dedicated mentors and could take more time to explain things to them. The only choice that was not so important was the early choice of the company.

● Škola/fakultet trebaju jasno defi...	182
● Prije prakse upoznati se s profil...	129
● Dobiti detaljne informacije o rad...	163
● Dovoljno rano izabrati tvrtku.	45
● U tvrtki mora postojati osoba za...	146
● Sudjelovati u svim uobičajenim ...	146
● Ostalo:_____	29
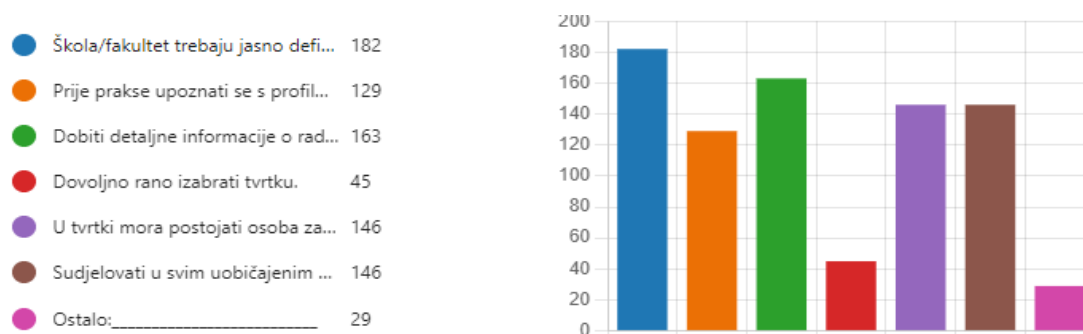
When choosing what they would like to learn, the priority was given to professional and responsible behaviour (81,7%), skills related to the field of education (80,7) and punctuality (80,1). On the other side (less important) were foreign language and IT skills and social components (all at about 50%).

Majority of students see an internship as a place for gathering new knowledge and skills and think it could help them with future profession or job choice.

The Questionnaire ended with a couple of questions on virtual internships that are in focus of the project CAREER GARDEN. Students had divided opinions on the usefulness of virtual training, but inclined towards positive opinion (well over 60% in all the given answers). As expected, they were most suspicious regarding gathering practical experience and skills (over 30% of answers under meridian).

Although most of the students does not have high (or any) expectations from virtual training, some expectations appeared several times:
- ✓ international contacts and experience
- ✓ preparation for "real" internship
- ✓ to be interested (lots of pictures and video materials)
- ✓ to introduce them to future profession
- ✓ to prepare students for remote work

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Romania

What Romanian students expect from the internship is the following:

- ✓ Responsible behaviour during the internship
- ✓ Technical/practical professional abilities
- ✓ Communication in a foreign language
- ✓ Leadership
- ✓ Using the new IT technologies
- ✓ Reaching the deadlines

On the other hand virtual internship should provide these elements:

- ✓ Equal chances (23% - very much)
- ✓ To contact the companies (34,5% - very much)
- ✓ To develop specific abilities required by a desired job (39,1% - very much)
- ✓ To find out many details about the companies from abroad (43,1% - very much)
- ✓ To find out the new perspective in the field of specialisation (48,3% - very much)

The list of the students expectancy is:

- ✓ Interactivity
- ✓ Professionalism
- ✓ A constant upgrade of the online modules
- ✓ To be recognised by the companies
- ✓ Efficiency and a better communication
- ✓ To have similar results like a traditional internship

France

The main motivators for students are:

- ✓ learn and develop new skills
- ✓ be responsible and autonomous
- ✓ join a company for an internship in order to have the opportunity to be hired later on
- ✓ reassure themselves about their future and reinforce their choice of professional orientation

The main efforts made during the internship are related to a dynamic and active attitude of the student:
- ✓ ask as many questions as possible
- ✓ communicate well
- ✓ be on time
- ✓ perform quality work
- ✓ some have asked to be able to return to the company, which does not match the answers to

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question 15, where 70% of them say they want to keep in touch

12. Quels efforts avez-vous fourni pour le bon déroulement de votre stage ?

■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

J'ai essayé d'être à l'heure	
J'ai essayé de résoudre chaque tâche du mieux possible.	
J'ai posé autant de questions que j'ai pu.	
J'ai essayé d'être poli.	
J'ai essayé de très bien communiquer.	
J'ai essayé d'apprendre autant que possible.	
J'ai essayé de sympathiser avec des collègues.	
J'ai demandé si je pouvais revenir dans l'entreprise.	
J'ai donné quelques conseils sur la façon dont l'entreprise pourra...	

100%   0%   100%

15. Essayez-vous de rester en contact avec l'entreprise après le stage ?

● Oui — 73
● Non — 12

During their internships, students were enriched by this experience. They note, in particular, that they have learned something new, that they have better understood the expectations of the professional world, that they have developed their motivation, and that they have met people.

They are convinced that internships improve their employability that they need to last more than one or two weeks, and that they need to do more than one for them to benefit.

14. Merci d'évaluer les points ci-dessous :

Plus de détails

- ■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

Faire un stage est utile pour trouver un emploi plus tard

Les stages sont plus profitables lorsqu'ils durent plus d'une ou deux semaines

Les stages sont plus utiles lorsque l'on peut en faire plus d'un

100%   0%   100%
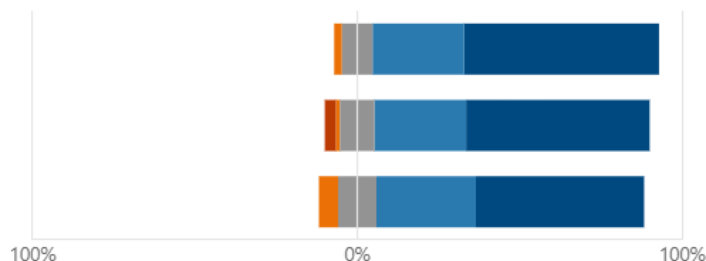
When asked about the 3 positive aspects of the internship that they enjoyed the most, the words "Learning" and "Working" stand out.

15 répondants (18%) répondu Apprentissage pour cette question.

compétences
nouveau métier
respect
La convivialité
Découverte TRAVAILLER
sérieux
équipe façon
FAIRE
clientèle
fait
Apprentissage
travaille
expérience
Les clients personnel
Cuisine
Apprendre
communication

And when we ask them what they liked least about their placement, we also find the word "Work"!

9 répondants (11%) répondu travail pour cette question.

personnel
Les imprévus
Les clients
longue durée
5h chef
La plonge
La fatigue
ménage Taches
travail fois
pression
stagiaire
manque
trajet
rémunération
Fatiguant jeune
passagers âgés

For more than half of them, the elements that make their internship experiences positive are the possibility of "having more knowledge about the company before starting the internship" and "having detailed information about the workplace". This is a very strong element, followed by "getting advice at

school" and "participating in all the activities of a work team".

18. Qu'est-ce qui peut contribuer à faire des stages une expérience
19. Qu'aimeriez-vous apprendre pendant le stage ?
pertinentes.

■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

Travail d'Équipe

Attitude professionnelle et responsable

Compétences professionnelles et/ou...

Parler une langue étrangère

Capacité à analyser les processus et à penser de...

Capacité à diriger une équipe

Utiliser les nouvelles technologies de...

S'adresser aux collègues de travail de manière...

Résolution de tâches professionnelles spécifiques

Atteindre les délais

Travailler en autonomie

Se faire des amis

With regard to learning during the internship, students are just as interested in learning and developing professional skills as soft skills, as the ability to have a professional and responsible attitude and obviously speak a foreign language.

20. Pensez-vous qu'un stage puisse vous aider dans les domaines suivants ?

■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

Apprendre de nouvelles aptitudes et compétences

Apprendre les choses dont vous avez besoin pour les...

Se familiariser avec la vie professionnelle

Trouver un futur lieu de travail

En savoir plus sur mon futur emploi

Faciliter le choix d'un emploi ou d'un lieu de travail

Améliorer mon CV et augmenter les chances...

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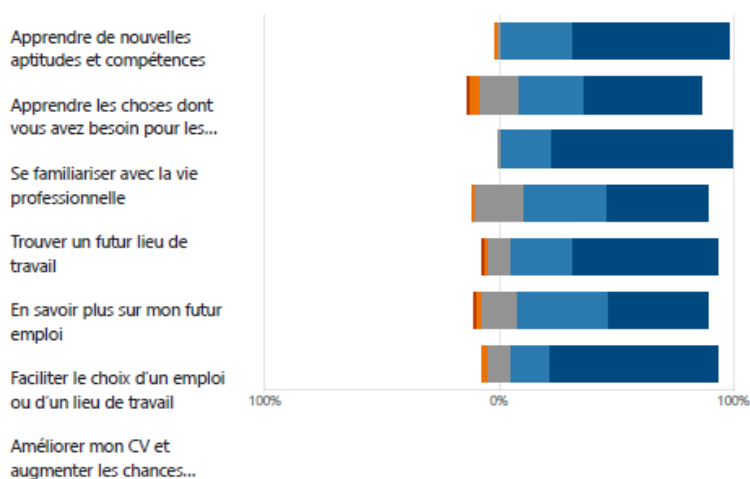
The internship is seen as an ideal time to facilitate the choice of a job or a business, to learn new skills, but also and especially to improve their resume.

The opinions on the online internship are much less clear-cut, and it is not possible to identify a waiting profile for the online internship, as shown in the graph below.

21. Pensez-vous qu'un stage en ligne (utilisant des éléments en ligne tels que des vidéos, des tâches, des quiz et des tests) pourrait :

■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

Assurer l'égalité des chances pour des catégories d'élève...

Vous aider à entrer plus facilement en contact avec...

Vous aider sur les compétences spécifiques...

Vous aider à comprendre globalement ce que le trav...

Vous aider à entrer en contact avec des entreprise...

Améliorer ce que vous avez à apprendre pour l'école o...

Avoir un aperçu des entreprises intéressantes à...

Acquérir des compétences nouvelles ou à la pointe de...

Améliorer ce que vous devez apprendre pour l'école ou...

In order to improve the students' departures, students expect support from their school for internships in physics within the company. They are much more vague about distance learning internships, probably because they have never experienced this type of internship.

3.2. Internship best practice from teacher perspective in five countries

Austria

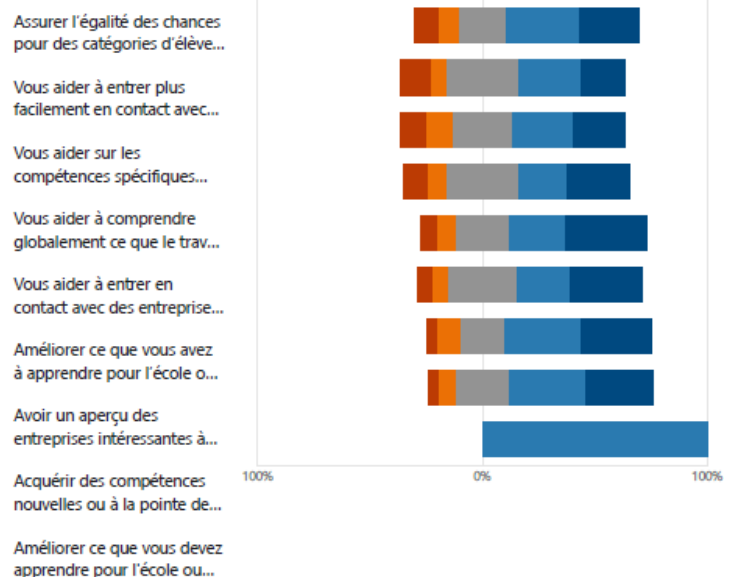The participating teachers offered a few ideas on how to improve internships. They would love to see internships implemented as part of the school curricula. Teachers should receive special training and receive some kind of compensation for the extra work. They also suggested longer internships, better cooperation with the companies and more detailed parameters for the participating students.

In order for the students to get a more efficient experience during the internship, most teachers feel that it would help them to acquire better computer knowledge. The schools themselves should give them more information on the internship. It would also be great for the participant to get a chance to familiarise themselves with processes within the companies before the internship.

As can be seen in the following diagram, teachers feel that almost all of the following competences should be acquired during an internship. As expected "leadership qualities" are rated lowest.

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■ 1 (Trifft nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Trifft voll und ganz zu)

Teamwork	
professio-nelles, ethnisches und verantwor-tungsvolles Verhalten	
Anwenden von Fremd-sprachen	
analytisches und kritisches Denken	
Führungs-qualitäten	
Nutzung neuer Informations-technologien und Kommuni-kationsmittel	
Kenntnis, Verständnis und Verwendung der Fachsprache	
Erfüllung spezifischer beruflicher Aufgaben	
Einhalten von Terminen und Fristen	
selbständiges Arbeiten	
Anpassung an soziales Umfeld	

100%   0%

When asked about virtual internships the answers from the teachers varied largely, but all agreed on some of the suggested possibilities or advantages it could provide. Most frequently they agreed stating that a virtual internship helps to ease the communication between student and company.

- ...gewährleisten Chancengleichh... 4
- ...erleichtern die Kommunikation... 6
- ...unterstützen Lernende/ Studie... 2
- ...unterstützen beim Lernen. 5
- ...ermöglichen Lernende/ Studie... 5
- ...verbessern und modernisieren... 2
- ...vermitteln Lernende/ Studiere... 3
- ...erweitern das theoretische Wis... 3
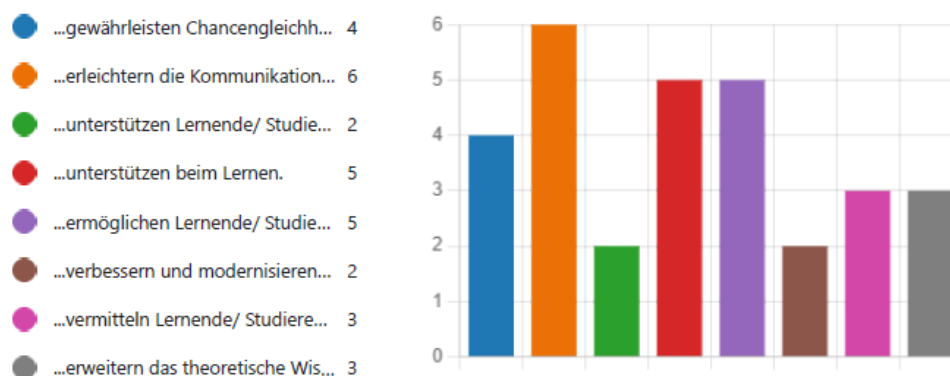
Even though only two of the teachers had previous experiences with virtual internships, most of them have doubts about them, apparently there is a lot of room for development.

50

■ 1 (Stimme nicht zu)   ■ 2   ■ 3   ■ 4   ■ 5 (Stimme voll und ganz zu)

100%   0%

At least three teachers gave ideas on advantages. They feel that a virtual internship could enhance autonomous learning, help with personal development and offer a soft entry into the working world. They think that it could be one way to increase theoretical knowledge. In order to be successful, however, they feel that it is inevitable for the students to have good computer knowledge (soft and hard skills) and strict timetables need to be provided. It is further necessary for them to have good self-discipline to structure the day well.

Germany

90% of the respondents mentioned several conditions as necessary for students to implement vocational internships effectively. On top is the need for career guidance at schools and universities. It is very important to know the profile of the company before starting the internship, to collect additional information about the company in advance and to get familiar with procedures in the work place. Better IT skills are also necessary.

On the part of the educational institutions, the following factors are necessary to make the internships more efficient:
- ✓ helping students to choose the company
- ✓ involving students in the process of preparing the internship with companies
- ✓ having a clear training programme or plan of the internship

Regarding the skills and competences that should be acquired by trainees, the following answers were given:
- ✓ 100% said it is teamwork, professional and responsible behaviour
- ✓ 70% critical and analytical thinking
- ✓ over 50% use of foreign languages and
- ✓ 20% leadership skills

75 % of the teachers think that internships are very useful for companies to find talented staff.

