



Work package 7: Design of format of micro-enterprise-placements.

Deliverable 7.1. Formats of placements at young and micro-enterprises

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The Deliverable consists of 3 documents and a web-tool:

1. Study on Placements of international students at Micro, Small and Medium-Sized Enterprises (MSMEs) - Challenges and Opportunities
2. Public Event Report: How SMEs can benefit from EU mobility programmes?
3. Status report delivered together with Interim Report
4. Web-tool: "Traineeship in a big company or in a Micro-Small-Medium Enterprise (MSME): Which opportunity suits you best? - Take this questionnaire to find out!", available at: www.uni-key.eu/
5. Employers online-module "Employer Module - How to mentor international interns and staff" Link

Placements of international students at Micro, Small and Medium-Sized Enterprises (MSMEs) *Challenges and Opportunities*

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1. Introduction

The Uni-Key consortium truly believes in the opportunities for entrepreneurial learning that placements in Micro, Small and Medium-sized Enterprises (MSMEs), as well as young enterprises, can offer to students and to universities. Opportunities for students could range from exposure to the owner of the host organisation (entrepreneur) to the nature of work and responsibilities in a MSMEs or young enterprise. On the other hand, entrepreneurs and universities themselves could gain a direct benefit setting up such placements agreements, given the importance of MSMEs within European economy (considering also their employment potential) and given their potential for research and development. Indeed, as stated by the EC, there are more than 20 million MSMEs in the EU, representing 99% of businesses, and being a key driver for economic growth, innovation, employment and social integration; 85% of net new jobs in the EU between 2002 and 2010 were created by MSMEs¹. A recent study commissioned by the EC states that MSMEs produce more jobs than big companies and better jobs, in terms of satisfaction of employees and entrepreneurs².

However there are also threats and challenges that represent an obstacle to the multiplication of training agreements between universities and MSMEs and consequently to the multiplication of micro-placements. Examples can be doubts about the reputation of placements in MSMEs among students and universities; difficulties by MSMEs to commit to the European Quality Charter for Mobility; or the belief among entrepreneurs that an internship represents a burden to bear and not a resource.

For the purpose of this study, we define a MSME as for the EU recommendation 2003/361, which classifies companies according to the following table³:

Company category	Employees	Turnover	or	Balance sheet total
Medium-sized	< 250	≤ € 50 m		≤ € 43 m
Small	< 50	≤ € 10 m		≤ € 10 m
Micro	< 10	≤ € 2 m		≤ € 2 m

The aim of this paper is on one hand to provide a snapshot of the micro-placement realities and to investigate the challenges/opportunities that micro-placements represent for entrepreneurs, students and universities. On the other hand, the study aims to increase micro-placements, providing tools and techniques that universities/enterprises can use to start up or develop training agreements, which represents a “win-win” cooperation among students, micro-small-medium-enterprises and universities.

The main topics analysed in the study are the following:

- what are the main requirements by university/mobility programmes;
- how can placements at young enterprises and MSMEs be used to facilitate contacts with (foreign) universities;
- how can placements at young enterprises and MSMEs be used to increase the capacity of host enterprises to absorb academic/scientific inputs;
- what are the main requirements by young enterprises and MSMEs to host a student;
- what are the “key selling points” of placements at young enterprises and MSMEs (in comparison with placements at large enterprises);

¹ European Commission – DG Enterprise - http://ec.europa.eu/enterprise/policies/sme/index_en.htm

² EIM – « Do SMEs create more and better jobs? » - Nov. 2011

³ European Commission – DG Enterprises - http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm

- how can social entrepreneurship be taken into account – i.e. identification of scenarios of placements with social entrepreneurs;
- how can placements at young enterprises and MSMEs be best promoted;
- how can requirements by universities and entrepreneurs be matched – identification of scenarios, potential projects;
- if it is possible to categorize placements with young enterprises and MSMEs, which allows to differentiate which profile of enterprises fits more or less with University requirements;
- developing recommendations useful for an increase in such placements, providing as well check lists that can be used by the Universities and the Enterprises.

This paper is developed within the framework of the UNIKEY project⁴, funded by the European Commission – DG Education, which developed an on-line training course aiming at boosting the entrepreneurial spirit of Erasmus trainees. During the project, “pilot” users/learners and trainers were recruited from existing mobility programmes of partner organisations. Furthermore, “pilot” entrepreneurs were involved as mentors in some of the modules; some were alumni of the Erasmus for young entrepreneurs programme – funded by the European Commission⁵. The two pilot runs of the training developed under this project allowed us to gather testimonials and empirical data about micro-exchanges.

Moreover, the project investigates the “ambassador” concept, where the trainee is ambassador of his/her university/country at the host company. The design of Modules 4 and 7 of the training reflects this valorisation concept, since through those modules students must: identify which are the strengths of their home university and department/faculty, home region/town, home country; in addition, they have to explore whether the host organization or host region could benefit from the work going on at the home university or region; finally they train their ability to communicate and act as a mediator/ambassador between the host company and the home university/country. We believe that there is an un-exploited potential and that we shall raise awareness about the student’s ambassador role among stakeholders (educational organisations, enterprises, policy makers and the students themselves). We need to ensure that students are not regarded only as beneficiaries of EU-funding when they participate in EU mobility programmes, but that they are ambassadors - for their home university and region, when they go abroad - for their host organisation and region, when they return home - for the European Union and the “European idea”. We believe that the “ambassador” role can be better valorised within MSMEs.

According to the EC data, a total of 30.703 enterprises across Europe received Erasmus placement students in 2010 - 2011. The enterprises varied greatly in type and size. Around 45.4% of the enterprises were small, 33.8% medium-sized and 20.8% were large. The share of small enterprises was highest in Iceland (64.8%) and Latvia (58.5%). The highest share of medium-sized enterprises was in Cyprus (45.9%), followed by Luxembourg, where medium-sized enterprises hosting Erasmus placement students accounted for about 45% of all enterprises. Large enterprises had the highest share in Lichtenstein (46.6%) and Finland (27.8%)⁶.

The number of exchanges in micro and small enterprises is quite encouraging; however, given the relevance and the overall number of MSMEs in Europe, we believe that these numbers could be improved. Moreover, we strongly believe in a potential for improvement of the quality of the training, an increase in entrepreneurial learning, as well as a potential through the exploitation of the ambassador role.

⁴ www.uni-key.de

⁵ <http://www.erasmus-entrepreneurs.eu/>

⁶ European Commission, « LLP – The Erasmus Programme 2010-2011 – A statistical overview », September 2012

In the following pages you will find the empirical research done by the consortium's partners in order to investigate the issue. Moreover, stakeholders were involved in the research, through round-tables, public events and contacts through the partners' networks. After summing up success stories and lessons learnt, you will find our recommendations and some tools in order to enhance internships at MSMEs.

2. Methodology

Investigation by consortium

Consortium's partners carried out an empirical research to investigate the issue presented above. The research was based on organisation experience in the field, direct interviews, questionnaires, social network data collection.

Stakeholders' contributions through round-tables and public events

Within the lifespan of the project several public events and round-tables with key stakeholders were organised. These initiatives allowed both dissemination and exploitation of results, but also involvement and interaction with key stakeholders, enabling the partner organisations to collect useful information and opinions crucial to enrich and support the recommendations laid down in chapter 7. Full report of these events and their results are available under WP3.

The last public event, held in Brussels in September 2013, included a public round-table with representatives of students, universities, institutions and enterprises. The results of the public round-table highlighted the entrepreneurial potential of international internships. Following the public discussion, some video testimonials were taken.

