

**Internship Model for developing  
entrepreneurial skills for higher education  
students -ENTER.M**

601125-EPP-1-2018-1-SK-EPPKA2-KA

ERASMUS+: Knowledge Alliances

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## HOW THE STORY BEGAN...

### **Project – Return on Investment of WBL and Apprenticeships – ROI (2017-1-SK01-KA202-035375)**

November 2017: Problems with cooperation VET –  
companies

*Bulgaria-Cyprus-Greece-Italy-Portugal-Slovakia-Spain*

### **Project “Reforming Master Programmes in Finance in Armenia and Moldova” -REFINE (585784-EPP-1-2017-1-AT- EPPKA2-CBHE-JP)**

November 2017: Problems with internship

*Armenia + Moldova*


+

*Austria -France -Slovakia - The Netherlands*

# PROJECT – Response to problem /need /opportunity /threat

The EU continues to underperform in comparison to the United States and other advanced economies in terms of building a smart, innovation based, knowledge-driven economy.

According to the EUROPE 2020 strategy, its goal is to transform the EU into “a smart, sustainable and inclusive economy, delivering high levels of employment, productivity and social cohesion.”

 The Top 10 Most Competitive Global Economies	
Global Competitiveness Report 2017-2018	Global rank*
Switzerland	1
United States	2
Singapore	3
Netherlands	4
Germany	5
Hong Kong SAR	6
Sweden	7
United Kingdom	8
Japan	9
Finland	10

Source: The Global Competitiveness Report 2017-2018  
\*2017-2018 rank out of 137 economies

**PROBLEM /  
NEED/  
OPPORTUNITY/  
THREAT**

## **COMPETITIVENESS OF EUROPE'S REGIONS AND NATIONS**



- the capability of an economy to maintain increasing standards of living by attracting and maintaining firms with stable or rising market shares in an activity.
- the competitiveness of a region will depend on its ability to anticipate and successfully adapt to internal and external economic and social challenges, by providing new economic opportunities, including higher quality jobs.

# HOW TO SOLVE THE PROBLEM?



Citizens and particularly **young people** to be **innovative, creative, flexible** and courageous to face challenges in a dynamic and volatile economy.

Young people need to **become 'entrepreneurs'**: they should be able to turn ideas into action, successfully develop new commercial and social ventures and be innovator in the organizations where they work.

# WHO SHOULD SOLVE THE PROBLEM?

**HEIs** play a critical role in:

- providing the **high-level skills** the modern economy needs
- assisting talented people to transition into employment
- generating and disseminating knowledge, driving innovation,
- **working together with business, government and civil society** to promote economic and social development



# WHY ERASMUS+: KNOWLEDGE ALLIANCES ?

Knowledge Alliances aim at strengthening Europe's innovation capacity and at **fostering innovation in higher education and business.**

They intend to:

- develop new, innovative and multidisciplinary approaches to teaching and learning;
- **stimulate entrepreneurship and entrepreneurial skills of higher education teaching staff and company staff;**
- **facilitate the exchange, flow and co-creation of knowledge.**

# PROJECT AIM

-to stimulate entrepreneurship and entrepreneurial skills of:  
higher education teaching staff  
and company staff

-to develop an entrepreneurial  
mind-set and related skills to  
higher education students.





# THE PROJECT PROPOSAL PREPARATION

November 2017: problems/needs identification

December 2017: TU Kosice, SK + IDEC, Greece:

- initiation of project: grant scheme selection + study
- the project brief description preparation
- invitation of the partners + info needed

January 2018:

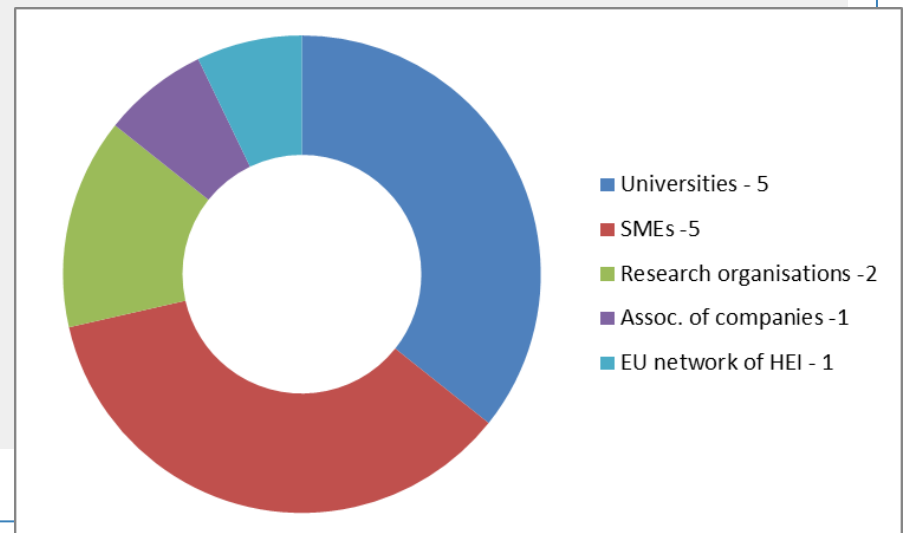
- final consortium creation
- distribution of tasks agreed
- project proposal writing
- Mandates letters