25. Sind Sie der Meinung, dass Praktika den Unternehmen helfen, motivierte und talentierte Mitarbeiter und Mitarbeiterinnen zu finden und/oder zu gewinnen?

Weitere Details

■ 1 (Stimme nicht zu)   ■ 2   ■ 3   ■ 4   ■ 5 (Stimme voll und ganz zu)

100%   0%   100%
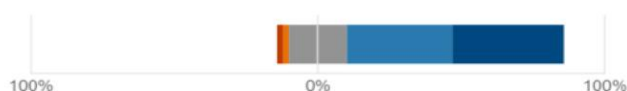
86 % of them are convinced that internships foster the transition between school and work life, and 92 % state that they help in the process of professional orientation.

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When asked what it could be useful for virtual internships, the answer stating that it enables students cooperating and getting to know companies abroad is chosen most often.

Weitere Details

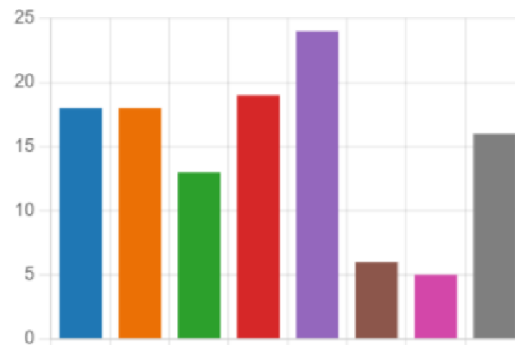|	
🔵 ...gewährleisten Chancengleichh...	18
🟠 ...erleichtern die Kommunikation...	18
🟢 ...unterstützen Lernende/ Studie...	13
🔴 ...unterstützen beim Lernenlernen	19
🟣 ...ermöglichen Lernende/ Studie...	24
🟤 ...verbessern und modernisieren...	6
🩷 ...vermitteln Lernende/ Studiere...	5
⚫ ...erweitern das theoretische Wis...	16

In second place, support to learn how to learn is named, followed by giving equal chances to students and supporting communication.

When it comes to virtual internships, teachers are nearly as sceptical as the company members are. Only about 14 % believe it is a good or very good idea. 67 % can hardly see any value in it. The statement "An internship can only be called an internship when it takes place in a company," shows again, how much in need we are to find a different term when we want to convince the public of the remote learning value even in connection with internships.

29. Sind Sie der Meinung, dass ein Online-Praktikum eine gute Idee ist?

Weitere Details

■ 1 (Stimme nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Stimme voll und ganz zu)
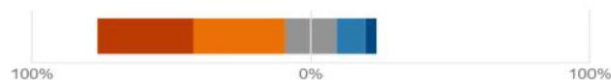
As only 2 out of 49 have had experience with online internships, there is big room for our project to bring new methods and experience into classrooms and companies.

Those who could see value in virtual internships, named the following as possible advantages of virtual internships:

✓ saving costs and time
✓ fast communication/connection between students and placement company
✓ using new technologies
✓ flexibility for teachers too as learning content can be adapted quickly and easily
✓ students can get to know more companies and try out more jobs, even see and try things that would usually be too far away from them, companies could even be situated abroad
✓ insurance related issues are no problem any more
✓ even in Covid times internships would be possible
✓ in times of staff shortages or sickness, internships would not need to be cancelled
✓ virtual internships could be an advantage for students with special needs as they could repeat things or try them out as often as they need it - they could work in their own pace
✓ can be a good preparation for an internship in presence

When asked what the minimum requirements for a virtual internship should be, the following answers were given:

✓ fixed dates, fixed standards, fixed contact person, a high degree of interaction, target group-oriented methodology, tasks that adequately reflect the practice partner and areas of responsibility and real tasks for the interns
✓ only one contact person and a clear structure with verifiability of attendance, contacts and actions in virtual space, intern would have to give written feedback and conclusions every day and at the end, on-site internship must follow
✓ regular exchange, clear specifications of areas of responsibility, everyone must be technically well positioned
✓ limited number of participants, good structure, time frame like a normal internship
✓ everyday situations must remain tangible, e. g. it should be possible to ask questions
✓ no advertising presentation that gives the wrong picture/impression
✓ no standardised feedback, but authentic/real insights into different departments with tasks, so that students can then sum up, which area was the most important for them, for what reasons and based on which experience
✓ transparency, clear, unambiguous language; dividing into core topics and specialisation
✓ opportunities (and meaningful material) for self-study, regular Q&A times, discussion groups/verbal feedback, online tests
✓ link to exchange in presence, possibility of a background in case of questions
✓ include practising online applications and introducing oneself
✓ dealing with IT media technology
✓ tolerable online platform that allows for good feedback

This collection is a valuable source for consideration when work on the standards for virtual internships will start in our project.

Croatia

90% of the respondents mentioned several conditions as necessary for students to implement vocational internships effectively. One of the most important things (according to the 53,3% of the respondents) is to get familiar with procedures in the workplace; 46,7% of the respondents thinks that it is necessary to know the profile of the company before starting the internship; 43,5%

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answered that it is important to collect additional information about the company in advance; 27,2% of the respondents thinks points that is necessary for students to undergo a professional orientation program in and 19,6% answered that students should have better IT skills before starting the internships.

On the part of the educational institutions, most of the respondents answered that the following factors are necessary to make the internships more efficient: helping students to choose the company, involving students in the process of preparing the internship with companies, having a clear training program or plan of the internship.

Regarding the skills and competences that should be acquired by trainees, the following answers were given:

- 69,9% said it is teamwork, professional and responsible behaviour
- 54,3% critical and analytical thinking
- 77,2% % use of foreign languages and
- 35,9% leadership skills
- 46,7% ability to use new information technologies and means of communication (new media)
- 68,5% ability to communicate in business (knowledge, understanding and use of professional language)
- 66,3% performing specific professional tasks
- 76,1% Respecting deadlines
- 70,7% Independence in work
- 69,6% Adaptation to the social environment

64,1 % of the teachers think that internships are very useful for companies to find talented staff.

Više pojedinosti

■ 1 (uopće se ne slažem) ■ 2 ■ 3 ■ 4 ■ 5 (u potpunosti se slažem)

odabir

100%   0%   100%
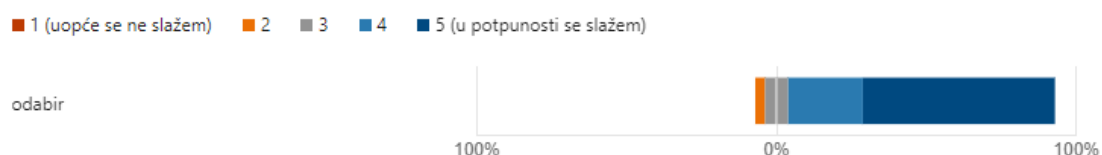
67,4 % of them are convinced that internships foster the transition between school and work life, and 63 % state that they help in the process of professional orientation.

Teachers were also asked about virtual internships and the answer stating that it enables students to expand students' theoretical knowledge was the most chosen one.

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Više pojedinosti

- ● Osigurati jednake mogućosti uč... 30
- ● Olakšati učenicima/studentima ... 42
- ● Pomoći učenicima/studentima s... 32
- ● Pomoći u institucijskom obrazov... 31
- ● Omogućiti učenicima/studentim... 41
- ● Unaprijediti i modernizirati kurik... 29
- ● Osigurati učenicima/studentima... 17
- ● Proširiti teoretska znanja učenik... 52
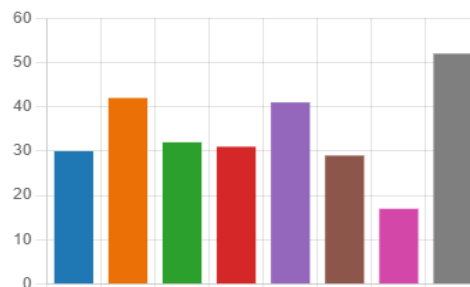
Second, make it easier for pupils/students to start communicating with a future employer, followed by enabling pupils/students to cooperate with companies abroad.

Regarding the opinion of educational staff about virtual internships, a larger percentage of respondents are sceptical or think that it is not a good idea. Only about 20,6 % believe it is a good or very good idea and more than 50% of respondents can't see any value in it.

These answers show us how much educational staff are not convinced in virtual internship and that is crucial to find a different term when we want to convince the public from the value of remote learning even in connection with internships.

Više pojedinosti

■ 1 (uopće nije dobra) ■ 2 ■ 3 ■ 4 ■ 5 (odlična je)
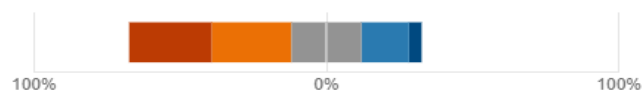
As only 31 respondents (34%) out of 92 have had experience with online internships (61 respondents (66%) had an experience with online internship), there is big room for our project to bring new methods and experience into classrooms and companies.

Possible advantages of virtual internships are the following:
- ✓ Determination of knowledge
- ✓ Acquisition of verbal skills and improvement of ICT work
- ✓ Acquiring knowledge about the practices of remote professional associates
- ✓ The use of different platforms and the Internet expands the possibilities of obtaining different information that can be implemented in work and acquiring new skills
- ✓ Virtual practice encourages exploratory learning, problem solving and the development of digital competence
- ✓ Greater opportunities and a greater offer for professional practice,
- ✓ Internationalisation through professional practice
- ✓ Equal opportunities for all students.
- ✓ The possibility of cooperation on projects that are not related to the location of the student's residence
- ✓ Easier understanding of the theoretical part during professional practice
- ✓ An electronic database that the student can access in the form of a video

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✓ Getting in touch with possible employers abroad

The minimum requirements for a virtual internship should be, the following:
- ✓ Ability to use IT
- ✓ Creating simulators, good IT infrastructure
- ✓ Technical conditions, free and accessible internet, insurance of IT technology, free tablets for students
- ✓ Clear and detailed quality control, very well and carefully designed model (format) of the practice itself, willingness of companies to participate in this new form of practice
- ✓ Motivation of participants
- ✓ Good lecturers and a good internet connection
- ✓ Well-designed programs and expert mentors
- ✓ Clear curricula for such practice, good control of its implementation
- ✓ A virtual 3D interface to approximate physical reality
- ✓ Paid professional practice
- ✓ Imagination

Romania

What would students answering in Romania need for virtual internships to be more efficient is the following:

- Better IT skills ((72,2% - very much)
- Additional information about their workplace before their internship starts (72% - very much)
- To learn about protocols in workplaces (63,9% - very much)

To make virtual internships more efficient educational institutions should have a clear internship framework or curriculum (69,4% - very much); to be included in the preparation of the internship with the companies (61,1% - very much); to help students choose their company (52,8% - very much)

Teachers expect virtual internships to:

- Make it easier for students to start communicating with future employers
- Assures equal opportunity to students with special education needs and/or disabilities and/or remote students
- Help students to acquire professional competencies
- Professional mobility of students
- National/international recognition of virtual internships

France

Some 86% of the teachers surveyed believe that taking part in work placements is useful for building a career.

17. Dans quelle mesure pensez-vous que :

Plus de détails

■ 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

La participation à des stages est utile pour construire une carrière?

Les bénéfices des stages sont liés à leur durée ?

Les bénéfices des stages sont liés à leur fréquence?

La participation à des...
■ 3: 13.8%
■ 4: 24.1%
■ 5 (beaucoup): 62.1%
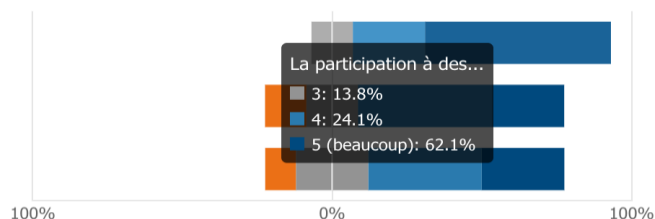
In addition, 69% (scores between 4 and 5) think that the benefits of work placements are linked to their duration and 65.5% think that they are linked to their frequency.

The most relevant aspects of internships are mainly the application of concepts learned in class.

When we asked teachers to tell us what they thought were the three most beneficial aspects of their school's work placement programmes, they told us:

7 répondants (24%) répondu Travail pour cette question.

compétences opérationnelles   Compétences techniques
connaissance   Amélioration   Confirmation   ouverture
monde   Mise   Travail   découverte CHOIX TRES LARGE
partie théorique pratique   entreprise Acquisition
élève   apprentissage
Autonomie   nécessaire adaptation   Professionnalisation

In fact, autonomy, work, learning, professionalization, operational and technical skills appear necessary in terms of the effects of internship programmes

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21. Que faut-il pour rendre les stages plus efficaces ? Les élèves auraient besoin de

Plus de détails

- 1 (pas du tout) ■ 2 ■ 3 ■ 4 ■ 5 (beaucoup)

Bénéficier d'une orientation professionnelle à l'école ou dans un...

Connaître les détails sur le profil des entreprises avant le début du stage.

Obtenir des informations supplémentaires sur leur lieu de travail avant le début de...

En apprendre davantage sur le comportement et la discipline en milieu...

Meilleures compétences informatiques
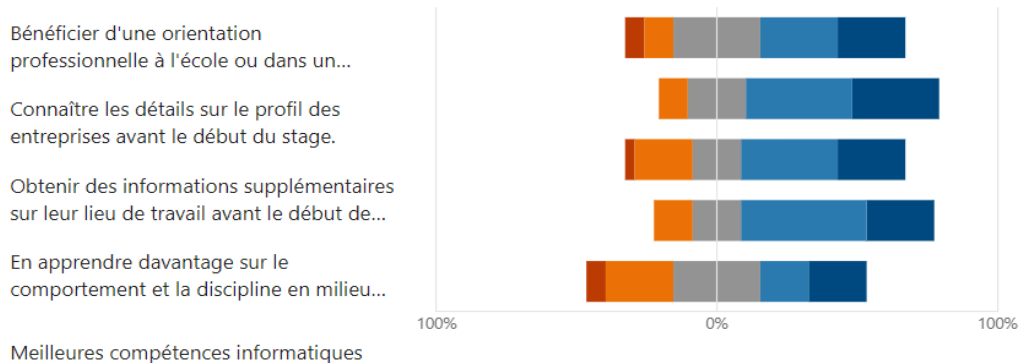
Improving the effectiveness of internships requires a precise and regular monitoring of students during their internships, as well as a better understanding of the company, its values, its personnel, and its operations before the start of the internship, as well as a list of tasks and expected roles for the intern.

The main expected contribution of internships is in the development of skills related to teamwork, sense of responsibility, use of new technologies, communication abilities, and the ability to work independently while meeting deadlines. Through various internship periods, students will be able to acquire new knowledge, apply their theoretical knowledge, enhance their resume, and make an informed choice when seeking employment with a company. Furthermore, slightly less than half of the surveyed teachers are convinced that internships enable companies to recruit motivated employees and apprentices.

28. Les activités de stage en ligne (à l'aide de vidéos, de tâches, de quiz et de tests en ligne) pourraient-elles aider les étudiants à ce qui suit? Cochez les réponses que vous jugez pertinentes.