In September 2013 another roundtable was organised, with about 20 attendants, in the framework of the 4th face-to-face meeting; at the roundtable, external stakeholders were invited, were presented this draft paper and were asked to comment on these conclusions and recommendations.

In March 2013 a public event was organised in Santa Cruz. The event was attended by several enterprises and included an open discussion on how enterprises feel about hosting an international intern. Results of this discussion were very relevant for drawing up our conclusions.

In June 2012 a public event was organised in Brussels; the event was part of the We Mean Business campaign, promoted by the European Commission to boost knowledge about international placements, funded by the EU. At the event, several key stakeholders attended; to the public presentation, a public round-table followed. The round-table was composed by representatives of universities, companies, youth and institutions. The overall discussion contributed to these recommendations; moreover, questionnaires were distributed to the participants to the conference, in order to collect more detailed information/opinion from a wide variety of stakeholders.

In June 2012 a round-table was organised, were all project partners attended and 5 external stakeholders were invited to contribute to the discussion and to lay down the basis of this paper.

In November 2011 the first public event was organised in Fulda – Germany. The event was attended by representatives of universities and companies and was a first opportunity to get in touch with key stakeholders and collect their first impression about the project and about placements at MSMEs.

Stakeholders' contributions through consortium multipliers networks/contacts

The consortium's partners confronted with several key stakeholders on the issue investigated by this paper, thanks to partners' connection with multipliers networks/contacts. See Multipliers Contacts in WP3 report.

Moreover, involvement was possible through discussion and networking during conferences and seminars attended by partners, where the project was presented (see list in WP3 report).

3. Investigations by Uni-Key consortium

Partner	Sample	Methodology
CESAF (www.cesaf.it) – Italy	16 companies: 13 micro + 2 medium + 1 big Different sectors: tourism, wine production, IT production, financial, security, training	Frontal interview
Main findings		
<p>Of the 16 companies investigated, 9 of them are interested in hosting Erasmus students: 8 micro/small and 1 medium-sized.</p> <p>For all of them, a good trainee shall:</p> <ul style="list-style-type: none"> • Speak a good English (at least B1 European level) • Speak a little Italian (A1 Level) • Know general information about the company before starting the program • Have a CV with minimum skills about core-business of the company • Be independent about accommodation and travel • Some companies ask participants with driving licence (rural areas) <p>Moreover, micro/small companies need people with open mind that are able to adapt to different situations, in particular they asked:</p> <ul style="list-style-type: none"> • flexibility in time and working days • flexibility in learning new activities • willingness to take responsibility and make decisions • reliability: “a person you can trust”. This last point is very important because in some cases some companies have only 1 or 2 people employed, so trainees became the 50% - 33% of the company! <p>Advantages for an intern to do an internship in a small company instead of a big company:</p> <ul style="list-style-type: none"> • We think that to take a working experience that could really be formative/training and allow the intern to acquire real skills both technical and theoretical, direct involvement in the daily work of an enterprise is essential. • The intern in addition to his tasks can be directly involved in the overall activity of the company. And then develop a deeper and targeted knowledge of the sector. • They can be part of a group and have relationship directly with the company head instead of subaltern or sub-subaltern. • Follow a project and be directly involved from start to finish. • Be directly involved with the daily problems of a company and work out strategy and tasks to reach a solution. • Having the possibilities to take decisions and concretely view the result of his work, the intern takes part with more emphasis to daily working activities and develops a working culture that can bring him to cover roles of responsibility. 		

- Small companies permit to the intern a graduate introduction to labor market but at the same time with a deeper knowledge of the related dynamics.
- Given the relatively small size of customers related to a small company, the intern can contribute to the commercial growth reaching new customers and then making a networking culture. This can lead to greater satisfaction both personal and economic.

Relevant contacts

Here the name of enterprises that can potentially host Erasmus trainees in Italy:

- BIOS MANAGEMENT SRL – Business intelligence provider
- MONDAGRI COOP – Administrative service provider in agricultural field
- CRUISE ADVENTURE DI – Travel agency
- F.LLI RIVETTO SRL – Wine producers
- BUSINESS & PROJECT SAS – Financial services provider
- BME DI LOIACONO – Information Technologies provider (web site)
- SILVIA FAVERZANI DI – Security services provider
- EZIO MARCELLIO DI – Quality services provider
- IC MEDIANET – Information Technologies provider (business management)

Partner	Sample	Methodology
Anne Fox (www.annefox.eu) – Denmark	9 companies. All the companies which answered had two or fewer employees. They were therefore extremely small firms. They tended to be in the soft skills area or IT rather than scientific or technical or service-oriented.	A survey form was set up both in English and Danish on Google forms at the end of April 2012. The Danish partner called for respondents from her Facebook, Twitter and Linked In networks as well as getting help from a business networking contact recently met at an aspiring entrepreneurs meeting in Aarhus.

Main findings

Language skills

Surprisingly Danish was not important with 78% being neutral or saying it was not important. English was very important to all but one of the companies, while other languages such as German were important to only 22% of respondents.

Other skills, which were not specified in the questionnaire, were deemed important by 66% of the respondents to the survey.

Salary supplement

All respondents thought it would be important for the intern to have their salary supplemented from outside. One of them suggested this was to make up for their initial lack of expertise but it might also be

because there is not much spare finance in the company to allow such a contract.

Experience quality

77% of respondents thought that it would be important that the intern had a worthwhile experience with them.

Internship benefits

The main benefit seen by 78% of respondents of having a foreign intern was the potential for knowledge transfer. 56% also named new ideas as a potential benefit.

Conclusions

Although the survey was not advertised as being about Knowledge Transfer, it is interesting that in the last question, the potential for knowledge transfer was seen as the main benefit of a foreign internship. With 'new ideas' coming joint second at 56% (along with the extra manpower an intern would represent) this seems to indicate that small firms are well aware of the potential in this area with the main barrier being inability to pay a salary rather than not being able to speak the local language.

Partner	Sample	Methodology
ITC – Technological Institute (www.itccanarias.org) – Spain	<ul style="list-style-type: none"> Universities and vocational training centres involved in mobility programmes: University of La Laguna, Business – University Foundation of La Laguna and Vocational Training Institute Cruz de Piedra. 18 Companies, mainly SMEs, interested in hosting EU students and/or young graduates involved in mobility programmes, identified through recruitment local campaign. 	Face to face meetings, phone interviews, exchange of e-mails and questionnaires with target groups

Main findings

1. Main requirements by university/mobility programmes:

University of La Laguna (ULL) offers Erasmus placements for a period from 3 to 12 months throughout the year. In 2010-2011 the students received a grant of 290€ per month. The University guaranteed a minimum of 3 months scholarship, which could be extended depending on the available funds for the current year. During 2012-2013 the University is going to involve 45 students in Erasmus placements.

Vocational Training Institute Cruz de Piedra offers 10 Leonardo internships during 1 month for Initial Vocational Training (IVT) students and 10 Erasmus placements during 3 months for Higher Vocational Training (HVT) students.

From the point of view of the university and VT centre it is important to remark that the student is not a worker and should not be used as free labour force. The placement is regulated by a training

agreement and quality commitment, signed by student, the sending institution and the host organisation (see example, [ULL agreement](#)).

The procedure for the outgoing ULL student is as follows:

- Before placement: once the student is accepted by the host organisation, the student should sign the grant agreement and the training agreement.
- On arrival: after joining the company the student has one month to do any changes in the Training Agreement.
- Returning to ULL: the student has one month to justify the placement providing the placement certificate, final report and host organisation report.

The official forms available at this [link](#) (in Spanish).