February 2018

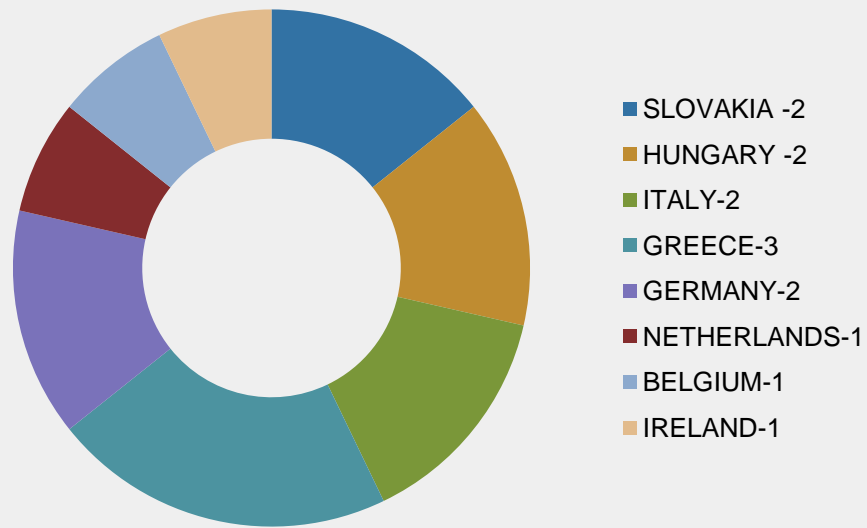
- WP leaders adjusted – reviewed their WPs
- agreement on budget
- final review by IDEC + TUKE
- project submission

# PARTNERSHIP: 14 PARTNERS

1. Technical University of Košice, SK
2. ASTRA- Association for innovation and Development, SK
3. Semmelweis University, HU
4. TREBAG, HU
5. Ludwig-Maximilians Universität, DE
6. Praxis und Wissenschaft Projekt GmbH, DE
7. UNIVERSITA' TELEMATICA PEGASO, IT
8. EUROCREA MERCHANT SRL, IT
9. University of Ioannina, GR
10. IDEC, GR
11. The Association of companies, GR
12. European University Continuing Education Network – EUCEN, BE
13. Stichting Incubator, NL
14. CCS DIGITAL EDUCATION, IR



# PARTNERSHIP: 8 COUNTRIES



# THE RESULTS OF THE PROJECT

1- Awareness raising on the importance of internship for HEI students in general and for building entrepreneurial skills

2-Development of HEIs–companies partnerships for the promotion of entrepreneurial education of HEI students, during their internships

3- Capacity building of higher education teaching staff and companies' trainers, to organise entrepreneurial learning and support the acquisition of related skills and competences, by the students that participate in internships.

4-Development of entrepreneurial mind-set, skills and competences to HEI students, during their internships

5-Developing an integrated model of entrepreneurship skills acquisition that invites different levels of learning, using online serious game.

6-Building a community of practice, that allows for developing common practice, sharing good practice and socializing newcomers into existing business communities

7-Developing learning analytics that enables to track learning progress and adapt the Enter. M program to personal and organisational needs

# WHY SELECTED PARTNERSHIP?

## **UNIVERSITY – COMPANY**

*Germany, Greece, Hungary, Italy, Slovakia*

+

## **INCUBATOR**

*The Netherland*

+

## **IT COMPANY**

*Ireland*

+

## **EUCEN**

*European University Continuing Education Network*

+

## **Association of Companies**

*Greece*

## MAIN OUTPUTS 1

**Background Study "Entrepreneurial education in HE in partners countries, entrepreneurial skills required by HE students, framework for internships".**

*Re: University – Greece*

**Workshop for HEIs teachers and companies trainers**

*Re: University – Germany*

**Internship model for acquisition of entrepreneurial skills by higher education students + Pilot experimentation**

*Re: company -Greece*

## **MAIN OUTPUTS 2**

### **Community of Practice**

#### **Teachers' guide**

**Transnational workshop for teachers in HEIs and companies that are interested to apply the internship model.**

*Re: Company –Germany*

#### **Serious game**

*Re: Company –Ireland*

### **Development of HEIs - company partnerships**

*Re: University –Slovakia*



# MANAGERIAL OUTPUTS

## **Project Management:**

*Re: University -Slovakia*

## **Quality assurance:**

*Re: Company – Hungary*

## **Dissemination+ Exploitation:**

*Re: EUCEN –Belgium*

## **Evaluation:**

*Re: Company -Slovakia*

# HOW TO ENCOURAGE UNIVERSITY –INDUSTRY PARTNERHSIP

The primary focus of most **industry-university collaborations is joint research**, but many have an impact on **teaching and learning** that develops naturally out of the partnership.