Plus de détails

- assurer l'égalité des chances po... 17
- aider les étudiants à se lancer d... 18
- aider les étudiants à acquérir de... 5
- aider à l'apprentissage institutio... 5
- permettre aux étudiants de coo... 14
- améliorer et moderniser les parc... 8
- donner aux élèves une expérien... 6
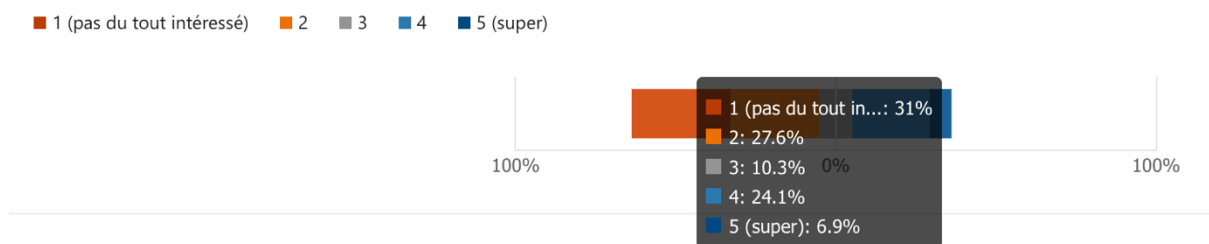- élargir leurs connaissances théo... 9
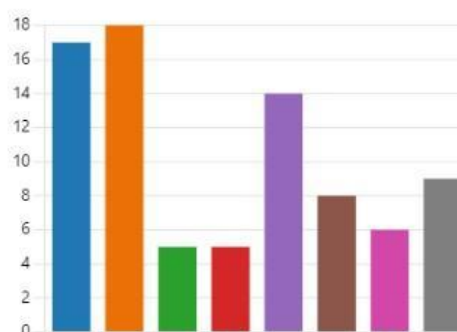
According to teachers, online internships with videos and quizzes, for example, would help students communicate with their future employers, cooperate more easily with international companies, and,

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most importantly, ensure equal opportunities for students facing difficulties or disabilities. It would thus be an excellent means of integration.

However, only 1/3 of the interviewed teachers are interested in implementing virtual internships. Few teachers see the benefit because, for certain professions that require hands-on experience, the implementation is limited. The main interest for them remains an initial contact with the company before an internship within the company.

29. Que pensez-vous de l'idée de proposer des stages virtuels ?

Plus de détails

■ 1 (pas du tout intéressé) ■ 2 ■ 3 ■ 4 ■ 5 (super)

| 1 (pas du tout in...: 31% |
| 2: 27.6% |
| 3: 10.3% |
| 4: 24.1% |
| 5 (super): 6.9% |

Only 3 of the 26 teachers have had experience with online courses. 31% of them are not at all interested in the idea of offering online courses. In some sectors, such as the construction industry, setting up online training courses seems very complicated for teachers.

The access conditions for this virtual internship (good quality equipment and internet connection, proficiency in computer usage and website navigation) appear to be a barrier to the implementation of virtual internships. The teachers also say that we need to be able to offer these young people follow-up support, as well as phases for validating their knowledge and skills.
These factors should be taken into account in the design and implementation of the Career Garden project.

3.3 Internship best practice from company experts perspective in five countries

Austria

Company experts gave a differentiated approach, when asked how to improve internships or raise their efficacy. The statement "Students should receive additional info in advance of the internship" received the highest agreement (68%), followed by "Students should get compliance, manners and discipline training" (65%), getting to know the company profile in advance and job-orientation in school (around 62% each).

The respondents saw a clear and well-structured internship and training programme as the most important requirement to be met by themselves in order to raise the efficacy of their internships (62%). More than half of the participating companies assessed the opportunity to select the interns

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themselves as very important (51%) and 40% felt that an involvement in the internship preparation would also have positive effects to make their internship programme more effective.
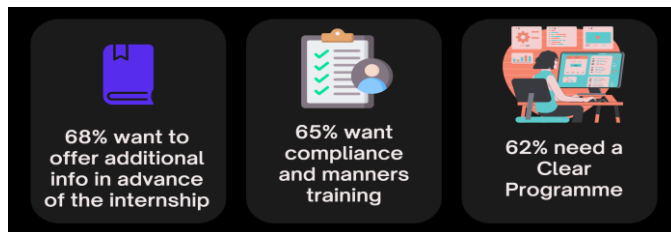
When asked to rate "competences and skills" acquired during an internship mostly human or transversal skills received the highest approval. The chart below shows the top five rated skills including individual work-related soft skills as well as social skills. Professional skills such as application of foreign language skills, ICT-Skills or jargon were not gained as much.
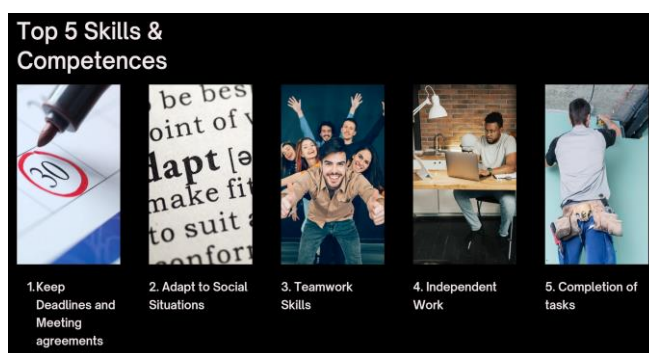
In addition companies also assessed the acquisition of work-related knowledge and competencies as very important impacts of internships with over 80-95% approval (e.g. gaining new knowledge, skills and competencies required within their professional training programme, deepening and applying theoretical knowledge and better understanding work processes).

The career (orientation) function of internships was also recognised. An internship experience supports job decision-making as it helps to get to know different companies and work fields (more than 70% approval), get in touch with real, potential employers (more than 90%) and add value to once curriculum vitae (more than 50%).

81% agree that it helps companies to *"find and recruit talented and motivated employees"*.

Only 10% less approval was given to the statement *"Do you agree that internships facilitate the transition from school to work life?"* (71%).

Not a single participant reported that they had ever had any experience with online internships at all which might partly explain the general disapproval with this idea. Although the majority of the participating organisations did not agree with the statement that *"online internships are a good idea"* (70% didn't agree) still they were able to imagine possible positive effects of such an approach. Getting in touch with future employers, allowing for exchange and cooperation, support onboarding processes, help to preselect future workers, extend theoretical knowledge, and improve and modernise existing vocational curricula received the highest approval/ the most comments. The following ranking tries to create summarised meta-categories by including high-rated quantitative as well as qualitative data and summing ab the case count of each listed answer.
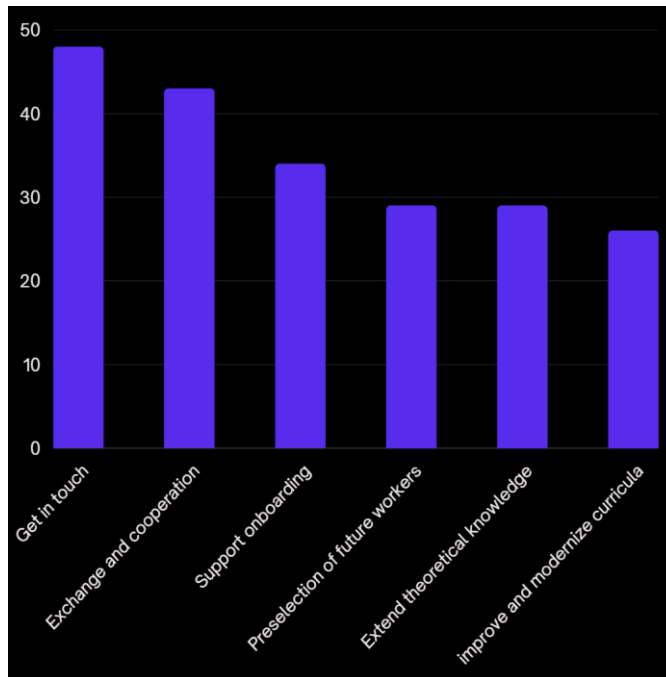
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The chart below shows advantages of online internships that were mentioned when asked in an open question. These advantages should be carefully considered when further developing the career garden approach and its results.

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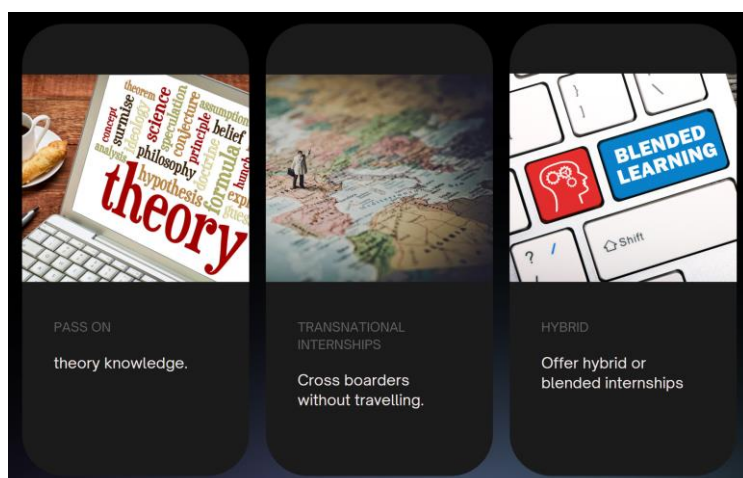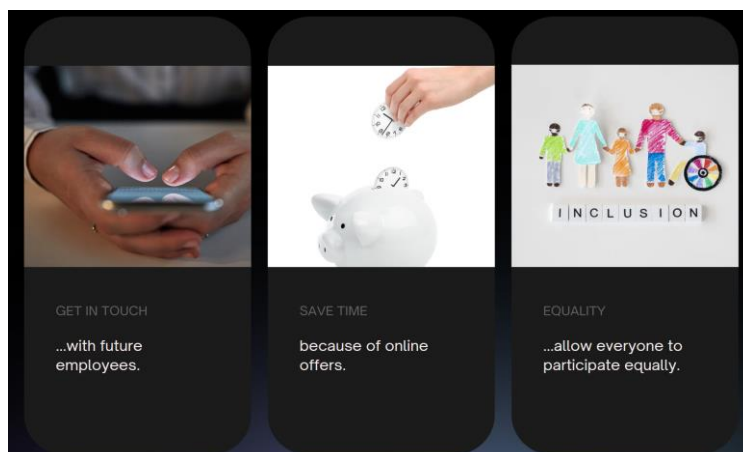
Germany

From the companies' perspective, a curriculum for internships or at least an internship program is needed. Staff would like to choose the interns themselves (rather than an HR division or the boss doing that). Some of them would like to be involved in the preparation of students at schools.

The next graphics show which skills the interns should develop during their internships. Most importantly, they should learn to be on time, start working independently and perform well in a team.
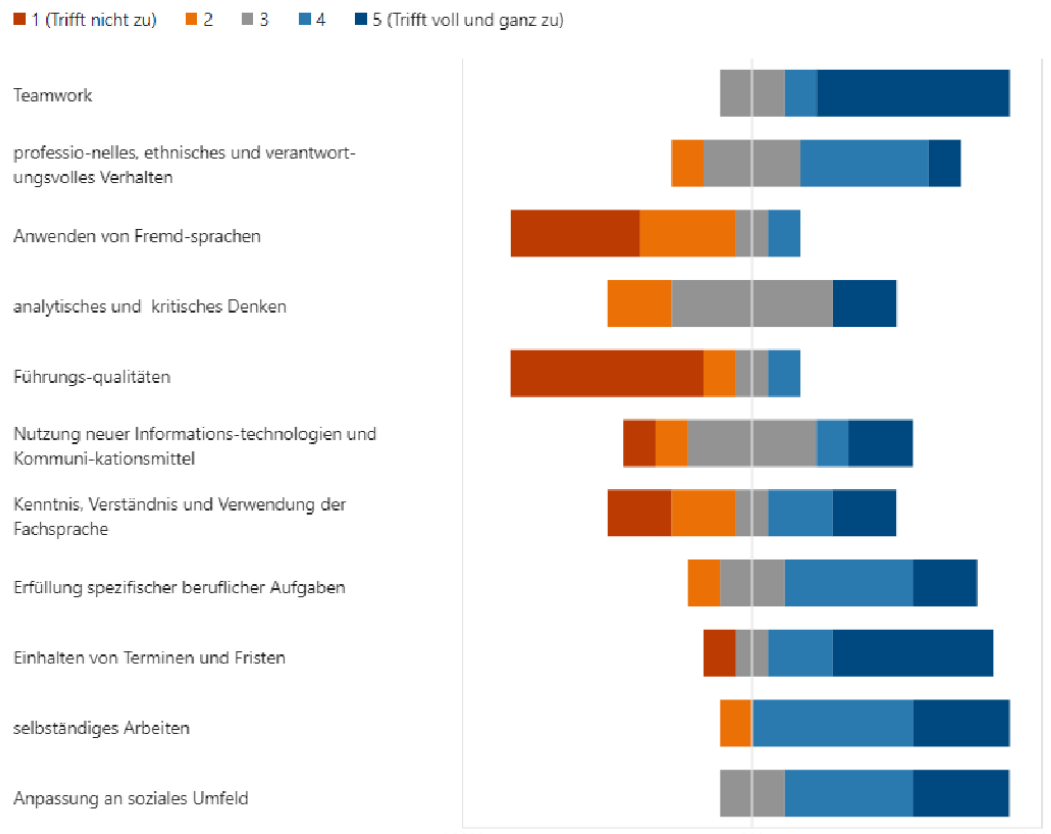
When it comes to the purpose of internships and what they help students with, the company members stated that nearly all of the named categories were important.

- ✓ to gain new knowledge.
- ✓ to discover new skills and competences.
- ✓ to develop the skills and competencies required in their training.
- ✓ to understand work processes in a company.
- ✓ to learn how to work together in a team.
- ✓ to contact companies as potential employers.
- ✓ getting to know different jobs and tasks in a company.
- ✓ to observe problem-solving processes.
- ✓ upgrade your CV and increase your chances of getting a job.
- ✓ make it easier to choose an occupation or job.

The two things, seen as less important were

- ✓ to find out about internal problems of companies.

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✓ to deepen and apply theoretical knowledge.

They strongly agree that internships help companies to find and/or attract motivated and talented employees

■ 1 (Stimme nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Stimme voll und ganz zu)
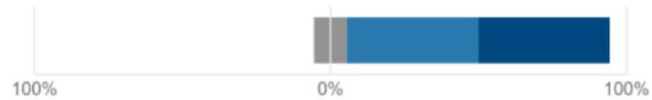
and that they influence the transition between school and work life positively.

■ 1 (Stimme nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Stimme voll und ganz zu)
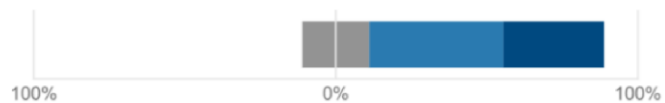
When it comes to virtual internships, the ideas given what positive aspects they could have, the highest value is seen in the dissemination of theoretical knowledge. Second best scored getting into contact with students followed by renewing curricula and make communication easier for students.

⬤ … gewährleisten Chancengleich…	1
⬤ … erleichtern die Kommunikatio…	3
⬤ … unterstützen Lernende/ Studi…	0
⬤ … helfen das Schulprogramm be…	0
⬤ … verbessern und modernisiere…	3
⬤ … erweitern das theoretische Wi…	6
⬤ … ermöglichen Lernenden/ Stud…	0
⬤ … vermitteln Lernenden/ Studier…	0
⬤ … unterstützen und vereinfache…	2
⬤ … helfen Unternehmen mit Lern…	4
⬤ … ermöglichen eine Vorauswahl …	2
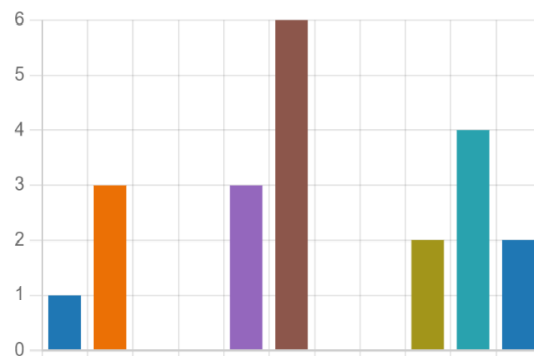
Asked if virtual internships are a good idea, the answers show that the openness anticipated for it, is not there with the majority right now.