2. Main requirements for a young and micro-enterprise to host a student

ITC carried out a [local campaign to recruit SMEs](#) interested in hosting EU students and/or young graduates involved in mobility programmes for a short training period.



Image 1: UniKey announcement at ITC main webpage

The announcement was disseminated through the website and electronic newsletters, specially targeted to SMEs. As a result 17 companies have applied to join the UniKey program offering a total of 18 placements for hosting students.

The group of companies is working in different sectors, mainly tourism, consulting services (including engineering), ICT, agronomy, food and communication.

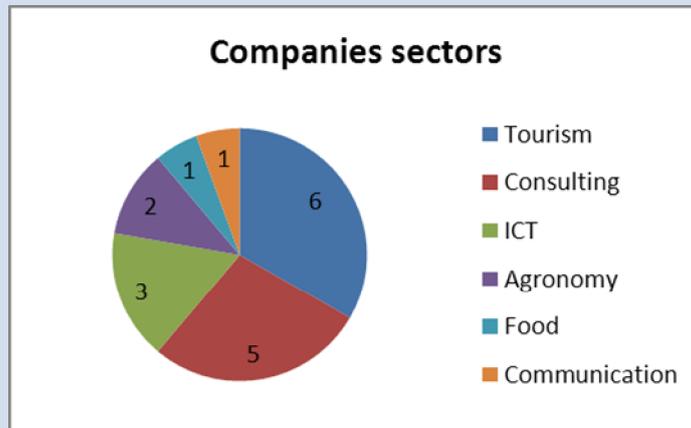


Image 2: Companies profile - sector

Regarding the companies size, there are six microenterprises (1 to 5 employees), six small (10 to 49 employees), four medium (80 to 237 employees) and two large companies, belonging to the same group (741 employees).

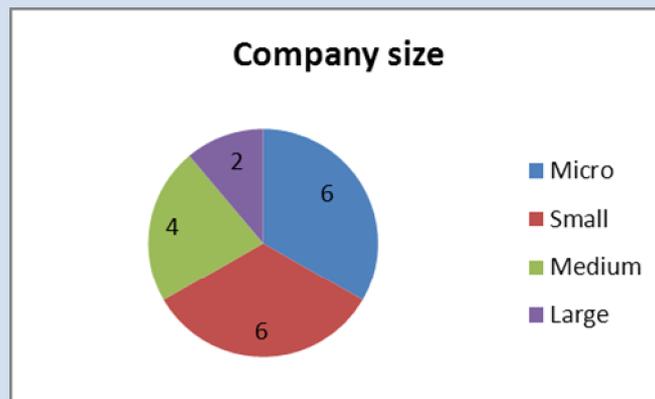


Image 3: Company size, according to SME definition

Concerning the SME requirements, the most demanded profile is a student/young graduate with business management skills, followed by engineering profile, computer science, tourism, marketing, web design and biology.

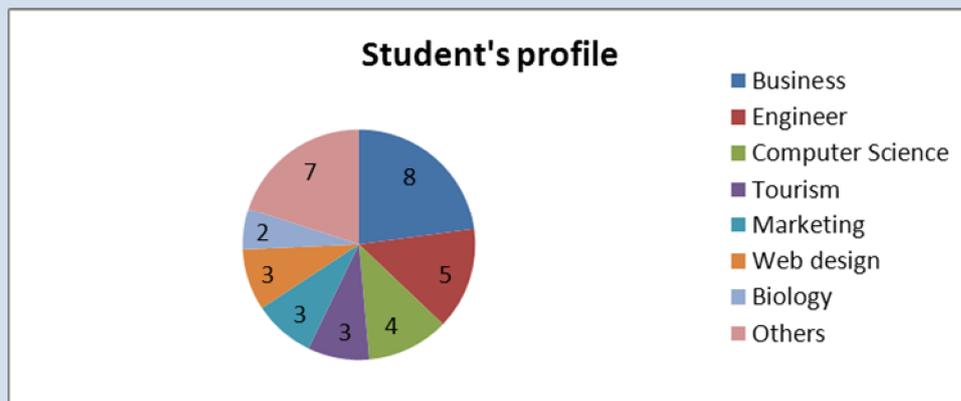


Image 4: Student profile requested by companies

Regarding the language skills, English and Spanish are the most demanded, but also German, French and Russian.

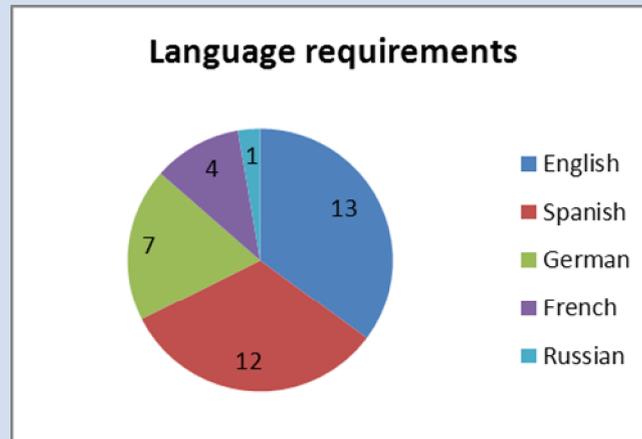


Image 5: Companies language requirements

3. “Key selling points” of placements at young and micro-companies in comparison with placements with medium and large enterprises.

The key selling point of a micro-enterprise is to work close with the entrepreneur and the team in a very dynamic environment. For the benefit of the exchange, a previous contact before the placement (for instance via Skype) is welcomed, to discuss the expectations of the student and work-plan of the placement in advance, as well as to identify the tutor that will be in charge of the student and other logistic issues.

4. Entrepreneur – university relationship

- *Are entrepreneurs interested in having more contacts with universities?*

There is a potential for cooperation that is not completely exploited. Among the companies interested in UniKey, we can find profiles more university-oriented, especially those related with technology sectors. As an example, one placement offer comes from an ICT company founded by two computer science engineers that recruit students for the development of their final thesis, and develop some research. In this specific case, one of the founders is also trainer in a university master degree.

- *How can a micro-enterprise promote this relation?*

One of the key points is the communication. In most of the cases companies do not approach university because they do not know about their activities, and on the other hand universities do not know about the company needs. It is also important to remark that companies are seen by researchers as source of funding and companies see researchers as cheap providers. There are many public initiatives to foster this cooperation. The following list identifies those available at regional level in the Canary Islands.

Instruments available to promote entrepreneur – university relationship:

The Canary Islands Agency of Research, Innovation and the Information Society promote several initiatives oriented to foster the cooperation between entrepreneurs and research centres through call for proposals such as:

- [Innovation vouchers](#): specific action oriented to SMEs. One of the modalities (TIC/TEC4) is oriented to the development of new products or services for SMEs in cooperation R&D centres or technology centres.
- [R&D projects](#) for the cooperation of the Research Groups and Companies
- [Incorporation of innovative staff](#) in the company (technologist or researcher)

5. Can a micro-enterprise consider using these placements to increase the capacity of micro-enterprises to absorb academic/scientific input? If yes, how (list activities)?

Talking about microenterprises, placements are a big source of opportunities. First of all the language: a placement is seen as an opportunity to practice English, and in fact we have identified several cases where the micro-company decided to speak in English during the placement.

Concerning the capacity to absorb academic/scientific input, it would depend on the orientation of the company and the student. A first step will be to work in advance in the company profile and student profile before the placement, in order to identify potential cooperation. A UniKey tutor onsite could be a good source to follow up the placement, discuss and work together looking for a potential transfer or future cooperation. In this sense, the involvement of [Enterprise Europe Network](#) local actors could be a must. This network has nodes at regional EU level, and one of their services is to connect technology offers with requests and to promote the creation of partnerships for technological development, including EU financing of R&D projects such as FP7.