## **COMMUNICATION IS NEEDED**

- **BENEFITS FOR COMPANY**
- **SOCIETY RELATED BENEFITS**

## BENEFITS FOR COMPANIES

- graduates (interns) who **remain** in the firm after graduation
- faster **integration** of graduates into company's work environment
- students are able to work in **several positions** within the firm
- **reducing the cost** of external recruitment and internal induction (introducing staff to a new job and organization)
- opportunity to **get to know** future employees
- effective way to address the problem of **inadequate skills** supply;
- **lower future training costs**
- **higher productivity** by hiring the former interns
- enhancement of company **image and reputation**
- **positive impact** on organisation's **performance and profitability**
- ....

## MAIN SOCIETY-RELATED BENEFITS

- increased **employability** through more effective preparation of learners for the labour market and fostering the acquisition of soft and employability skills
- developing more **relevant and integrated curricula** at schools
- **higher inclusion in society**, helps social integration and participation, particularly for vulnerable groups
- improvement of **intergenerational exchange**
- **high societal trust** since governments, companies and citizens contribute to improve provision of opportunities and results
- **reduces youth employment;**
- improved **active citizenship**
- .....

## ADVANTAGES AND DISADVANTAGES OF COOPERATION WITH COMPANIES

- + exchange of knowledge
- + closer ties with practise
- + insight of the world of business
- + application of theoretical knowledge in practise
- + dynamic working environment
  
- underestimation of HEI
- too business oriented approach
- not taking into account also societal benefits only company profit
- too focused on internal company environment
- underestimation of theoretical knowledge/research phase

# HOW TO SELECT PARTNERSHIP

## □ WHAT IS PROJECT OUTPUT?

### ■ *Training?*

□ Educational institutions (formal and also nonformal)

■ What **impact** would you like to achieve by outputs?

□ Institutions taking parts in **networks** (formal and also nonformal)

■ Is the project oriented to world *of practise*?

□ **companies**

■ *Target group?*

□ Institutions with direct impact on target group

□ **geografical coverage** –the importance of the project for concrete countries

□ **experience with** projects/project management

□ experience with **concrete** partner

## HOW TO SELECT PARTNERSHIP

- to show **WHY** partnership is needed?
  - **Diversity of** partners –different types of institutions
  - each partner has a special **expertise**
  - each partner has **tasks** assigned
  - expected **impact**
  - **Multidisciplinary approach**
  - Each partner has **additional value** for partnership

**Do not underestimate the description of the partners and key persons**

## Is project **really** innovative?

- check the database of the projects
- e.g. <http://ec.europa.eu/programmes/erasmus-plus/projects/> ADAM: Advanced Data Archive & Management System
- [http://cordis.europa.eu/projects/home\\_en.html](http://cordis.europa.eu/projects/home_en.html)
- Google search - literature
- newest knowledge in the field
- secondary/primary research



## 6 PILLARS OF ENTER.M

1. **in-company internships** of HE students and **serious game**, based on constructivist pedagogy and rich learning tools, that allow for anticipation and authentic experience of entrepreneurial roles and tasks as well as to developing problem solving strategies towards real world challenges of entrepreneurship
2. **building capacities**, needed to facilitate the incubation of an entrepreneurship spirit and culture, and the development of knowledge, competences and skills needed to put entrepreneurship into practice
3. **model** to changing personal and organisational needs

## 6 PILLARS OF ENTER.M

4. stimulating **HEI - company partnerships**, with a view to experiment with and validate the internship model, and ensure its sustainability
5. **community of practice** that supports the development, sharing and critical reflection of entrepreneurship practice as well as socializing newcomers into the world of business
6. **Learning analytics**, that allows us to track learning progress on personal and collective level, and thus to continuously adapt the Enter-Mode

# THE MAIN REASONS FOR PROJECT PROPOSAL FAILURE

- ✓ Not completed, not clear or missing **definition of problem**
- ✓ The **analytical phase** during the project preparation was **underestimated**
  - analyses of current trends
  - analyses of labour market needs
  - analyses of available sources inc. people...
- ✓ The suggested outputs do not match **identified needs**
- ✓ Non realistic **budget**

# GAPS IN PROJECT MANAGEMENT KNOWLEDGE

- ❑ **Dissemination**–new, powerful tools?
- ❑ **Exploitation**
- ❑ **Valorisation**
- ❑ **Impact**
- ❑ **Sustainability**
- ❑ **Indicators** (both, qualitative and quantitative)
- ❑ **Structure and management of project teams**
- ❑ **Stakeholders**
- ❑ **Target groups** (primary and secondary)
- ❑ Differences between **output** and **result**
- ❑ **Quality assurance** (outputs and project itself)
- ❑ **Evaluation**
- ❑ **Monitoring**
- ❑ **Risk management**

**TO START  
OR NOT TO  
START TO  
WRITE  
PROJECT  
PROPOSAL?**

- ✓ Does the project fits into **strategic goals and mission** of institution?
- ✓ Is the project **important** in order to get support from **top management** of institution?
- ✓ Is a project good enough **to compete** with other project proposal?
- ✓ Is project in compliance with **ERASMUS+ priorities and requirements** ?
- ✓ Do we have people who are **able and willing** to write project proposal?



***Thanks for invitation***

***I wish you success during project  
proposal writing and project  
management***

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