■ 1 (Stimme nicht zu) ■ 2 ■ 3 ■ 4 ■ 5 (Stimme voll und ganz zu)

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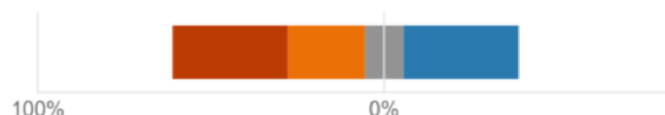
Only 2 out of 9 company members can imagine being involved in the development of virtual internships (one with a clear yes and one with a slightly sceptical yes). Most of them do not see themselves developing such a tool.

■ 1 (Stimme nicht zu)   ■ 2   ■ 3   ■ 4   ■ 5 (Stimme voll und ganz zu)

As only one has experienced a virtual internship himself, the answers are not surprising. However, more drive for change and experimenting with something new was wishful thinking.

When asked if they see advantages in virtual internships, some cannot see any and others say that it could help making first contacts or gives more flexibility when needed.

Croatia

What could be improved (on a school side)?
- ✓ Predefined internship content, more frequent trainings
- ✓ Supervision of the interns by staff trained for this task;
- ✓ More intense communication with companies (in order to have more info on companies and better prepared mentors)

What could companies do to improve training?

Most of the answers were suggestions for improvement of mentorship: students would like to have more dedicated mentors who would deal exclusively with mentorship, be prepared to dedicate time and if needed work individually with students and do it with enthusiasm.

Other proposals were related to training places marketing, lack of information on companies and possibility for employment after training/school.

The next graphics show which skills the interns should develop during their internships. Most importantly, they should learn to be professional, ethical and responsible and team players as well as to respect deadlines.
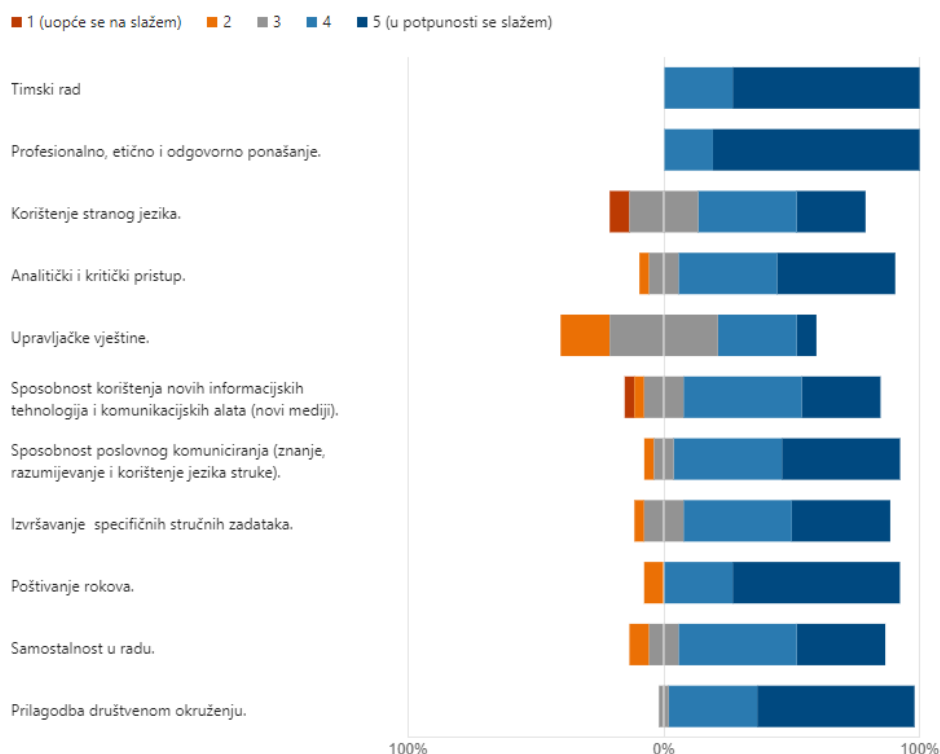
Legend: ■ 1 (uopće se na slažem) ■ 2 ■ 3 ■ 4 ■ 5 (u potpunosti se slažem)

- Timski rad
- Profesionalno, etično i odgovorno ponašanje.
- Korištenje stranog jezika.
- Analitički i kritički pristup.
- Upravljačke vještine.
- Sposobnost korištenja novih informacijskih tehnologija i komunikacijskih alata (novi mediji).
- Sposobnost poslovnog komuniciranja (znanje, razumijevanje i korištenje jezika struke).
- Izvršavanje specifičnih stručnih zadataka.
- Poštivanje rokova.
- Samostalnost u radu.
- Prilagodba društvenom okruženju.

When it comes to the purpose of internships and what they help students with, the company members stated that nearly all of the named categories were important.

- ✓ getting to know different jobs and tasks in a company.
- ✓ to observe problem-solving processes.
- ✓ upgrade your CV and increase your chances of getting a job.

… … to deepen and apply theoretical knowledge.

The two things, seen as less important were:

- ✓ to find out about internal problems of companies.
- ✓ make it easier to choose an occupation or job.

They strongly agree that internships help companies to find and/or attract motivated and talented employees

Legend: ■ 1 (Uopće se ne slažem) ■ 2 ■ 3 ■ 4 ■ 5 (u potpunosti se slažem)

odabir

and that they influence the transition between school and work life positively.

Legend: ■ 1 (uopće se ne slažem) ■ 2 ■ 3 ■ 4 ■ 5 (u potpunosti se slažem)

odabir

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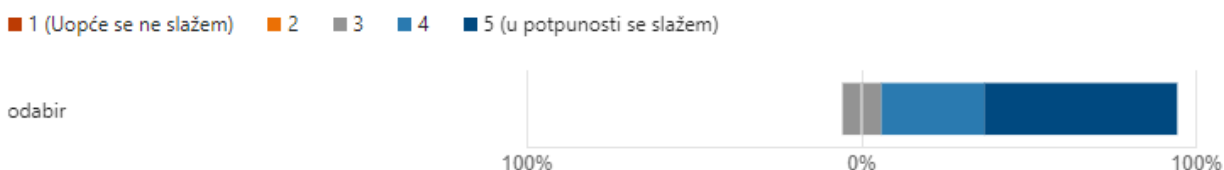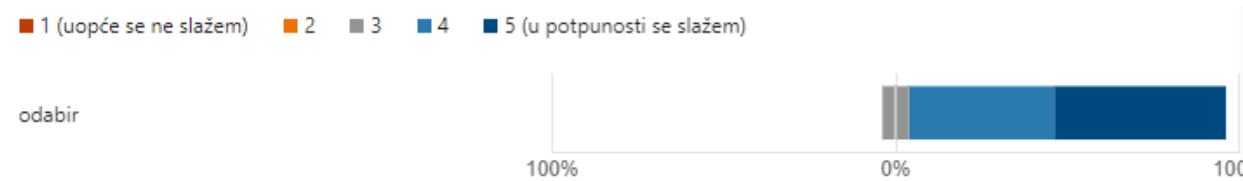
When it comes to virtual internships, the ideas given what positive aspects they could have, the highest value is seen in easier prime communication with employers, then in possibility to collaborate with companies abroad and equal opportunities for students with special educational needs/disabilities or from dislocated areas.

Asked if virtual internships are a good idea, the answers show that the openness anticipated for it, is not there with the majority right now.

30% of interviewed companies can imagine being involved in the development of virtual internships (one with a clear yes and one with a slightly sceptical yes). Most of them do not see themselves developing such a tool.
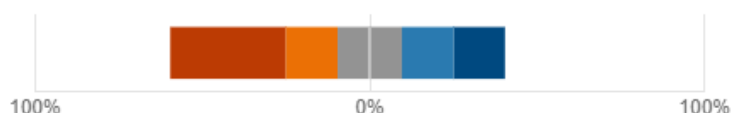
As only two companies experienced a virtual internship (in covid period), the answers are not surprising. However, more drive for change and experimenting with something new was wishful thinking.

When asked if they see advantages in virtual internships most cannot see any. Others gave following answers:
- ✓ starting communication with real sector
- ✓ could ease further process of introduction of students to work
- ✓ easier selection of trainees
- ✓ it has some benefits if the training in situ is not possible
- ✓ could be used when students live in remote areas and cannot travel

Romania

The companies expectations from the virtual internships are the following:

- ✓ To be shorter as duration
- ✓ To assure the basic knowledge for the future employees
- ✓ To become the link between companies and students
- ✓ The lower costs

France

82% of companies believe that a better understanding of the company before the start of the internship would be beneficial for the future intern and make the internship more effective.

1. Qu'est-ce qui est nécessaire pour rendre les stages plus efficaces pour le stagiaire ? Cochez les réponses que vous jugez pertinentes.
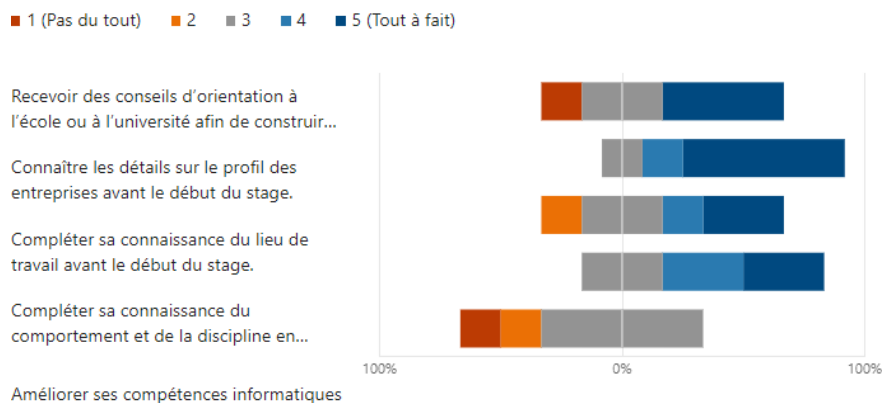
For all the companies, the skills that students should develop during their work placements relate to teamwork, ethical and responsible professional behaviour, the ability to meet deadlines, communication skills and adapting to their environment.

25. Quelles aptitudes et compétences les étudiants devraient-ils développer au cours d'un stage ?

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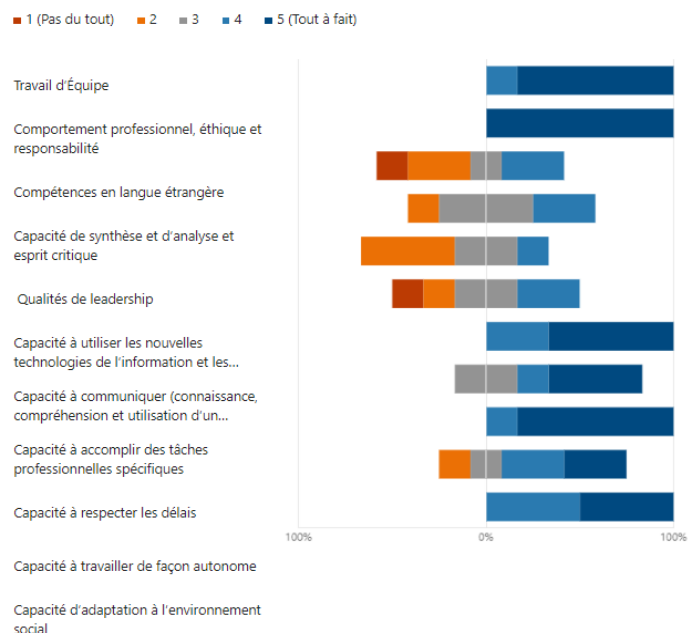
Companies are convinced of the value of internships and their benefits for the interns. They mention the discovery of new skills and abilities, the consolidation of theoretical knowledge, the ability to understand the functioning of the company, and the acquisition of new knowledge. At the same time, internships allow students to make better choices regarding their future employment and workplace and enrich their resume.

1. Pensez-vous que les stages aident les élèves à :

Plus de détails

■ 1 (not at all)   ■ 2   ■ 3   ■ 4   ■ 5

Acquérir de nouvelles connaissances

Découvrir de nouvelles aptitudes et compétences

Développer les aptitudes et les compétences requises par leur...

Consolider et appliquer les connaissances théoriques

Comprendre les modes de fonctionnement d'une entreprise

Interagir dans les équipes de travail

Entrer en contact avec les entreprises en tant qu'employeurs potentiels.

Se renseigner sur les enjeux internes des entreprises.

Se renseigner sur les postes de travail au sein d'une entreprise

Observer comment les problèmes sont résolus dans une entreprise.

Enrichir leur CV et augmenter leurs chances d'être embauchés.

Choisir plus facilement un emploi ou un lieu de travail.

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Online internship activities (such as using videos and quizzes) appear relevant, from the employers' perspective, to facilitate cooperation with international companies, facilitate initial contact between companies and students, and enable the preselection of potential employees. Two-thirds of them believe that expanding theoretical knowledge would be facilitated, while only 20% think that it would facilitate the integration process, improve knowledge, and ensure equal opportunities for students facing difficulties or with disabilities.

29. Les activités de stage en ligne (à l'aide de vidéos, de tâches, de quiz et de tests en ligne) pourraient-elles aider les étudiants à ce qui suit ? Cochez les réponses que vous jugez pertinentes

Plus de détails

- Assurer l'égalité des chances po... 1
- Aider les étudiants à se lancer d... 1
- Aider les élèves à acquérir des c... 2
- Aider les élèves à acquérir les co... 1
- Améliorer et moderniser les pro... 1
- Élargir les connaissances théoriq... 3
- Permettre aux étudiants de coo... 5
- Donner aux élèves une expérien... 0
- Faciliter les processus d'intégrati... 1
- Faciliter la prise de contact des ... 3
- Permettre la présélection d'emp... 4
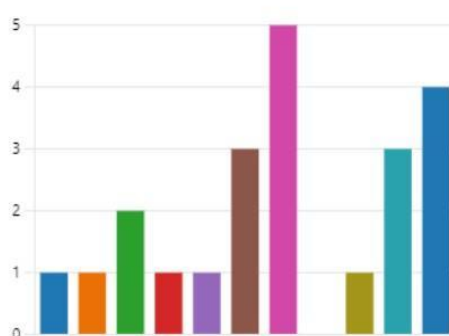
30. 1.   Que pensez-vous de l'idée de proposer des stages virtuels ?

Plus de détails

■ 1 (Mauvaise idée)   ■ 2   ■ 3   ■ 4   ■ 5 (Très bonne idée)

Employers appear to be less interested in implementing virtual internships. This is likely due to the nature of the professions involved, which are challenging to implement remotely, such as the hospitality and restaurant industry.

4. IMPORTANT INPUTS FOR THE INTERNSHIP MODULE

This chapter presents an analysis that was made by cross sectioning the questionnaire results across all included countries, for all included groups (students, teachers, company experts). For each group, common conclusions were drawn, supported by the results of the analysis, for the most important issues that are relevant for the formation of the virtual practice module, framework and standards.

4.1. Students

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	How often have you done an internship?				
Once	37	14	96	139	24
Twice	25	18	30	12	20
3 times	30	15	7	6	16
More often	31	15	184	39	25
Never	3	4	0	0	0
Conclusion	Most of the students had only one or more than three internships				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	Would you consider an international internship?				
Yes	77	44	235	178	74
No	42	19	22	10	8
Maybe	7	3	60	8	3
Conclusion	Students have very positive attitude regarding international internships				

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Country	Germany	Austria	Croatia	Romania	France
Question / Answers	Have you ever taken part in an on-line internship?				
Yes	6	1	96	49	3
No	120	65	221	107	82
Conclusion	Virtual internships are not common				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	Why did you/would you do an internship?				
Most relevant answers	I. requirement to do it, II. the need and motivation to learn something practical III. career goals IV. opportunity to get in contact with companies V. acquire skills and discover the qualities needed in my sector				
Conclusion	The most motivating factors for are obligative program, skills improvement and career goals/contact with employers				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	How much effort did you put into your internship(s)?				
Most relevant answers	I. trying to be polite II. learn as much as possible III. solve tasks and much as possible IV. being on time and friendly				
Conclusion	Students efforts during the internship were focused on both learning and work results as well as on adequate behaviour and communication				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	What did you learn in your internship(s) or what knowledge and experience did you take with you?				
Most relevant answers	I. learning something new II. founding out what it means to work on daily bases III. find out what skills are needed for job				

	IV. motivation to learn more V. meeting new people
Conclusion	Students mostly acquired new knowledge and had experience of working life during their internships. They also emphasised the importance of skills needed for a job and were motivated to learn more.