Relevant contacts

University and vocational training centres:

- University of La Laguna: Mobility programmes and Technology Transfer Office.
- Business - University Foundation of La Laguna: Entrepreneurship department.
- Vocational training centre: IES Cruz de Piedra.

Companies:

- 18 contacts from local SMEs interested in hosting mobility students:

Arte Consultores Tecnológicos, Artenatur,S.L., CMN Engineering, Consulting ORBERE, S.L., CULTESA, EMICELA, S.A., ESESE ESTUDIO DE ARQUITECTURA S.L.P., EVM Project Management, FreshCommerce, Greenweaving S.L., PRODUCCIONES CHANNEL TVI SL, Seaside Hotels (Reservation department), Seaside Hotels (Manager's department), Sotesa, Informática & Nuevas Tecnologías, S.L., The Warm Side, La Lajita Garden Center, S.L., La

Lajita Oasis Park, S.L. and Museo del Campo Majorero, S.L.

Other:

- ACIISI: Canary Islands Agency of Research, Innovation and the Information Society.
- Enterprise Europe Network

Partner	Sample	Methodology
HFD and IR (www.hs-fulda.de ; www.inter-research.eu) – Germany	13 small companies, diverse in sectors and international experience: 5 were Information Technology (IT) firms, 3 were social work companies, 1 company for audio-visual producers, 1 was involved with the commercialisation of innovative new products in the sustainable, green/social field, 1 works in innovation management, 1 in mobility and employment (consulting services research) and 1 in outsourcing and connection between information providers and buyers.	This survey was conducted as a qualitative inquiry with the help of a questionnaire (data collected by telephone and email/written).

Main findings

1. Which are the main requirements for you as young and micro-enterprise to host a student?

The main requirements of micro-enterprises and companies of their student interns are firstly sufficient knowledge of German (or the national language in the pertaining country) and very good knowledge of English. Further two factors that apply for all aspirants, regardless from where, understanding of technology and the right “spirit”. The latter lends itself poorly to learning through qualification or formal portrayal. Professional competence, including mastery of the language at the workplace and sufficient communication skills are also expected. The intern should possess personal characteristics such as trustworthiness, flexibility, open-mindedness and curiosity. They should be able to work in a team and should show enthusiasm and interest in the field, and as well be of full age. Sometimes a company expects a longer internship. The students’ communication skills should be advanced, and they should be able to consult databases and execute administrative tasks within the company. In addition, the student should possess a good knowledge of computer use (standard programs such as Word and Excel), be able to conduct researches online and make phone calls for commercial purposes.

With regard to projects, the intern should show involvement at all times, believe in the success of the project, perform a timely completion of tasks and have a feeling for innovation. For this to be the case, the student must accept the philosophy of the firm, use their talents to the full, desire to learn new things and wish to complete a task that makes them proud. An interest in the film industry is desired, as well as pedagogy for some projects. There should be no big problems with visa issues and ideally

some financial support (like in programs such as Erasmus). For one company with hardly any structures for training and work instruction, a high level of self-initiative is demanded. They would also like a fitting personality for their firm, otherwise the person will go under (this cannot be further specified but only determined within a personal conversation). They would like German speaking abilities, because in their surroundings it is hard to make oneself understood with English alone, because only few colleagues and clients can confidently communicate in English. Readiness for great involvement that will guaranteed include overtime. Almost every worker in this firm is forced to give some of their time voluntarily, simply because their budget does not suffice. Another company would like language abilities, the intern to work in his subject of expertise, fit into the company and have a broad spectrum considering that there are two Caritas. The duration of the internship must fit the company, because Caritas determines the length. They also gladly accept longer internships of two to three months. Willingness to receive no pay is another requirement, as well as willingness to do scientific work.

2. What are the “key selling points” of placements at young and micro-companies (in comparison with placements with medium and large enterprises)?

In a micro-enterprise there are several advantages in comparison to a medium or large enterprise. The intern will gain a much quicker understanding of company structure and a 360-degree view of the company. They will get a better oversight over the entire business, hierarchies are usually more horizontal and communication is more direct. Those who would like to start or create something are in this setting much better advised, those who would like a typical career should rather go to a factory. Interns in a small business will have contact with all departments and also understand the procedures within their work. They will receive a diverse, heterogeneous spectrum of tasks and be able to enjoy flexible working hours. With people from the top level of company hierarchy to the lowest level, they will be able to work together in a team and will have a close relationship with the other workers in the team. Greater acquisition of knowledge, receiving a better insight into the firm and closer supervision are additional advantages. One is needed for important tasks, not just for the completion of typically simpler jobs for interns in large companies. Small businesses can be a very good starting point and attractive working experience, as relationships are managed personally and professional growth is handy and managed on a 1-to-1 approach. Also, personal skills can be developed more quickly, for example working in a team or for the diversity management, good communication, stress management, etc. The diverse activities of the intern will help with making decisions in management more transparent. They will gain a complex oversight of performing and completing daily company leadership tasks. Working for a small business would be much more enriching because of this. They will gain an insight into what makes a company. Depending on their qualification and ability to grasp and perceive things quickly they will be given considerably more tasks and areas of responsibility. There is a fast learning-curve, because an intern can take over responsibility faster. Also the path to understanding people is short, because there is little bureaucracy and more work with people. There is the possibility of bringing in one's own ideas, because, in the particular projects, creativity with sight of a follow-up project is required. In another, more social company the advantages include getting to know different ways of life and work and also developing a different mentality from that which they had before.

3. How can placements at young and micro-enterprises be used to facilitate contacts with (foreign) universities?

Some companies already have contacts in foreign universities and are not especially interested in having contact or working together with foreign universities. Nevertheless, they are still interested in developing their already existing international network of partners. For others, contact with foreign universities is a crucial issue because this can contribute to enhancing expertise and benchmarking

between small businesses and other organisations. Although one company always welcomes interns taking it into account that this could be beneficial for them. The company doesn't want the sole purpose of the internship to be word-of-mouth advertisement for their films by the student after they return to the university, because the lady providing the answer was herself an intern, so she knows how important it is at the end of an internship to fulfil oneself with new experiences. Some companies offer an exciting alternative to employment for students. Freelancers and young companies can receive orders from customers through twago.com, become a "2neuling" and manage the successful entrance into a company. Other companies, in Italy, have won notable individuals to promote their marketplace and idea at higher institutions, especially in institutions and academic areas with an entrepreneurial orientation. One respondent says that they will have to consider more carefully, that everything that is bureaucratic or overly formal makes them shiver. Another says that typically they do not have or need contacts with foreign universities. They do, however, do projects in migration work. The problem is that they need workers who can speak the language with which they are doing the migration work as their mother tongue, but who are also socialized into German society and who are well informed. This is so that they can ease the way into society and into the way of thinking for the people with an immigration background.

4. How can placements at young and micro-enterprises be used to increase the capacity of host enterprises to absorb academic/scientific input?

Some companies consider this to hardly be an issue, because the research results and information are for the most part theoretical findings that are often distant from practical usage. Other companies are clinical and process oriented and grant the possibility that young academics can use their theoretical knowledge in the actual working demands. One company said that they already are in contact with universities, and the added value is being confronted with research topics that they can put into practice among their networks. In the field of input from the faculty Economics one specific company, Eugea, can absorb a business plan for the international market, a budget, etc. One company's film project "More Than a Puzzlemaker" deals with drawings from mentally-ill children from hospitals in the 27 EU states. Of course it is within their interest to direct the project more internationally, involving mentally-ill children from around the world. The project is supposed to draw a parallel between different cultures. Children with different backgrounds animate their future, and with this their subconscious message will be universal because most children wish for the same thing: to be socially accepted through specific channels like family and profession. For the drafting of scientific studies the firm would gladly accept interns from the area pedagogy and psychology and involve them in the project. Another firm answers that they would gladly accept students from all subject areas and fields because they profit (not in every case, but again and again) from fresh approaches. Some think that this would depend on the individual case. In the field of software the innovations originate from private developers, and they see this as an opportunity that they could use to their benefit, but additionally the results would have to be realizable and be made available in time. Everything that is bureaucratic and overly formal makes them shiver. Another company does not see the use for this: they work on a hard basis. For them the needs of the individual and the demands of a performer count, which must always be met flexibly. Science sometimes serves the purpose of highlighting project conceptions. Typically, however, they do not build up projects on the basis of scientific research, but rather they respond to local demands and experiences that are adapted by scientific discoveries. Using the scientific approach to applying discoveries, a hypothesis is supported by the results of pilot projects and reasoning. If these are successful, a recommendation for practical application can be made (often very broad, so that an adaptation in all local structures is necessary). Using a real life approach, the needs of the person or performer lead to starting a pilot project to cover these demands (possibly also taking the scientific discoveries and their adaptations into local circumstances into account). The results from the pilot

project then lead to follow-up projects, and if that works, to the adaptation of concepts and through that to new projects (Learning by doing). Another company has interest in the aspects that the students can bring with them, especially regarding social questions in their native land and even including the possibility of the student making a presentation or writing a research paper about the specialized themes of their home country.

Partner	Sample	Methodology
CCBI (www.ccitabel.com) – Belgium	<ul style="list-style-type: none"> 1 University: Primorska University (Slovenia) 10 students 4 entrepreneurs 	Questions via e-mail, face-to-face interviews, questionnaires collected at We Mean Business event

Main findings

University Primorska

- Can you list the main requirements requested by programmes/projects etc?
Our students mainly undergo internship abroad within the LLP/Erasmus IM (Individual Mobility) project for placements.
- How many placements have you promoted in the last 5 years?
About 20 per year
- How many of them were in micro-companies?
Generally the majority of our students undertake the training in hotel resorts.
- Is it easier to contact a micro or big enterprise to promote placements?
I cannot generalize it really, I think that depends on the level of the organization of the enterprise, sometimes is easier to communicate with micro enterprise, since the big enterprises have many personnel and contact levels to be able to get to the right contact person.
- Is your university interested in promoting relationship with micro-enterprise?
We are interested in promoting the internship with all kind of enterprises, and are also aware of the positive aspects that micro-enterprise can promote.
- Do you believe that the placements in micro-enterprises can be used to improve the relationship?
Yes.
- Do you believe that placements in micro-enterprise can be used to absorb academic and scientific inputs?
It is possible, since the micro environment facilitates easier flexibility.

Students

Student 1 (Cristina Mont)

- Have you ever done an internship in a small or in a big company?
Yes I already did an internship in small and big companies (in Spain)
- According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
<ul style="list-style-type: none"> More interesting topics; 	<ul style="list-style-type: none"> The possibility to learn more things

<ul style="list-style-type: none"> • Feelings to do more important things • More contacts 	<ul style="list-style-type: none"> • Personal relations • Friendly environment • You are more involved into things
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Note:

- The tutor is what makes the difference, it depends if he/she is or not interested in your own personal and professional growth;
- In the future she would prefer to do an internship in a big company because of the prestige of the name of the big company.

Student 2 (Annabelle)

1. Have you ever done an internship in a small company or in a big company?
Yes I already did internships in small and big companies.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
<ul style="list-style-type: none"> • I did not gain anything from such traineeship; • It was not easy to meet people from other units; 	<ul style="list-style-type: none"> • You are “treat” as a real workers; you are a member of the team • They teach you; • Personal relationship; • Friendly environment;

Note: In the future she would prefer to do an internship in a big company because of the prestige of the name of a big company. However, she is aware that for a serious work she would apply to SMEs.

Student 3 (Francesco Cisternini)

1. Have you ever done an internship in a small or in a big company?
Yes I already did an internship in a small company.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
<ul style="list-style-type: none"> • Specific topic; • Specific work. 	<ul style="list-style-type: none"> • More topics; • You can learn to do more things.

Student 4 (Irene Baggio)

1. Have you ever done an internship in a small or in a big company?
I already did an internship in a small company.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
<p>Pro:</p> <ul style="list-style-type: none"> • A big company is more structured • They foresee a path for your internship, sometimes the internship is the pre-phase for being enrolled in the company; • Specific work/tasks. 	<ul style="list-style-type: none"> • Friendly environment; • Long-lasting relationship; • Heterogeneous tasks.

Cons: Unfriendly environment.

Note: In the future she would prefer to do an internship in a big company because she sees more possibilities for the future.

Student 5 (Chiara Albanesi)

1. Have you ever done an internship in a small or in a big company?
Yes, I already did an internship in a small company.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
Pro: More contacts; Cons: Unfriendly environment	Pro <ul style="list-style-type: none"> • Friendly environment; • A SME usually has more time and interests to take care of the intern's interest and learning objectives; • More support. Cons: Short field of interests

Note: In the future she would prefer to do an internship in a big company because she sees more possibilities for the future.

Student 6 (Isabella Pellegrino)

1. Have you ever done an internship in a small or in a big company?
Yes, I already did an internship in a small company.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
<ul style="list-style-type: none"> • It is more specialized I do not see in the specialization a pro or a con Pro: If someone is interested in continuing to work there after his/her internship there are more chances.	Pro <ul style="list-style-type: none"> • Flexible environment • It is required more flexibility

Note: In the future she will not consider the size of the enterprise as a decision criterion.

Student 7 (Maria Luisa De Girolamo)

1. Have you ever done an internship in a small or in a big company?
Yes, I already did an internship in a small company.
2. According to your experience, what did an internship in a small/**big** company offer to a trainee? (tasks/relationship/social environment)

Big Company	Small Company
	Pro: <ul style="list-style-type: none"> • A SME usually has more time and interests to take care of the intern's interest and learning objectives; • Friendly environment; • Specialized tutoring.

Note: In the future she does not have any preferences, she believes that there is more

competition in applying for a job in a big company, however she believes that there will be more chances for a future job in a big company.

3 students compiled a questionnaire. Hereunder you find the results.

In your opinion, what are the main skills required by companies to trainees?

- knowledge of the national language
- General knowledge of the company
- Organizational skills
- Communication Skills
- Ability to work independently
- Proactive attitude
- Reliability

According to your experience, which are the benefits that small enterprises can offer to trainees, as opposed to big companies?

- Friendly environment
- Specialized/focused training programmes
- Qualified tutoring
- Assignments bearing responsibilities
- Diverse variety of tasks

Where would you look for information about mobility programmes?

- University Website
- Facebook
- EU Commission websites
- Info-days

Entrepreneurs

Entrepreneurs 1: Jose Mata

Can you list the main requirements of a trainee?

He or she has to be a reliable person. For me, that is the most important requirement and it depends on both, the general and specific educational background of a trainee. It is to say, on his or her academic degrees, international exposure, soft skills, computer literacy, spoken languages, organizational skills and methodology, sense of responsibility, etc. Ideally, a trainee's profile should match the job he or she is expected to do.

Personality is also an issue but only up to a certain extent. On the one hand, I need to feel comfortable with my working team but on the other, I highly appreciate different characters. They are a fundamental part of human resources' richness. In my view, finding the right balance among them, i.e., between doers and thinkers, is the key to success.