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What helps to ensure that an internship is a positive experience?**				
Most relevant answers	I. clear task instructions II. having a practice guide III. participate in all activities IV. getting information about company V. getting advice from the school before the internship				
Conclusion	Students like to have clear tasks, be guided, included in regular work and know more about the company where internship is organised				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What would you like to learn during an internship?**				
Most relevant answers	I. professional behaviour II. professional skills III. solving specific professional tasks IV. respect timelines V. work autonomously				
Conclusion	Professional behaviour, professional skills, solving specific professional tasks were cited as main benefits from internship attendance				

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**Can an internship help you with the following tasks? (task that had most hits are presented)**				
Most relevant answers	I. accumulation of knowledge II. familiarisation with professional life III. familiarisation with future job IV. improve CV and increase chances of getting the job wanted				

Conclusion	Student see an internship to be most helpful in accumulation of knowledge, familiarisation with professional life and future job

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**How do you find online internships (e.g. with online videos in which companies introduce themselves; with practical tasks that interns can solve at home; with research tasks; with quizzes and tests)? What do you think, what advantages could an online internship have?**				
Most relevant answers	I. stay up to date with the latest approaches to specialisation II. get info on companies of interest abroad III. help getting in touch with companies IV. learners/students with a disability/special educational need or in remote locations can do an internship				
Conclusion	While most of the students ranked as most important virtual training advantages possibilities to stay up to date with the latest approaches to specialisation, getting info on companies of interest abroad and help for getting in touch with companies abroad, German students were sensible to the problems of special needs students and noted virtual training benefits for this category				

4.2. Teachers

Question: **Who is responsible for organising internships at your institution?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**Who is responsible for organising internships at your institution?**				
Teachers	**54%**	**64%**	**87%**	**61%**	52%
Management	15%	0	7%	**37%**	34%
Students	18%	**21%**	1%	0	3%
Parents	9%	7%	0	0	0
Conclusion	Teachers are mainly responsible for organising internships.				

Question: **Does your institution have mandatory internship standards?**

Country	Germany	Austria	Croatia	Romania	France

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Question / Answers	Does your institution have mandatory internship standards?				
Yes	76%	**58%**	76%	**94%**	86%
Conclusion	**Between 60% and 90%** of institutions have mandatory internship standards.				

Question: **Does your institution collect feedback from students after their internship?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	Does your institution collect feedback from students after their internship?				
Yes	67%	58%	76%	64%	72%
Conclusion	**Over 60%** of institutions collect feedback from their students.				

Question: **How long does an internship last on average?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	How long does an internship last on average?				
Duration	2 weeks	2 months	1-3 months	2 weeks	1-3 months
Conclusion	Most of the internships have an average duration between **2 weeks and 2 months**.				

Question: **How well does your institution handle internships?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	How well does your institution handle internships?				
1-5	4	5	5	5	4
Conclusion	Teachers in all countries think that internships **are handled very well/excellent**.				

Question: **How many practical competences can students gain during their internships?**

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Country	Germany	Austria	Croatia	Romania	France
Question / Answers	How many practical competences can students gain during their internships?				
1-5	3/4	5	5	5	4
Conclusion	Teachers in all countries think that **students gain a lot of practical competencies** during the internships.				

Question: **Does your institution have cooperation agreements and/or contacts with companies for internships?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	Does your institution have cooperation agreements and/or contacts with companies for internships?				
Yes	69%	75%	77%	89%	83%
Conclusion	**Over 70%** of institutions have cooperation agreements and/or contacts with companies				

Question: **In your opinion, what motivates your institution to participate in internship programs?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	In your opinion, what motivates your institution to participate in internship programs?				
Most relevant answers	I. the need to improve students' professional and transversal skills II. the obligation of the study programmes or curricula III. motivating students to better learn afterwards IV. connecting the institution with companies to assist students in finding a job afterwards				
Conclusion	The most motivating factors for institutions are the need for students' skills improvement, obligation of the curricula, motivating students to learn better afterwards and connecting institutions and companies for the purpose of student employment.				

Question: **What is needed to make internships more efficient (student side)?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	What is needed to make internships more efficient?				

Most relevant answers	I. to know details about the profile of companies before the internship starts II. additional information about their workplace before their internship starts III. learn more about learn more about behaviour and discipline in the workplace.e in the workplace
Conclusion	Receiving career counselling, learning about protocols, obtaining better IT skills are equally important. The most important factors for a more efficient internship are **to know details about company profiles, workplace, and the behaviour and discipline in the workplace before the internship starts**.

Question: **What is needed to make internships more efficient (educ. institution side)?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What is needed to make internships more efficient? Educational institutions should have …**				
Most relevant answer	I. Educational institutions would need to have a clear internship framework or curriculum II. To be involved in preparing the placement with the companies				
Conclusion	Educational institutions would **need to have a clear internship framework or curriculum and to be involved in preparing the placement with the companies.**				

Question: **What skills and competences should students develop during an internship?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What skills and competences should students develop during an internship?**				
the most/least relevant answers	**The most important:** ● Teamwork ● Professional, ethical and responsible behaviour ● Communication skills ● Ability to attain deadlines ● Ability to work independently ● Ability to adapt to their social environment ● Ability to complete specific professional tasks (Croatia only, 66%) **The least important:** ● leadership qualities ● ability to use a foreign language.				
Conclusion	Important and less important competences are named above.				

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Question: **What do you think that internships help students to?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What do you think that internships help students to?**				

the most relevant answers	**The most important:**
	  I. gain new knowledge
	  II. learn how to interact in work teams
	  III. understand the protocols in a company
	  IV. improve their CV and increase their chances to be hired
	  V. make it easier for them to choose a job or a workplace
	  VI. get in touch with companies as potential employers.				

Conclusion	Important helping elements of an internship are named above.				

Questions:

Do you think that internship could help companies attract motivated and talented future employees?

Do you think that internship ease the transition between education and work for students?

Do you think that internship could help students with career orientation?

Country	Germany	Austria	Croatia	Romania	France
Question	**Do you think that internship could help companies attract motivated and talented future employees?**				
Question	**Do you think that internship ease the transition between education and work for students?**				
Question	**Do you think that internship could help students with career orientation?**				
Answers	**Internship helps:** ● companies to attract motivated and talented employed ● students with the transition between education and work ● students with career orientation				
Conclusion	The internships can help students with their career orientation and transition between education and work, as well as companies to attract motivated/talented employers.				

Question: **Could online internship (using online videos, practical homework tasks, research tasks, quizzes & tests) help students with the following?**

Country	Germany	Austria	Croatia	Romania	France

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Question / Answers	Could online internship (using online videos, practical homework tasks, research tasks, quizzes & tests) help students with the following?			
the most relevant answers	**All countries:** ● make it easier for students to start communicating with future employers ● enable students to cooperate with companies abroad			
	help with the institutional learning	expand students' theoretical knowledge	help students to acquire professional competencies	help students to start communication g with their employers
	assures equal opportunity to students with special education needs and/or disabilities and/or remote students		assures equal opportunity to students with special education needs and/or disabilities and/or remote students	ensure equal opportunities for specific categories of students (those with difficulties or disabilities)
Conclusion	In Croatia the awareness of differences and unequal possibilities of students is not sufficiently developed.			

Question: **What is your opinion? How good is the idea of providing online internships?**

Country	Germany	Austria	Croatia	Romania	France
Question	**What is your opinion? How good is the idea of providing online internships?**				
Answers	**50% - 75% 1-2**			**47% 5**	58% 1-2
Conclusion	Opinions about virtual internships are not affirmative. Teachers doubt that something virtual can be practical at the same time.				

Question: **Do you have any experience with online internships?**

Country	Germany	Austria	Croatia	Romania	France
Question	**Do you have any experience with online internships?**				
Answers	**0%**	0%	35%	**35%**	10%
Conclusion	Experience with virtual internships is negligible in all countries.				

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4.3. Companies

Question: **How often does your company take interns on board?**

Country	Germany	Austria	Croatia	Romania	France
Question	How often does your company take interns on board?				
Answers	2-ice a year 56%	>4 times a year 46%	1-ce a year 35%	2-ice a year 50%	every 1 - 3 months 67%
Conclusion	On average, companies in all countries take interns twice a year, and in France every 1-3 months.				

Question: **Do you have an onboarding system for integrating new people into the company?**

Country	Germany	Austria	Croatia	Romania	France
Question/ Answers	Do you have an onboarding system for integrating new people into the company?				
No	>50% of companies in all countries				
Conclusion	More than 50% of companies in all countries do not have an onboarding system.				

Question: **What motivates you to take interns on board?**

Country	Germany	Austria	Croatia	Romania	France
Question/ Answers	What motivates you to take interns on board?				
Most important	● prospect of finding future employees ● to get access to future employees				
Conclusion	In all countries, companies are motivated to take interns with the possibility to get access and find future employees.				

Question: **How long do internships usually last at your company?**

Country	Germany	Austria	Croatia	Romania	France
Question/ Answers	How long do internships usually last at your company?				
Duration	2 weeks to 2 months				
Conclusion	Teachers gave the same answer.				

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Questions: **How high is the effort to take care of interns considering time and other resources?**

Country	Germany	Austria	Croatia	Romania	France
Question/ Answers	**How high is the effort to take care of interns considering time and other resources?**				
1-5	4-5	4-5	4-5	4-5	4-5
Conclusion	In all countries companies think they take a very high effort to take care of interns.				

Question: **Do you keep in touch with the interns after their internships?**

Country	Germany	Austria	Croatia	Romania	France
Question/ Answers	**Do you keep in touch with the interns after their internships?**				
Yes/No	some companies do				
Conclusion	In all countries some (part of the) companies stay in touch with the interns.				

Question: **What is needed to make internships more efficient? Students would need**

Country	Germany	Austria	Croatia	Romania	France
Question	**What is needed to make internships more efficient?**				
Answers	**Students would need:** ● to receive career counselling in school or higher education institution so that they already know what kind of career they would like to aim for. ● to know details about the profile of our company before the internship starts				
Conclusion	The most relevant needs are listed above.				

Question: **What is needed to make internships more efficient?Companies would need**

Country	Germany	Austria	Croatia	Romania	France
Question	**What is needed to make internships more efficient?**				

Answers	**Companies would need:** ● to have the opportunity to choose students ● to have a clear internship framework or curriculum.
Conclusion	The most relevant needs are listed above.

Question: **What skills and competences should students develop during an internship?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What skills and competences should students develop during an internship?**				
the most/least relevant answers	**The most important:** ● Teamwork ● Professional, ethical and responsible behaviour ● Ability to attain deadlines ● Ability to work independently ● Ability to adapt to their social environment ● Ability to complete specific professional tasks (Croatia only, 66%) **The least important:** ● leadership qualities ● ability to use a foreign language.				
Conclusion	The same answers as those from teachers.				

Question: **Please rate the following statements. Internships help students to:**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**Please rate the following statements. Internships help students to:**				
the most/least relevant answers	**The most important:** ✓ gain new knowledge ✓ discover new skills and competences ✓ develop skills and competences required by their study curriculum ✓ consolidate and apply theoretical knowledge ✓ learn how to interact in work teams ✓ get into contact with companies as potential employers ✓ find out about the internal issues of companies ✓ learn about different jobs and their tasks within a company ✓ observe how problems are solved in a company ✓ improve their CV and increase their chances to be hired ✓ make it easier for them to choose a job or a workplace				

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	The least important: ✓ understand the way of functioning in a company ✓ find out about the internal issues of companies.
Conclusion	All competencies are important except those concerning the company itself, not the profession.

Questions:

Do you think that internships help companies attract motivated and talented future employees?

Do you think that internships ease the transition between school and work for students?

Country	Germany	Austria	Croatia	Romania	France
Question	**Do you think that internships help companies attract motivated and talented future employees?**				
Question/ Answers	**Do you think that internships ease the transition between school and work for students?**				
1-5	5	5	5	5	5
Conclusion	In all countries companies think that internships help them to attract motivated and talented employees and help students in transition between school and work.				

Question: **What do you think about online internship?**

Country	Germany	Austria	Croatia	Romania	France
Question / Answers	**What do you think about online internship?**				
the most relevant answers	Online internship activities: ✓ expand students' theoretical knowledge ✓ help companies to get in touch with students ✓ enable students to cooperate with companies abroad				
Conclusion	The most relevant answers are listed above.				

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5. SWOT ANALYSIS

The table shows the SWOT analysis based on the conducted research in the five countries involved. The results of the SWOT analysis were discussed by all partners, before framing of the internship modules and standards.

S	W	O	T
STRENGTHS	**WEAKNESSES**	**OPPORTUNITIES**	**THREATS**
✓ interesting and personal experience with optional duration/optional number of internships ✓ can be performed during the entire year (including holidays) ✓ the multiple role of educational modules ✓ equal chances to every student ✓ internationalisation ✓ clear guided structure and mandatory standards ✓ strengthening digitization aspects and computer skills ✓ possibility to peak within the latest approaches and specialisation whenever you want ✓ taking more interns „in" the company than onsite internships allow	✓ inability to develop communication skills ✓ professional attitude towards work is hard to assess ✓ lack of colleagues direct contacts ✓ impossibility to work on ongoing projects ✓ some practical competences are hard or impossible to obtain in virtual internships ✓ implemented mentor is not visible	✓ better cooperation of educational institution with companies ✓ doing internships in other countries ✓ including other branches ✓ attending more practices (as much the student want/have time for) ✓ getting to know a larger number of contacts from practice ✓ including practical elements in all courses as one segment of education ✓ developing written communication skills ✓ gaining transversal skills ✓ presentation of the companies on the individual level	✓ overcome prejudices and existing resentment of virtual practice ✓ the concept already exists ✓ difficult to interest the participants ✓ difficult to check the practical competences achieved ✓ question of platform sustainability ✓ including feedback in the framework ✓ revision of standards

6. GENERAL CONCLUSIONS

This chapter provides the most important findings in all five countries, overall conclusions and recommendations based on the analysis results. The idea is to get the basic framework we need to address with the planned modules and other project results, addressing all stakeholders' needs. Before the analysis, theses were set, some of which were confirmed, and some turned out to be incorrect. It was confirmed that internships are an accepted element of vocational education and both students and teachers as well as employees understand great value and importance of this part of education, that people are sceptical towards virtual internship and on the other hand taking care of interns presents a big effort for companies. The project adds an innovative approach that so far is unknown to most of the people in the target groups. The findings of the analysis however will support us with our communication strategy for the project.

Main reasons for taking part in internships identified by students is the need and motivation to learn something practical, and the wish to master new life skills and career goals. Students have expressed clear interest for additional internship time which can be a result of their urge to become part of working society or of imbalance between theoretical and practical competences. Several elements and conditions that make traditional internships valuable were identified:

- ✓ Friendliness, respect, and integration into the team
- ✓ Getting support and getting things explained in a patient way
- ✓ Trying out new things and doing practical tasks
- ✓ Taking over new responsibilities and working independently
- ✓ Receiving positive feedback from professionals

The benefit of establishing contact with companies and the possibility of continued cooperation is significant in internship programs. On the other hand, all groups of respondents are aware of problems within traditional internships when it comes to mentoring (or awareness of underestimation of this function) but have no clear solution in the given framework. Also, students have identified other bad elements on traditional internships (sometimes feeling of "being used", unclear communication, bad explanation and no trust to perform real responsibilities or useful tasks, as bad elements).

After carefully reviewing the survey results it becomes obvious that the idea of virtual internships is not something yet familiar to students, nor teachers or companies. After increased digitalization due to contact restrictions during the COVID-19 pandemic this comes as a surprise – but could change the direction of our project. The fact is that in the conditions of the pandemic, we were faced with the impossibility of *onsite* practice, so it is to be expected that after two years of conducting online education, we are aware of how much we need them. On the other hand, it is possible that the intense online teaching led to saturation and the desire to return to "*old normal*". However, we believe that after this temporary saturation, solutions will be found in hybrid forms of teaching and learning. Obviously more emphasis will need to be put into explaining its innovative approach and into highlighting the positive aspects and usefulness of virtual internships. As the term "virtual internships" provokes a negative reaction using some other term could be important. This all leads us to the conclusion that online practice will have to be carefully tested and perhaps presented in more detail to individual stakeholders, and ultimately the combination of on-site practice with virtual practice will be more sustainable. The sustainability of this model can be also seen as useful in courses where

professional practice has not been implemented nor predicted in curriculum. Educational institutions proposed the minimum requirements for a virtual internship valuable to consider in standards for virtual internships:

- ✓ Creating simulators, good IT infrastructure
- ✓ Technical conditions, free and accessible internet, insurance of IT technology, free tablets for students
- ✓ Clear and detailed quality control, very well and carefully designed model (format) of the practice itself, willingness of companies to participate in this new form of practice
- ✓ Well-designed programs and expert mentors
- ✓ Clear curricula for such practice, good control of its implementation
- ✓ national/international recognition of the virtual internship

When it comes to companies, the ideas given what positive aspects virtual internships could have, the value is seen in easier prime communication with employers, in possibility to collaborate with companies abroad and equal opportunities for students with special educational needs/disabilities or from dislocated areas.

Although most of the participating organisations (companies and teachers) did not agree with the statement that *"online internships are a good idea"* they were able to imagine possible positive effects of such an approach. Getting in touch with future employers, enhancing exchange and cooperation, helping in preselecting future workers, extending theoretical knowledge and improving practical competences, enhancing autonomous learning, and personal development were mostly recognized benefits. The majority reported that they had no onboarding system in place at all. The provision of structured online internship experiences could reduce organisational effort and help to pre-filter possible candidates, support current onboarding processes for physical internships (replenish them) but also become a complementary pre-job service.

These arguments or possible benefits could be taken into account when developing the communication strategy of the project. Increasing awareness of the positive impact of internships should be a central focus in our project. One of the conclusions is that virtual internships should be well structured and that students should have good computer knowledge. Career Garden should therefore pay special attention in the user experience design of the digital internships, taking account of language, simplicity and a clear structure as key requirements. It would be vital to distinguish the planned offers from other existing digital internships on the market by emphasising and integrating the strong educational partnership structure of Career Garden as a special feature. This unique structure will allow to embed and anchor the Career Garden offer strongly in the European Edu-Business Ecosystem.

For a sustainable project implementation, it therefore seems crucial to carefully select company partnerships for the development of pilots that are well connected to the education system, open minded and willing to invest necessary time and resources in the creation of their internship modules. Online or digital internships for career orientation purposes should be positioned as a replenishing pre internship or pre job offer in order to succeed and be accepted by businesses and schools. Career Garden could help companies, students and educational institutions to raise the frequency and total number of internships.

The communication strategy of the project needs to concentrate on the following facts:
- ✓ virtual internships serve for knowledge transfer

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- ✓ virtual internship is like a pretrial of a *onsite* internship later
- ✓ virtual internship introduces students to future profession
- ✓ virtual internships includes practical elements and tasks
- ✓ virtual internships include elements of online learning
- ✓ virtual internship can help avoid drop outs
- ✓ virtual internship makes a getting-to-know the company in advance possible
- ✓ virtual internship can be valuable addition to traditional vocational training and education as well as to professional orientation in general schools
- ✓ virtual internships bring an element of flexibility to traditional internships
- ✓ virtual internships can give insights into job descriptions
- ✓ virtual internship module is interesting
- ✓ students can more easily make suggestions on how to improve the internship
- ✓ have clearly defined tasks and mentors
- ✓ virtual internship can be as useful as a real internship
- ✓ virtual internships provide international contacts and experience
- ✓ companies are familiar with the students attending their virtual internship
- ✓ duration of virtual internship is optional and depends on the student

The positive impact an internship in general has on a CV, foreign language, IT skills and social components were not seen as so important elements of the internship by the students. Students were most suspicious regarding gathering practical experience and skills through virtual internships, but if mentors are included in virtual training preparations, it could **spare their time** in explaining elements they expect students to master before coming to the company, they can give **clear instructions** on planned training processes that students can study toughly in advance. Students like to have more information beforehand about the company, workplace and tasks they need to do. They wished that the companies had dedicated mentors, which could take more time to explain things to them. They also wish to have clearly defined tasks before the internship.

The educational institutions respondents concluded that the following factors are necessary to make the internships more efficient: helping students to choose the company, involving students in the process of preparing the internship with companies and having a clear training program or plan of the internship. Both teachers and companies are aware that internships are very useful for companies to find talented staff.

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ANNEX A

Questionnaire for students

I.   **Examinee information**
1. Gender (male/female/diverse)
2. Age (14-18/19-25/26-30/>30)
3. Residence information (city/town/village/countryside)
4. Education level: (high school/ vocational school/ higher education institution/apprenticeship)

II.   **Framing the idea of internship experience**
1st part- Current state
1. How often have you participated in an internship?
Once / twice / three times/ or more
2. Have you ever participated in an online internship? (yes/no)
3. Would you participate in an internship abroad? (I have participated/ I would consider/I would never participate abroad/ I cannot participate for certain reasons)

4. What motivated you to participate in internships? Choose up to 3 answers that most apply to you.
    ●   It was my duty to take part in an internship.
    ●   I wanted to learn something practical for my future job.
    ●   I wanted to learn life skills like being responsible for something, meeting deadlines, seeing how others work in a team, finding out what it takes to become a certain type of worker/employee etc.
    ●   I knew the company has high standards and a good reputation.
    ●   The company was recommended by friends.
    ●   It was an opportunity to get into contact with the company to maybe find a job later.
    ●   I was offered some money.
    ●   I wanted to find friends.
    ●   As career orientation.
    ●   Looks good on CVs.
5. How long was your shortest internship? Choose one option.
    ●   a week
    ●   two weeks
    ●   one month
    ●   two months
    ●   three months
    ●   longer than three months
6. How long was your longest internship? Choose one option.
    ●   a week
    ●   two weeks
    ●   one month
    ●   two months

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- three months
- longer than three months

7. How much effort did you put into your internship?

I tried to be on time.	1(Not at all)	2	3	4	5(Very much)
I tried to solve every task as best as possible.	1(Not at all)	2	3	4	5(Very much)
I asked as much as I could.	1(Not at all)	2	3	4	5(Very much)
I tried to be polite.	1(Not at all)	2	3	4	5(Very much)
I tried to communicate very well.	1(Not at all)	2	3	4	5(Very much)
I tried to learn as much as possible.	1(Not at all)	2	3	4	5(Very much)
I tried to make friends with colleagues.	1(Not at all)	2	3	4	5(Very much)
I tried to find out if I can come back to the company.	1(Not at all)	2	3	4	5(Very much)
I gave some hints how the company could improve the internship programme for future candidates.	1(Not at all)	2	3	4	5(Very much)

8. What did you take away from the internship? Choose up to 3 answers that apply to you.
- I learned something new;
- I learned how job looks on daily basis;
- I learned what competences are expected for the job;
- I made new friends;
- I got a fixed position for next year as intern;
- I got offered a position as part time;
- I received a job offer for after my school/ university graduation;
- I got motivated to learn harder;
- I got confirmation that it is the right job for me;
- I learned about different positions in the company.

9. Please rate the following statements:

an internship is useful to find a job later?	1(Not at all)	2	3	4	5(Very much)

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internships are better when they are longer than one or two weeks?	1(Not at all)	2	3	4	5(Very much)
internships are more useful when you can do more than one?	1(Not at all)	2	3	4	5(Very much)

10. Do you try to keep in touch with the company after the internship? yes/no
11. Please list three aspects that you liked with your internship/s. _____
12. Please list three aspects that you did not like with your internship/s. _____

2nd part- Where do you want to go? Best practises & Development opportunities

1. What is your opinion, what can help to make internships a positive experience? Choose the answers you consider relevant.

   a. to get clear instructions about the tasks in education institution before the internship.
   b. to learn more about the company before the internship.
   c. to get detailed information about the workplace.
   d. to choose the company with more time in advance.
   e. to have someone who takes care of interns within the company for the duration of the internship
   f. to take part in all the activities the work team usually does together
   g. to have something else, for example ……………………………………………………….

2. What would you like to learn during the internship?

Teamwork	1(Not at all)	2	3	4	5(Very much)
Professional and responsible behaviour	1(Not at all)	2	3	4	5(Very much)
Professional (technical) skills in the field of my studies	1(Not at all)	2	3	4	5(Very much)
Speaking a foreign language	1(Not at all)	2	3	4	5(Very much)
Analysing processes and thinking critically	1(Not at all)	2	3	4	5(Very much)
Leading a team	1(Not at all)	2	3	4	5(Very much)
Using new information technologies	1(Not at all)	2	3	4	5(Very much)
Talking to colleagues appropriately	1(Not at all)	2	3	4	5(Very much)

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Solving specific professional tasks	1(Not at all)	2	3	4	5(Very much)
Sticking to deadlines	1(Not at all)	2	3	4	5(Very much)
Working independently	1(Not at all)	2	3	4	5(Very much)
Finding friends	1(Not at all)	2	3	4	5(Very much)

3. Do you think an internship can help you with the following?

Learning new skills and competences	1(Not at all)	2	3	4	5(Very much)
Learning things you need for tests in your study curriculum	1(Not at all)	2	3	4	5(Very much)
Getting familiar with work life	1(Not at all)	2	3	4	5(Very much)
Finding a future workplace	1(Not at all)	2	3	4	5(Very much)
Finding out more about my future job	1(Not at all)	2	3	4	5(Very much)
Making it easier for me to choose a job or a workplace	1(Not at all)	2	3	4	5(Very much)
Improving my CV and increasing the chances to get the job I want	1(Not at all)	2	3	4	5(Very much)

4. Do you think that an online internship (using online elements such as videos, practical tasks to do at home, research tasks, quizzes & tests) could:

assure equal opportunity for students with special education needs and/or disabilities and/or remote students?	1(Not at all)	2	3	4	5(Very much)
help you to get in touch with a company more easily?	1(Not at all)	2	3	4	5(Very much)
help you to get to know more companies in a shorter period of time?	1(Not at all)	2	3	4	5(Very much)
help you with the specific skills required for the job?	1(Not at all)	2	3	4	5(Very much)
help you to get an overall understanding	1(Not at all)	2	3	4	5(Very

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of what the job and its daily tasks include?	all)				much)
help you gain experience with practical work?	1(Not at all)	2	3	4	5(Very much)
help you to get in touch with companies abroad more easily?	1(Not at all)	2	3	4	5(Very much)
improve what you have to learn for school or higher education institution?	1(Not at all)	2	3	4	5(Very much)
to gain insights into interesting companies abroad?	1(Not at all)	2	3	4	5(Very much)
to learn new/state-of-the-art skills?	1(Not at all)	2	3	4	5(Very much)

5. What could your school or higher education institution do to improve internships? _____

6. What could companies do to improve internships? _____

7. What do you expect from an online internship? _____

ANNEX B

Questionnaire for teachers

I. Examinee information

1. Gender (male/female/diverse)
2. Age (>30/31-40/41-50/>50)
3. Working for your institution for how long? 1 to 2 years / 3 to 5 years / 6 or more years
4. Size of your institution (under 500 students / between 501 and 1000 students / 1001 to 5000 students / more than 5000 students)
5. Institutional position (teaching staff/administrative staff/management)

II. Internship current state

1st part- Current state

1. Are you personally involved in internship preparations or implementation? (yes/no)
2. Who is responsible for organising internships at your institution? (specific teacher/management/student/parents/ I don't know)
3. Does your institution have mandatory internship standards? (Yes/no/I don't know).
4. Does your institution collect feedback from students after their internship?
   1Never------2------3-----4-----5 Always
5. How long does an internship last on average? Choose one option.
   - a week
   - two weeks
   - one month
   - two months
   - three months
   - longer than three months
6. How well does your institution handle internships? What do you think?
   1 (could be better) ------------------2----------------3--------------------4-------------5 (very well)
7. How many practical competences can students gain during their internships?
   1 (not a lot of) ------------------2----------------3--------------------4------------5 (a lot of)

8. Does your institution have cooperation agreements and/or contacts with companies for internships? (Yes/no/I don't know)
9. Do you invite representatives from companies into your lessons? (yes/no)
10. In your opinion, what motivates your institution to participate in internship programs? Choose up to 3 answers you consider relevant.
    - the obligation of the study programmes or curricula
    - the need to improve students' professional and transversal skills
    - obligations of the reaccreditation system
    - assisting in career guidance e. g. help students to understand what job descriptions mean
    - motivating students to better learn afterwards

- connecting the institution with companies to get practical input
- connecting the institution with companies to assist students in finding a job afterwards
- other reasons: _____

11. Please rate the following statements:

participation in internships is useful to build a career?	1 (Not at all)	2	3	4	5 (Very much)
the benefits of internships are related to their duration?	1 (Not at all)	2	3	4	5 (Very much)
the benefits of internships are related to their frequency?	1 (Not at all)	2	3	4	5 (Very much)

12. Do you try to keep in touch with the students after the internship? yes/no
13. Please list the three best aspects of your institution's internship programme. _____
14. Please list three aspects that need improvement in your intuition's internship programme. _____

2nd part- Best practice & Development opportunities

1. What is needed to make internships more efficient? Students would need:

to receive career counselling in school or higher education institution so that they already know what kind of career they would like to aim for.	1 (Not at all)	2	3	4	5(Very much)
to know details about the profile of companies before the internship starts.	1 (Not at all)	2	3	4	5(Very much)
additional information about their workplace before their internship starts.	1 (Not at all)	2	3	4	5(Very much)
to learn about protocols in workplaces.	1 (Not at all)	2	3	4	5(Very much)
better IT skills	1 (Not at all)	2	3	4	5(Very much)

2. What is needed to make internships more efficient? Educational institution would need:

to help students choose their company.	1 (Not at all)	2	3	4	5 (Very much)

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to be included in the preparation of the internship with the companies.	1 (Not at all)	2	3	4	5 (Very much)
to have a clear internship framework or curriculum.	1 (Not at all)	2	3	4	5 (Very much)

3. What skills and competences should students develop during an internship?

Teamwork	1 (Not at all)	2	3	4	5 (Very much)
Professional, ethical and responsible behaviour	1 (Not at all)	2	3	4	5 (Very much)
Ability to use a foreign language	1 (Not at all)	2	3	4	5 (Very much)
Capacity for synthesis and analysis and critical spirit	1 (Not at all)	2	3	4	5 (Very much)
Leadership qualities	1 (Not at all)	2	3	4	5 (Very much)
Ability to use new information technologies and means of communication (new media)	1 (Not at all)	2	3	4	5 (Very much)
Ability to communicate (knowledge, understanding and use of specialised language)	1 (Not at all)	2	3	4	5 (Very much)
Ability to complete specific professional tasks	1 (Not at all)	2	3	4	5 (Very much)
Ability to attain deadlines	1 (Not at all)	2	3	4	5 (Very much)
Ability to work independently	1 (Not at all)	2	3	4	5 (Very much)
Ability to adapt to their social environment	1 (Not at all)	2	3	4	5 (Very much)

4. Do you think that internships help students to

gain new knowledge	1 (Not at all)	2	3	4	5 (Very much)
discover new skills and competences	1 (Not at all)	2	3	4	5 (Very much)
develop skills and competences required by their study curriculum	1 (Not at all)	2	3	4	5 (Very much)
consolidate and apply theoretical knowledge	1 (Not at all)	2	3	4	5 (Very much)
understand the protocols in a company	1 (Not at all)	2	3	4	5 (Very much)
learn how to interact in work teams	1 (Not at all)	2	3	4	5 (Very much)
get in touch with companies as potential employers.	1 (Not at all)	2	3	4	5 (Very much)
find out about the internal structures of companies.	1 (Not at all)	2	3	4	5 (Very much)
observe how problems are solved in a company.	1 (Not at all)	2	3	4	5 (Very much)
improve their CV and increase their chances to be hired.	1 (Not at all)	2	3	4	5 (Very much)
make it easier for them to choose a job or a workplace.	1 (Not at all)	2	3	4	5 (Very much)

5. Do you think that internship could help companies attract motivated and talented future employees?
   1 (not at all) ------------------2---------------3--------------------4------------5 (very much).
6. Do you think that internship ease the transition between education and work for students?
   1(not at all) ------------------2---------------3--------------------4------------5 (very much).
7. Do you think that internship could help students find future jobs?
   1(not at all) ------------------2---------------3--------------------4------------5 (very much).
8. Do you think that internship could help students with career orientation?
   1(not at all) ------------------2---------------3--------------------4------------5 (very much).
9. Could online internship (using online videos, practical homework tasks, research tasks, quizzes & tests) help students with the following? Choose up to 3 answers you consider relevant.