Additionally, I would not accept a non-reliable trainee who is very motivated, but it is clear that I will always try to motivate my people.

Finally, I expect from a trainee to be proactive, principle centred, to have vision, to begin with the end in mind, to put first things first - progressively spending more and more time in not urgent but important activities -, to think win to win, to seek first to understand, then to be understood, to synergize, and to sharpen the saw.

What can your company offer to a trainee that a big company cannot?

Basically, I can only offer two things that a big company cannot: a bigger participation in the accomplishment of the final product and a more proportional economic reward to his or her efforts.

Would you like to be taken in consideration as a possible hosting enterprise for future placements?
No.

Entrepreneur 2: Angela Maxwell

Can you list the main requirements of a trainee?

This is a difficult issue for micro businesses as generally they do not have the time or resource, due to the size, to host a trainee. It would need to be someone who is a self-starter, highly motivated and who recognizes the constraints of a very small business.

What can your company offer to a trainee that a big company cannot?

I am not sure of the benefits over a large company but benefits in general would be an all-round view of business, multi-disciplinary exposure, reality of start-up and SME experience.

Would you like to be taken in consideration as a possible hosting enterprise for future placements?

I am already committed to internships so would be unable to assist you with placements.

2 entrepreneurs compiled a questionnaire. Hereunder you find the results.

In your opinion, what are the main skills required by companies to trainees?

- knowledge of the national language
- General knowledge of the company
- Organizational skills
- Proactive attitude

According to your experience, which are the benefits that small enterprises can offer to trainees, as opposed to big companies?

- Friendly environment
- Specialized/focused training programmes
- Qualified tutoring
- Assignments bearing responsibilities

Where would you look for information about mobility programmes?

- EU Commission websites
- Info-days

Partner	Sample	Methodology
K2C (www.kruger2canyons.org) – South Africa	5 local entrepreneurs (in a rural setting in a developing country)	Semi-structured interview
Main findings		
<p>Main requirements to hosting a student:</p> <p>Four out of the five respondents made reference to avoidance of additional burdening bureaucratic red tape. It was mentioned that micro-enterprises need to be focused on running their businesses and that they cannot afford to spend huge amounts of time on the administration of hosting students, i.e. paper work.</p>		

On a further probing question if they are prepared to invest time to participate in the online course, three responded positively with the proviso that it should not be over burdening.

Two respondents referred to the importance of “Expectation Management” for both parties (i.e. the student and the host). For them, this includes thorough preparation and communication between the students and the Micro-Enterprises before the start of the internship. It was agreed to that the generic course will help – but both respondents felt that detailed additional context-specific preparations would be helpful.

A possible explanation for the latter is the hybrid situation in this rural area of South Africa: students tend to come to Africa with pre-conceived ideas about its under-developed state, which may be true in terms of some of the local infrastructure (e.g. public transport). Enterprises may have the preconceived idea about students from Europe as privileged, well-resourced and over-protected from the realities of developing countries.

The Hlokomela venture, which represents in this group of respondents the ‘social entrepreneurship’ venture, was cautious about expectations from the students that they possibly will be out to “rescue the deprived”.

All respondents alluded to the fact that both parties need to be open and able to understand and negotiate with respect accommodation of where the other is coming from.

The “key selling points” of placements at young and micro-companies (in comparison with placements with medium and large enterprises)

All the respondents were of the opinion that the possible hands-on experience opportunity can potentially be beneficial for the students.

They felt that the range of activities opportunities to which the students will be exposed, i.e. Human Resource Management, Business Strategy Development, Marketing and Sales, Customer Care, etc. will perhaps be more extensive than in an internship context with big corporations.

Three Micro-venture entities stated that a placement experience in South Africa can enhance European Universities’ students understanding of a complex world at the interface between the first and the developing world.

Are entrepreneurs interested in having more contacts with universities?

Two Entrepreneurs, and the Silk Farm venture in particular, were very interested in getting knowledge and skills transfer in their Research and Development Department. They were in particular interested in hosting a student with skills in organic cosmetic product development, based on local plants.

Famate Business development indicated that they would be interested in linking with a European University Department, which can support system analysis and programme development.

The other three enterprises indicated that they were, due to the nature of their business, not very interested. In one instance, a Micro-business entity already has an established relationship with a South African University.

How can a micro-enterprise promote this relation?

The two enterprises that were interested in this opportunity indicated that the only way they see this to be possible is by establishing a relationship between the Universities and themselves. They thought that by hosting an experimental placement, by perhaps participating in the UNI-KEY pilot phase, such a relationship can potentially be kick started.

Can a micro-enterprise consider using these placements to increase the capacity of micro-enterprises to absorb academic/scientific input? If yes, how (list activities)?

The two micro-enterprises, who indicated interest in this collaboration, were positive about the potential that placements will increase their capacity to absorb academic/scientific inputs. For them, being exposed to, and having immediate access to these potential academic/scientific inputs through a placement that is in the process of understanding their business situation, seem to be a pragmatic method to achieve this.

CONCLUSIONS

Two out of the five Micro-enterprises indicated that they are interested to participate in the pilot project phase of the Uni-Key project. They requested more information about the roll out of the placements in terms of the logistics of such a joint venture.

Relevant contacts

The five micro-enterprises interviewed were:

- 1) Godding and Godding operate a Silk duvet and high quality bed linen manufacturing venture. The range of products also includes the manufacturing of skincare products from silk. The venture also has a tourism side to it, where tourists learn about the silk line products. There is also a quality restaurant on site, which serves local culinary products.
- 2) Famate Business Solutions Famate is a provider of unique solutions to a broader municipal sector. The company's vision is to continue to be a value driven company constantly creating new market spaces to deliver value to the broader society. Famate provides a comprehensive Revenue Enhancement Solution to municipalities through its Data Purification System & the resident rewards and incentive programmes.
- 3) Hlokomela HIV/AIDS Social Entrepreneurship programme: Besides its core business of prevention and care (including treatment of clients with ARV's) to address the HIV/AIDS pandemic, the programme runs a Herb Garden, which grow and sell Herb and Herb products to Supermarkets, local restaurants and lodges; a Charity Shop and offers special niche tours to discerning tourists.
- 4) Suncatchers hot Air Ballooning runs a fleet of Hot Air Balloons to take tourists on a Hot Air Balloon Safari experience in the area.
- 5) Bavaria Fruit Estate is a German owned agricultural business which grows citrus and mangoes in the area. It is also doing value-adding in terms of processing mangoes to the dried fruit state, which is marketed overseas.

4. Success stories and examples

Few of the UNIKEY consortium partners are actively involved since 2008 in supporting new entrepreneurs in acquiring relevant skills for running and developing MSMEs, acting as Intermediary Organisations (IOs) in the framework of the Erasmus for Young Entrepreneurs programme (EYE - funded by the European Commission). The programme is substantially different from the Erasmus Placement programme, having as target group for mobility people who intend to open a business or young entrepreneurs. Nevertheless, our consortium believes that the success of the programme and its lessons learnt represent a solid proof about how also micro-exchanges for Erasmus students in MSMEs could be very successful and useful. You can find hereunder, few success stories from the EYE programme.

Ramona, a young and motivated professional with a background in business and international relations and a master in European studies (attended in 2011 and organized by the CCBI), decided to leave for Malta where she is spending a working experience at Opportunities Aid Foundation, run by Antoine Gambin, a platform of opportunities for professionals and experts in fields related to education, audiovisual media and project management.

Antoine is really enthusiastic and he is willing to share his business knowledge with Ramona during the six-month exchange that will last until next October:

“Ramona is now in her fifth month with Opportunities Aid Foundation and she went straight into action as soon as she joined us – says Antoine. – We have worked together on a short term youth initiative first because that put Ramona immediately in the field with organizational work and profiling of youths and internships. This was a good start because it meant that Ramona started from basics but from an organizational point of view. This included joining us in a transnational meeting in Malmo for the organization of similar initiatives with other organizations from Sweden, Germany, Poland and Portugal. We do not mind putting enterprising individuals like Ramona in the front because

it is the only way forward once there is support and mentoring.

We are now working actively together on the management of an EU wide network of educators, policy makers in education, NGOs and schools that are working together towards the internationalization of schools. This means hands on work on the management and administration of the network, use of online management and cooperation tools and dissemination. At this stage Ramona is striking an excellent balance between the administrative and the human relations aspect of the network and of EU projects in Education and Training in general. Over the coming months we will be coordinating activities in Poland together and this includes dissemination activities, coordination meeting and training.

It is a wonderful experience of cooperation and growth that is leaving reciprocal benefits all round and this is thanks to Ramona’s entrepreneurial spirit and energy that is not restricted to learning but to being active in finding new ways and methods of working, establishing new connections and exploring new grounds for her and our exciting future.”

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New entrepreneur:
Antonella Silipigni (IT) (Italy)

Company name: Tikkun Fenix (Start-up)
Sector of activity:

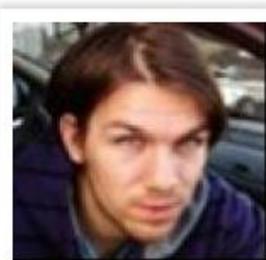
“ Thanks to Erasmus for Young Entrepreneurs, I had the opportunity to learn more about MHG Systems and the bio energy sector. During my stay, I discovered different approaches to business. The added value of the programme is to enable entrepreneurs to exchange knowledge.

Host entrepreneur:
Seppo Huurinainen (FI) (Finland)

Company name: MHG Systems Ltd. (25 years of experience)
Sector of activity:

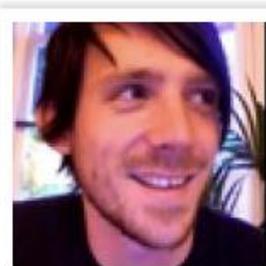
“ My company greatly benefited from Antonella's presence. Thanks to her excellent job, MHG is now focusing its activity on the Italian market.

Period of exchange: 08/2009 until 02/2010
Duration of exchange: one month



New entrepreneur:
Mario Izquierdo Martínez (ES) (Spain)
Age: 25
Company name: Engade Entertainment (Start-up)
Sector of activity:

“ Nowadays, web applications accessible on the Internet have a global range of customers, so the exchange was a very good insight into other cultures, allowing me to think big while running a small business.



Host entrepreneur:
Stefan Fountain (NL) (Netherlands)
Age: 30
Company name: Soocial (10 years of experience)
Sector of activity:

“ The Erasmus for Young Entrepreneurs exchange programme was a great way to welcome a hungry-for-knowledge entrepreneur in our team. The experience was great. Mario was instantly part of our team and left us with a good legacy of research we would not have been able to have without him.

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Period of exchange: 01/2009 until 01/2009

Hereunder, we provide two practical examples and studies that highlight the relevance of micro-exchanges:

- UK Commission for Employment and Skills.

It is a social partnership, led by Commissioners of large and small employers, trade unions and the voluntary sector, whose mission is to raise skills levels to help drive enterprises, create more and better jobs and an economic growth. Tony Peyton-Jones, director of HR for Siemens UK and North West Europe and Commissioner at the UK Commission for Employment and Skills has argued that one of the big challenges that employers have to face is finding the right people to help their business grow. Getting the right people is fundamental whether we are discussing of a big or a small company. In his opinion recruiting and developing young people is the most cost-effective way in the long way for any business to build a dynamic and productive workforce. The problem is that only a minority of the business have recruited straight from school, college or university in the last few years.

Investing in young people brings you returns in commitment and loyalty. They bring fresh, new ideas which can give the company the opportunity to open to new and emerging markets. Young people, and interns above all, are cost effective to recruit and to train and they pay for themselves very quickly.

- Generation Y worker (Gen Y)

a comprehensive study on the state of the Gen Y worker (ages 18 to 29) that was conducted by software provider Payscale Inc., an U.S online salary, benefits and compensation Information Company, in collaboration with Millennial Branding, a Gen-Y research and management consulting firm, and published on August 2012.

This research about Gen Y has shown that young job seekers today would rather work for start-ups than big corporate companies. They find more interesting working for small businesses. This new study suggests that Gen Y is more drawn to smaller companies that offer flexibility, embrace the entrepreneurial spirit and don't restrict social media use. The Gen Y is an entrepreneurial group, highly versed in social media, and prefers freedom and flexibility over big corporate policies, according to Dan Schawbel, founder of Millennial Branding.

This group is also attracted to large tech companies where innovation is prized, salaries are higher, and workplace programs and culture are more flexible. But the highest concentration of Gen Y workers is at small companies with less than 100 employees.

Two of the main skills offered by “millennials” today are online marketing and social media — both areas with great growth potential, the study said. This study shows how the new generation is more interested in the quality of its job life, and prefers a more relaxed and open-minded workplace where its skills and ideas can find a place and be improved. It also very important and reflects the time we live, the importance they attribute to internet and the social media, to become an essential requirement for choosing a job.

5. Main findings and lesson learnt

According with the investigations carried out by the consortium, we can summarize the following main findings:

- The main key selling points for promoting micro-exchanges can be summarized as follows:
 - Friendly and dynamic environment
 - Horizontal hierarchy
 - Heterogeneity of tasks
 - Up-skilling, being directly involved in companies activities
 - It is a training for the development of one's "problem-solving" capacity, as well as personal skills (i.e. communication skills, stress management, etc.)
 - Flexible working hours
 - Possibility to contribute with own ideas and to see the direct results of the work done
- The main characteristics that MSMEs are looking for in interns are the following:
 - Knowledge of foreign language (English/local language)
 - General knowledge of the company, before the internship starts
 - Technical skills related to the business
 - Flexibility
 - Reliability
 - Willingness to take responsibility and work independently
 - Team-working
 - Curiosity and enthusiasm
- The main requirements from universities are:
 - The Training agreement among the parties
 - The Quality commitment signed by the company
 - An understanding of the company of the rationale of having a trainee (not free labour force)

Lessons learnt can be summarized as follows:

- Time constraints are heavy on SMEs and they diminish their availability in hosting trainees; on the contrary, students perceive that in SMEs (since the enterprise is small) they can be better tutored.
- Enterprises are not always looking for cooperation with universities.
- For universities, it is not very relevant if students do the internship at big or small/micro enterprise; it is more relevant if the training program is in line with the studies of the student.
- The training shall be covered financially by scholarship (i.e. Erasmus Placement scholarship).
- The request of MSMEs to host independent and reliable trainees, could be misunderstood by universities as an attempt to exploit "free labour force".
- Clearness about expectations and training programme is required by all parties: MSMEs, students, universities.
- Students who have done a traineeship at a MSME report a positive experience, but they express the desire to do an experience at a big company (to differentiate their CV).
- The possibility to select the trainee is very welcomed by MSMEs (through CV review or phone interview); this option is not always compatible with the selection methodology of universities.
- Students are not aware of the entrepreneurial skills that they could gain through a stage at MSMEs.