● assures equal opportunity to students with special education needs and/or disabilities and/or remote students
● make it easier for students to start communicating with future employers
● help students to acquire professional competencies
● help with the institutional learning
● enable students to cooperate with companies abroad
● improve and modernise curricula

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- give students practical experience
- expand students' theoretical knowledge

8. What is your opinion? How good is the idea of providing online internships?
(not good) ------------------2----------------3---------------------4-------------5 (great)
9. Do you have any experience with online internships? (yes/no)
10. What could be the benefits of online internships?
11. What minimum elements/requirements do you consider as essentially necessary for a successful online internship

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ANNEX C

Questionnaire for employers and companies providing internships

I.   Examinee information
1. Gender (male/female/diverse)
2. Age (<30/31-40/41-50/>50)
3. Employment status (employed / company owner / freelancer)
4. Working for the company for 1 to 2 years / 3 to 5 years / 6 or more years
5. Size of the company (company with up to 30 / 31-100 / 101-500/>500 employees)
6. Working as a mentor / working without responsibility for interns / in the leadership team of the company / working in HR (Human Resources) /Responsibility for recruitment of interns

II.   Framing the idea of internship experience
   1st part- Current state
1. How often does your company take interns on board? (every 1-3 months/ every 4-6 months/once a year/ less than that)
2. How many interns can your company take at once? (one / two to four / five to ten / more than ten)
3. Are you in contact with schools or higher education institutions to find interns or inform them of your internship vacancies? (yes/no)
4. Do you participate in projects with schools or higher education institution? (yes/no)
5. Do you have an onboarding system for integrating new people into the company? (yes/no)
6. How satisfied were you with the interns you had in the past?
   1 (not satisfied) ------------------2---------------3--------------------4-------------5 (very satisfied)
7. What motivates you to take interns on board? Choose up to 3 most relevant answers.
   ● connecting with the interns' school or higher education institution
   ● knowing the interns personally
   ● Prospect of finding future employees
   ● interest in teaching and transfer of knowledge
   ● to get access to future employees
   ● to get insights what expertise younger generations have today
   ● to promote company amongst future employees
   ● development of the company's portfolio
   • other_____
8. How long do internships usually last at your company? Choose one option.
   ● a week,
   ● two weeks
   ● one month
   ● two months
   ● three months
   ● longer than three months

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9. How high is the effort to take care of interns considering time and other resources?
   1 (very low) ------------------2---------------3--------------------4------------5 (very high)
10. How high is the knowledge improvement of interns during the internship?
    1 (very low) ------------------2---------------3--------------------4------------5 (very high)

11. Do you think that:

participation in internships is useful to build a career?	1(Not at all)	2	3	4	5 (Very much)
the benefits of internships are related to their duration?	1(Not at all)	2	3	4	5 (Very much)
the benefits of internships are related to their frequency?	1(Not at all)	2	3	4	5 (Very much)

12. Do you keep in touch with the interns after their internships? yes / no

13. If applicable, please list three aspects that you like about the programme offered by your company. _____

14. What makes your internship programme so special for interns? _____

15. If applicable, please list three aspects that you do not like about the internship programme offered by your company. _____

16. What main difficulty do you encounter in the work of accompanying interns? _____

2nd part- Best practice & Development opportunities
1. What is needed to make internships more efficient? Students would need:

to receive career counselling in school or higher education institution so that they already know what kind of career they would like to aim for.	1(Not at all)	2	3	4	5 (Very much)
to know details about the profile of our company before the internship starts.	1(Not at all)	2	3	4	5 (Very much)
additional information about their workplace before their internship starts.	1(Not at all)	2	3	4	5 (Very much)
to learn about behaviour and discipline in workplaces.	1(Not at all)	2	3	4	5 (Very much)

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better IT skills	1(Not at all)	2	3	4	5 (Very much)

2. What is needed to make internships more efficient? Companies would need

to have the opportunity to choose students.	1(Not at all)	2	3	4	5 (Very much)
to be included in the preparation of the internship by their school or higher education institution.	1(Not at all)	2	3	4	5 (Very much)
to have a clear internship framework or curriculum.	1(Not at all)	2	3	4	5 (Very much)

3. What skills and competences should students develop during an internship?

Teamwork	1(Not at all)	2	3	4	5 (Very much)
Professional, ethical and responsible behaviour	1(Not at all)	2	3	4	5 (Very much)
Ability to use a foreign language	1(Not at all)	2	3	4	5 (Very much)
Capacity for analysis and critical spirit	1(Not at all)	2	3	4	5 (Very much)
Leadership qualities	1(Not at all)	2	3	4	5 (Very much)
Ability to use new information technologies and means of communication (new media)	1(Not at all)	2	3	4	5 (Very much)
Ability to communicate (knowledge, understanding and use of specialised language)	1(Not at all)	2	3	4	5 (Very much)
Ability to complete specific professional tasks	1(Not at all)	2	3	4	5 (Very much)

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Ability to attain deadlines	1(Not at all)	2	3	4	5 (Very much)
Ability to work independently	1(Not at all)	2	3	4	5 (Very much)
Ability to adapt to their social environment	1(Not at all)	2	3	4	5 (Very much)

4. Please rate the following statements. Internships help students to:

gain new knowledge.	1(Not at all)	2	3	4	5 (Very much)
discover new skills and competences.	1(Not at all)	2	3	4	5 (Very much)
develop skills and competences required by their study curriculum.	1(Not at all)	2	3	4	5 (Very much)
consolidate and apply theoretical knowledge.	1(Not at all)	2	3	4	5 (Very much)
understand the way of functioning in a company	1(Not at all)	2	3	4	5 (Very much)
learn how to interact in work teams.	1(Not at all)	2	3	4	5 (Very much)
get into contact with companies as potential employers.	1(Not at all)	2	3	4	5 (Very much)
find out about the internal issues of companies.	1(Not at all)	2	3	4	5 (Very much)
learn about different jobs and their tasks within a company.	1(Not at all)	2	3	4	5 (Very much)
observe how problems are solved in a company.	1(Not at all)	2	3	4	5 (Very much)
improve their CV and increase their chances to be hired.	1(Not at all)	2	3	4	5 (Very much)
make it easier for them to choose a job or a workplace.	1(Not at all)	2	3	4	5 (Very much)

5. Do you think that internship help companies attract motivated and talented future employees?
   1 (not at all) ------------------2---------------3---------------------4-------------5 (very much).
6. Do you think that internship ease the transition between school and work for students?
   1 (not at all) ------------------2---------------3---------------------4-------------5 (very much).

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7. What do you think about online internship (using online videos, practical tasks that students could try at home, research task, quizzes & tests)? Choose up to 3 answers you consider relevant. Online internship activities…
   - assure equal opportunity for students with special education needs and/or disabilities and/or remote students
   - make it easier for students to start communicating with future employers.
   - help students to acquire professional competencies.
   - help with the institutional learning.
   - improve and modernise curricula.
   - expand students' theoretical knowledge.
   - enable students to cooperate with companies abroad.
   - give students practical experience.
   - help companies to ease later onboarding processes
   - help companies to get in touch with students
   - allow pre selection of possible employees

8. Do you think online internships are a good idea?
   1 (not good) ------------------2----------------3---------------------4-------------5 (great)

9. Would you consider taking part in preparing a virtual internship with your company experience?
   1 (not at all) ------------------2----------------3---------------------4-------------5 (very much).

The Career Garden

SUSTAINABILITY GUIDE

FOR INTELLECTUAL OUTPUT 1

[UNIVERSITY OF RIJEKA, PRIGODA]

Project Name: „The Career Garden - Building bridges between educational institutions and enterprises through distance and hybrid internships "

Project Acronym: THE CAREER GARDEN

Project Number: 2021-1-FR01-KA220-VET-000034840

Erasmus+

The Career Garden

Contents

Erasmus+

1   Introduction

To create project Sustainability Guide for Career Garden project, an analysis of several project documents was carried out. First, an analysis of conclusions and recommendations agreed in the Career Garden activities and issued in a form the strategic documents of the project, namely Analysis of needs and Career guidance framework and standards for digital (pre-)internships, were reviewed. Additionally, different working documents created commonly by partners in order to ensure quality and coherent work on project activities as well as partners exchange of experiences in virtual training materials creation and usage in the learning process was a valuable resource of information.

Sustainability Guide consists of above-mentioned analysis and guidelines chapters.

2   Analysis of project documents

Project identified **three main categories of stakeholders** - students, teachers, and entrepreneurs/job providers, but also recognised other stakeholders' influence in a process of recognition and introduction of virtual training as a part of curriculum development. They are part of the institutional framework involved in the educational/training process and vary according to single country education system.

According to planned project development activities project partners actively and commonly approached the thesis of virtual training modules and accompanying contents as a tool for students' better preparedness and higher level of understanding the requirements and goals of an internship.

Result 1: Analysis and sustainability guide for project results

The analysis of state of the art in internships creation/organisation/participation was based on high level participation of stakeholders' categories – teachers, business sector, and students.
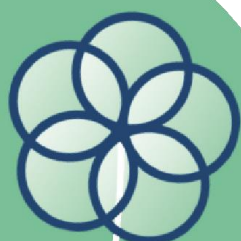
The **needs analysis** was made in five countries. The analysis has been prepared in the format of questionnaires. The partners found out more details about the needs already identified in their own country and the situation concerning career education and internships in the five countries was compared to get the conclusions and to identify the common framework.

The 1st part of questionnaires gave an **overview of the current state and tasks of the curriculum in all partner countries**, from the perspective of all stakeholders involved (students, teachers, company experts). This provided the idea of the basic framework that needed to be addressed with the planned modules and other results planned in the project, and a starting point.

The 2nd part of the questionnaire addressed **the best practices and intended activities direction**, pointing out the good practices and development opportunities of all partners involved. It provided an insight into the competencies of students that are most needed, which need to be developed and improved within the modules in this project, and ultimately lead to the improvement of existing curricula based on the responses of all stakeholders involved.

The 3rd part questionnaire (carried out at the end of the project) addresses the possibilities of using project results among all stakeholders involved (students, teachers, and practitioners). The questionnaires provided an overview of all involved stakeholders, created the possibility to look at the development of modules and frameworks for practices from several aspects, but also during its further implementation in checking the set points to which we want to come with the results.

Result 2: Career Counselling Framework and standards for digital internships

The Career Counselling Framework is a guide for teachers in comprehensive education structures and universities that will support them embedding career education and skills development into their lessons. The Framework has three pillars:

1. **Connecting secondary school and university teachers with vocational school teachers as well as with mentors in companies.** Through the communication in

created clusters teachers can find out more about current issues in the world of work and so to adapt their lesson preparation. Their students are better prepared for apprenticeship and internship placements.

2. **Analysis of different solutions and issues in 5 partner countries** and identification of best practice approaches was made. Example tasks or teaching scenarios belong into the Framework as its second pillar.

3. **Connection to the Digital Internship Modules being developed in this project.** Parts of the content is usable as a source for lesson plans bringing career education in the classroom with a practical component. It demonstrates what the current world of work expects from applicants. Companies from different countries are included in the lessons. Internships abroad are presented as one of the values an apprenticeship has.

Building clusters of teachers from different educational institutions to improve transition between them, considering best practice examples from other countries and including parts of the newly developed digital internship modules is innovative and brings new methods to classrooms. It invigorates curriculum fulfilment, improves the student competencies prescribed by educational curriculum, and stimulates exchange amongst educators in Europe. The Career Counselling Framework will be presented to responsible persons in ministries of education. The aim is that curriculum decider includes project Framework into a recommendation list in all the partner's countries.

Concerning the development of Standards for digital internships, the project partners envision developing a base that proves a certain quality of these types of internships. Digital modules were developed based on the conclusions obtained in result 1 - analysis based on questionnaires carried out in all countries.

Result 3: Internship Modules and web platform

Internship modules: 30 video modules covering five different business sectors, have been produced in the five countries participating in the programmes. The internship modules produced have been seen as pilot programmes that will serve as an example, a guide, and a model of potential in the realisation of a digital internship. These pilot

modules are accompanied by explanations of the various steps required in their production that will serve as a tutorial for future modules, always with the idea that what we produce should be the explanatory starting point for an approach. Modules aim to give examples and sort of tutorials on how to make them and show their potential. They are supposed to give autonomy to the actors of vocational training who wish to engage in the digital internship system.

The web platform: Developed platform is a tool to help create courses, a common thread for bringing together the various players. The aim of the platform is to support teachers, vocational training organisations and companies wishing to set up a digital internship scheme. It works as a link between them and the learners to allow contact and networking.

Platform is accessible to all, free of charge, simple to understand and easy to use, user friendly and designed with "mobile first" technology proposing concrete examples based on the internship modules. The platform is becoming a place of exchange, both informative and interactive, and a tool to help develop digital vocational training projects. It proposes a methodology and a pathway that takes into consideration the pedagogical and technical requirements for setting up a digital training process. It has been launched in five languages, namely the 4 languages of the partner countries plus English. The idea is that the experiences of some are the solutions of others. This is why the emphasis is on provision of place for exchange and interaction within the application itself. This platform is intended to be a help, a starting point, a source of inspiration and a precise tutorial which will accompany the user at each stage of his creation process, and a facilitating tool to help set up digital internships.

Result 4: Pedagogical material and digital exhibitions

The creation of the teaching material involved the participation of all the specialists of the branches involved in the project: representatives of the companies, the tutors of the training courses, representatives of the vocational schools. Through joint consultation and consultation, we designed the teaching material that consists of the training modules and that can guide the vocational training of the trainees: the training programme according to the field, the tasks of the trainees, the teaching sheets, the

initial and final evaluation tests, the formative evaluation instruments. This material should ensure a good immersion of the trainee in the company and bring him/her into contact with its organisational culture, the practical training tutors, and the mentors. Another training module also aims at (inter)cultural preparation to ensure a good integration of the trainee in the company. The teaching material is designed on the basis of these three components: professional, linguistic and cultural. The innovative element of this result is the digitalization of the contents of the course in the sense that these contents are oriented towards the practical side of the training and should lead to the development of professional skills. This teaching material can be used in the organisation of hybrid courses according to the scheme provided.

The digital exhibitions are a simple and visible way of presenting of the creation of digital modules, their piloting of other activities on the project. These digital exhibitions therefore contain photos, audio and video documents that retrace the trainee's professional training journey. The exhibition is dynamic and interactive and has the role of attracting trainees, making the platform more accessible and ensuring the link between all the stages of the project and all the actors involved.

Guide for Career Garden Pre-Job / Pre-Internship Experience defined an overview on module experiences, structure that should be followed, as well as the minimum quality criteria and expectations to be met.

What experience do we want to create within the Internship Modules?

Modules want to give orientation in the way that users are directly and personally addressed and that they know what company or organisation is involved, what they can find in the module. The modules should be created as simple and straight forward experience. The modules explain the company structure and the basic assignments of their employees and job roles. Modules create emotional and personal connection through explaining the function and purpose of the organisation or company, as well as their products or services, challenges and demands. The goal is to give insights in the tools needed to perform specific tasks and to provide micro-teaching and „AHAAAA" moments giving interesting and curious facts, unexpected insights about the company and other related elements to raise interest.

Modules make students want to know, understand and learn more by asking questions that make students think and research, and that are connected to their experience and „living environment ", and especially by getting then in touch with the real people.

2.1.   General considerations for module design and implementation

During the Internship Module development, some general thoughts were considered. Internship Modules aim for a participatory approach – that means that Internship Modules want to involve end users (apprentices in companies, young employees) in the production and implementation of online pre-job experiences to get an insight into the company from their perspective. Internship Modules include exercises/interactive activities in all stages of the online experience (onboarding, introduction of company etc.). Internship Modules involve users from the beginning, creating the mentioned personal connection.

The how-to-guidelines and templates/structures for modules and video material production were created addressing the following important phases:

1. Design and planning – equipment to be used, locations, and actors involved should be planned
2. Storytelling / Scripting - design the right storyboard for your pre- internship video series (include gamification approach)
3. Production - 1x1 of Mobile Video shooting for pre-internships
4. Post-Production - 1x1 of mobile video editing and production
5. Publishing – How to create and publish pre-internship (on the Career Garden Web Platform)

The Learning outcome and a positive and engaging learning experience is the most important goal of the modules created. Internship Modules clearly state the learning content and outcomes at the beginning of every learning step (3-5 clear learning outcomes) and give questions to users before they are watching videos. A navigation pathway on the web platform has these levels: 1: Sector/Industry selection, 2: Companies selections, 3: Start of the online pre-job experience. Modules give an assignment or quiz recommended after each video.
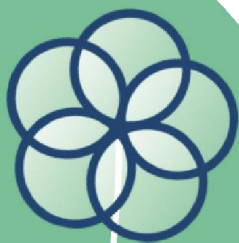
2.2.   Specific outlines for the module

Modules should aim to keep the structure template including the 6 main parts:

**1.   FIND OUT INTERESTING AND NEW THINGS ABOUT THE COMPANY**

✓ Video 1: introduction – general information (about 5 minutes) – by a manager/boss

✓ Tasks related to the video

2.   TAKE A LOOK AROUND THE COMPANY WITH TRAINEES (STORYTELLING APPROACH)

✓ Video 2: Different departments/different jobs in the company (about 5 minutes)

✓ Video 3: What do the jobs/tasks inside the company look like / daily routines – one typical working day (about 5 minutes)

✓ Give an assignment or quiz on the company (e.g. reflect on the jobs, the company's mission, etc.) – it is recommended to this after each video (e.g. either inside the video using interactive videos like H5P or in other ways)

3.   LEARN SOMETHING NEW / THAT YOU WOULD NORMALLY ONLY LEARN IN TRAINING

✓ Video 4 or power Point Presentation or other: Demonstration/explanation of a specific practical task

✓ If there are multiple professions available, there should be only one profession per video chosen where one learning field is identified / concrete practical task is shown.

✓ If possible, professionals/mentors from the company and the partner organisation should be involved in the design of the task. This part of the experience needs to have the following elements:

   o   (Video) Demonstration (content to be chosen in cooperation with the company)

   o   Reading assignment

   o   Self-assessment
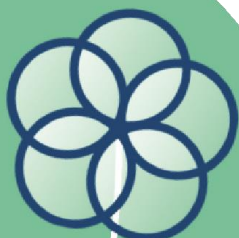
      o   Clarification of relevant terms (e.g. as a Lexicon)

✓ It´s possible to considerate or demonstrate specifics or individual qualities of the company through practical tasks (e.g. special technologies, special methodologies, best practices…)

4.   TRY THESE TASKS ON YOUR OWN

✓ Video 5: The task could be introduced as a video – (e.g. by the professional that demonstrated the task in step 3)

✓ The instructions should be given in a detailed and structured way (e.g. video, photo gallery, written form)

✓ Tasks can include any type of practical activities such as role plays, experiments, calculations, writing exercises, research tasks…)

✓ Assessment/Feedback measures can vary depending on the task. Open tasks could involve self-assessment methodologies such as peer-evaluation or professional feedback (e.g. capture your learning with your smartphone and then talk to your peers or teacher and/or compare it to the "demonstration example" given)

✓ Tasks with more exact solutions (such as calculations) the correct answers/results should be provided after task completion.
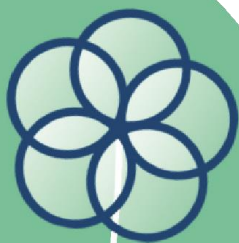
5.   CHECK WITH A QUIZ WHAT YOU HAVE LEARNED

The aim of this part is to help the students reflect elements learned.

Quiz should include the overall assessment of the knowledge gained through the educational module. Automatic evaluation and feedback are recommended.

6.   GET IN TOUCH WITH THE COMPANY

✓ Contact details and person

✓ How to apply for an internship / job

3 Sustainability guidelines

3.1. Elements of sustainability assessment / Methodology

Sustainability Guide relies on project documents based on surveys and analysis that have been issued as part of above explained results and project achievements. These documents are:

- Analysis of the Career Garden Survey on internship practises in five countries
- Career Counselling Framework and standards for digital internships
- Piloting analysis

Also, it considers partners experiences gathered during the project activities and preparation of:

- web platform
- learning modules
- teaching materials and
- digital exhibition
- piloting analysis.

On the operational level, **measure of sustainability achievement** is related to measurable data categories like the following:

✓ Number of platform users or:

   - schools/faculties involved

   - teachers active in new materials creation

   - students interested in offered data and communication possibility

   - entrepreneurs presented on a platform or involved in new trainings

   - created virtual practices with appropriate educational content

   - established collaborations (school-entrepreneur, student-entrepreneur)

✓ User satisfaction

✓ Other
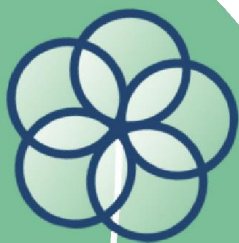
Important inputs for the internship module obtained in the analysis prior the module creation are the following:

- students have very positive attitude regarding international internships what created a good starting point for the CG Framework
- virtual internships were not common, what makes it interesting element to be developed
- the most motivating factors for an internship are program requirements, skills improvement, and career goals/contact with employers
- students emphasised importance of skills needed for a future job what makes them motivated to learn more.
- students like to have clear tasks, be guided, included in regular work, and know more about the company
- student see an internship to be most helpful in accumulation of knowledge familiarization with professional life and future job
- most of the students emphasised the following advantages of virtual internships: stay up to date with the latest approaches to specialization, getting info on companies of interest abroad, getting in touch with companies, students with special needs can benefit from virtual trainings
- teachers are mainly responsible for organising internships
- majority of institutions have mandatory internship standards and collect internship feedback
- teachers in all countries think that students gain a lot of practical competencies during the internships
- the most motivating factors for institutions are the need for students' skills improvement, obligation of the curricula, motivating students to learn better afterwards and connecting institutions and companies in purpose of student employment
- receiving career counselling, learning about protocols, obtaining better IT skills are equally important

- the most important factors for a more efficient internship are to know details about company profiles and their workplace before the internship starts
- the internships can help students with their career orientation and transition between education and work, as well as companies to attract motivated/talented employers
- opinions about virtual internships are not affirmative and teachers doubt that something virtual can be practical at the same time
- in all countries companies are motivated to take interns with the possibility to get access and find future motivated and talented employees
- companies think they take a very high effort to take care of interns and they stay in touch with the interns

Survey analysis indicated most important points for virtual internships creation, adoption, and development. It was concluded that minimum requirements for a virtual internship standard are:

- good IT infrastructure and technology, free and accessible internet, student access to tablets/computers and computer literacy
- designed model (module framework should be predefined and have simple and clear structure, different from existing modules on the market), good control of its implementation, clear and detailed quality control
- willingness of companies to participate with expert mentors
- institutional/national/international recognition of the virtual internship

Expected benefits included elements such as:

- extending theoretical knowledge and improving practical competences
- possibility to raise the frequency and total number of internships
- getting in touch with future employers and helping in preselecting future workers
- support current onboarding processes for physical internships
- enhancing autonomous learning and personal development
- enhancing exchange and cooperation and allowing interaction and exchange between interns and companies
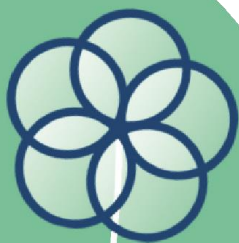
All these facts were used to design the project platform and module framework, showing the space and need for virtual practice development. During the duration of the project, it was shown that the opinion of the involved groups is more positive than at the beginning and that with the passage of time all stakeholders are more open to new forms of practice. Piloting the first modules showed that the students were interested into trying and learning something new about different job possibilities.

3.2.   Recommendations for further work

One of the project Career Garden ultimate goals is Sustainability Guide. The need for guidelines has been strongly noticed by partners in approach of every result achievement as it has been determined that virtual training as a category, although virtual teaching materials are widely used by different educators, has not been not only standardised or commonly accepted by stakeholders as a part of formal education, but it is in most cases a completely new form of learning. Therefore, these Guidelines have a goal to **create awareness** of the virtual training role in the educational system. Also, they refer to the necessity of **institutional regulation** on national and international level to introduce the educational system to the benefits of **new technological possibilities**, advantages in preparation of **interpersonal communication**, **standardisation of knowledge level** and **globalisation** of the manpower exchange market.

Also, these Guidelines indicate the need to hear the **voice of young people** and the need to respond to their concerns about introduction to the working community, but also **the diversity of today's generations and all their characteristics and specificities in learning processes**. Young people perceive behavioural expectations and communication with colleagues during training or in first working positions to be as important as the professional skills, and the educational system should note the need for improvement in this aspect.

Guidelines intend to provide encouragement and basic ideas for the active, high-quality, and **systematic inclusion of virtual internships** in mentoring programs at both **educational institutions and companies**.

As a follow up of the experiences and knowledge gathered during the project lifetime, different sustainability levels are considered:

- **level of school management** - educational institutions should take a clear position regarding introduction of virtual training and positively communicate its values and benefits. Staff acceptance of virtual techniques and knowledge on technological possibilities can be stimulated by adequate education organisation offered, technical and infrastructural support insured.

- **level of curriculum and training** - curriculum and training should be transformative according to stakeholders needs and supported by formal and informal educational framework. All stakeholders should have the possibility to suggest, participate, develop and decide about new modules content and aim. On this level it is important to have strong institutional support from education regulatory bodies. Modules can be included in curricula as a supplement to formal learning and practice can become part of each course.

- **level of infrastructure and resources** - although creation and maintenance of quality virtual training modules could be rather demanding in means of financial requirements, technical infrastructure and expert support, resources can be approached with emphasis to stakeholders' creativity and high level of collaboration and networking. Exchange of developed materials/modules create a rich database of modules and make teaching/learning process more interesting by presentation of different approaches to skills acquisition.

Sustainability development should rely on:

- activity maintenance in time
- integration of local and authentic educational and training values in virtual training modules
- development of modules identity through local/national/international collaboration
- integration into other educational and internship processes
- strong integrated marketing in order to reach local and international stakeholders
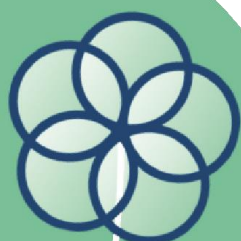- strong involvement of local/international entrepreneurial structure/industry

- application of contemporary knowledge/methods/technology

### 3.3. Proposed sustainability goals, measures and activities

The 10 proposed sustainability goals, measures and activities are shown in the table below considering measures and activities to achieve them.

No.	Sustainability goal	Measure	Activity
1.	Platform maintenance insured	Continuous technical maintenance and operative support to the created tool	Lead partner dedication in maintenance, follow up relation with partners
2.	Platform users reached	Platform promotion	A link to the platform placed on the websites of interested institutions (educational institutions, companies, career counselling centres, etc.)
3.	Educational institutions involved	New educational institutions introduce platform content and performances in their teaching programme	Cooperation with educational institutions, promoting information about new technologies, trends in virtual education, support for their programs for the introduction of new digital content, encouraging exchanges with other educational institutions, etc.
4.	Students reached	Continuously adapt the quality of the offered virtual content to their needs, considering the opinion of the students	Conducting surveys about the quality of the offered virtual practices and involving students in the development of new ideas

5.	Teachers active	Harmonising virtual practices with the needs of the curriculum and including modules in curricula of the existing courses	Arousing the interest of teachers as the main creators of modules in cooperation with companies Organising workshops for teachers for creating new content
6.	Entrepreneurs presented on the CG platform	Harmonising the content of the module with the needs of the employers	Promotion of the platform on the company's website Informing business partners about experiences Simplification of the recording process, necessary equipment, and flexibility in working with companies
7.	Enlargement of modules database	Introduction of modules in teaching/training process	Inclusion of new sectors and creation of new modules in all sectors Using existing parts of the module on companies which can be supplemented with new practical parts of the module in the same company
8.	Collaborations established	Creation of large international database of potential collaborators	Presentation of interest for collaboration or experiences in realised collaborations on the platform
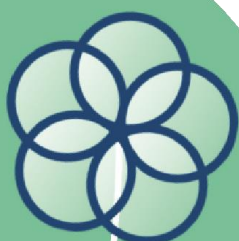
9.	User satisfaction	Continuous satisfaction monitoring	Communication with platform users and other stakeholders, evaluation, and adoption of their proposals for improvement or database (of users, modules, companies) enlargement
10.	Monitoring technological progress	Following new technological achievements	Permanent education of stakeholders and knowledge and experience exchange. Possibility of equipment sharing.

Adjustment of project values -- sustainability on another level

The project idea was created during the time of COVID -19 pandemic, when the virtual sharing of knowledge became the only applicable one in one period. Considering the beginning of the project, when the idea was completely new, somewhat unaccepted and difficult to imagine, at the end of the project we faced a significantly different situation. At the dissemination events, it became clear how necessary and inevitable digitization in learning became during the duration of the project, and the project idea was much more accepted and very interesting. During the project, it was observed that virtual internships can be a high-quality **addition to classes** and preparation for internships in companies, as well as extremely high-quality **material for the promotion** of certain professional occupations, schools that train personnel, and employers.

The sustainability of the project is primarily reflected in the presented level, i.e. in the continuity of the use of acquired knowledge and created educational materials, the strengthening of **stakeholder networking** and the use of the platform as a basic communication tool. However, quality partnership relations, intensive communication, and exchange of experiences and interests have raised the level of perception of sustainability. Namely, the partners noticed the need to create

additional joint activities. Interest is still focused on the use of **new technologies** to add quality to regular classes or student practice, but the need to expand project frameworks in the following segments has been observed:

- implementation of the project results in the existing career counselling centres and/or creation of new centres using unified methodology in different countries
- creation of practices and exchange of knowledge in an international environment for students and teaching staff, as well as representatives of the business sector
- support for the promotion of vocational activities (breakfast - diplomacy)
- cooperation of partners on joint programs independent of the Career Garden project
- joint creation of new project proposals and expansion of the institutional partner network
- new partnerships in projects or other related activities