6. The way forward to enhance internships at MSMEs

6.1. Recommendations to enhance traineeships at MSMEs⁷

- A wide promotional action to raise awareness among MSMEs is needed, with clear indication of contact points where they can address in order to send their manifestation of interests or to send their traineeship offer. The “We mean business⁸” campaign, promoted by EC is a good initiative in that sense; however, it does not provide a clear intermediary to whom MSMEs can address.
- Raise awareness among universities and students about the value-added of a traineeship at MSMEs as opposed to a traineeship at big enterprises.
- Involvement of MSMEs: a system of “accreditation” can help universities in the selection of those MSMEs that can truly respect the Quality Commitment and that act according with the “spirit” of Erasmus Placement.
- The use of social network or forums where students can exchange views and share experience, with a specific attention to students that have done stage at MSMEs will raise awareness among students of the value of micro-exchanges. At the same time, such tool has been suggested by MSMEs, who think that is extremely useful that a student that is leaving for a country speaks with other students that have done already the experience (ideally in the same company/ or city/ or context). This will help, on one hand, to align expectations, and on the other hand to solve logistic and practical problems by the student (not bearing on the entrepreneur).
- The profiles of the trainees selected by Universities shall match MSMEs needs. There could be a 2-steps selection. In the first step Universities select students according with criteria they believe are important and also some general criteria (i.e. the knowledge of language, IT skills, technical competences, etc.). Pre-selected CVs are sent to companies that are allowed to contact the students via phone/Skype and that will do the final selection.
- Getting in contact with companies is one of the challenges of universities (especially for international exchanges). We believe that, for a high quality exchange, the student shall be involved in the process of MSMEs’ recruitment, supported by the university (who make the contact more official). In practice, the student shall do a little research and shall identify companies that he/she reckons interesting for their professional growth. Afterwards, both directly the student and the university will contact the company and try to involve it.
- Business-support organisations shall be exploited by Universities, especially bilateral ones (i.e. bilateral chambers of commerce that have tight contacts with local MSMEs and have knowledge and can easily communicate with foreign university).
- Need for a quality training agreement, matching the expectations of all parties, developed with the contribution of universities, students and companies.
- The project explored the “ambassador role” of international trainees⁹. In order to fully gain from a potential “ambassador role”, a pre-departure programme could be a good idea. The pre-departure programme shall foresee that the student learns more about the company and the country where he/she is going, but also are briefed about his/her home university activities (in

⁷ See also Policy recommendations

⁸ <http://we-mean-business.europa.eu>

⁹ See Deliverable 4.1 – Valorization concept

general or related to the sector they are connected with). Only with this basic information, the student is put in condition of “making links and connections” and proposing ideas and possible cooperation among the parties, acting as ambassador.

- Universities themselves shall envisage a specific mandatory section in the grant request form about the “ambassador” motivation, so as to render them aware of their potential and the importance of covering such a role.

6.2. Scenario valorizing Micro-Placements

Having a range of nationalities in the workplace brings diversity, mutual learning between colleagues of different ages and a balance of experience and fresh ideas. Young people value work and the benefits it can bring. Where employers offer an internship or a work-based training opportunity to a young person, the potential benefits include all of those mentioned above in relation to employing young people in general. Apprentices and other trainees are cost effective. It is less costly to recruit interns over the longer run than to recruit adult, experienced workers and staff turnover tends to be lower as people who have trained with a business are more likely to stay with that business. Apprentices and interns are also trained in the host employer’s ways of doing things and are imbued with good work practices. In addition to these general benefits, there are a number of benefits that arise specifically out of work-place based training. The training is specifically geared to the needs of the business as well as the individual trainee. Training contributes to the pool of skilled people. Even if employers lose apprentices or trainees to other companies at some point, by contributing to the pool of skilled people in the local area or the sector, supply will improve over the longer-term. This can ease future recruitment of skilled people and reduce wage costs. Training young people helps offset skill-shortages. Improved labor supply and better retention ensure that businesses possess the skills they need to meet their current and future business goals. Work-place based training provides a future workforce at all levels of the organization, especially where this is linked to structured career development.

A foreign intern literally means a bridge between two countries and two cultures. We shall stop looking at trainees only as beneficiaries of Erasmus/Leonardo grants, and we shall start looking at them as promoters of the European Union.

Students are ambassadors for their home university and region, when they go abroad; they are also ambassadors for the host company, when they return to their home country. Therefore, they shall be reliable and give a good impression and they shall have all the necessary knowledge to act as ambassador (such as knowledge of the university’s activities at international level, university strategic plan, company strategic plan and priorities, etc.). Mediation and communication skills of the students shall couple with their ability to seek for opportunities for the companies they work for, and to seek for opportunities for their university to create new perspectives for business-university cooperation.

During the internship, students should be able to analyse the market, to contact potential partners, for identifying possible needs of the company, showing their networking skills. The Ambassador role implies also to be able to plan strategic activities, from the personal, professional and business point of view. Students can prove their capacity of general analysis, of risk-taking and decision making. They will improve their technical, social, linguistic and organization skills, that will bring an enhancement in the relationship and inter-cultural knowledge of reality in other European countries.

At the end of their internship, students will have the necessary skills to present and value knowledge, to sensitize regarding the importance of collaboration between business and the reality of higher education.

Students shall be motivated to act as ambassador by 2 main drives: the awareness that this activity will result in a personal/professional development; and a formal recognition by the university in case an actual link is created.

There is huge potential for up-skilling in smaller companies. Working in micro-companies is a great way of getting a much wider range of experiences, working on different tasks. On the other hand, for small companies it is a great way of finding new talents. Employers find younger people more willing to learn and not burdened by previous experiences and ways of doing things.

Quality traineeships are possible in micro and small companies; one could argue that a MSME offers traineeships which are even of higher quality than multinationals and big companies. In order to do that, few rules shall be respected, such as a detailed and agreed upon training agreement or a constant monitor by the university. A detailed feedback from the tutor in the company will help the student during his professional growth. In the meantime the student has the opportunity to exchange his impressions, managing and dealing with projects and issues during his traineeship. The host organization can learn, thanks to the intern, how to deal with new people in the work environment, achieving the target, learning how to use and to implement the administrative and bureaucratic abilities of the staff.

After the internship the student will promote the work and the activity of the host organization, at his home university, among the other students, thanks to this the host organization can receive resume and CV from other students in the future. The intern promotes the host organization with their friends and family; and they endorse the host organization at their working place (once they start working), contributing in this way to create a networking system.

The traineeship is an important moment for the student, because he acquires the necessary experience in his field of study, gaining the tools and the skills he will need in the future when he will take his first steps in the labour market. Doing an internship in a micro-small enterprise is an add value, the intern will have more opportunities to learn and to put into practices his skills and what he has learned during his studies, showing his personal and professional value.

6.3. Check-lists for boosting Micro-Placements

The following check lists derive directly from the recommendations outlined above. Thus, they have to be intended not as exhaustive lists for implementing international placements, but rather check lists focused upon the aim of favouring and increasing the number of international placements in MSMEs.

Check-list for University Placement Offices

- ✓ Identifying sectors/industries with a potential for creation of new cooperation/partnerships with enterprises.
- ✓ Creating the informative material to communicate students all the info they need to know to be “ambassadors”, such as: background on university strategy as research programmes and cooperation with enterprises, university priorities as international cooperation, background on university activities in general and at EU level through EU funded projects, etc. The informative material can be on Power Points, brochures, web page where info are presented in a straight to the point way.
- ✓ Giving Leonardo/Erasmus students all the necessary information to be “ambassadors”, before their departure (i.e. during the pre-departure programmes).
- ✓ Foreseeing in the final report a section on “potential collaborations with the SMEs”.
- ✓ Foreseeing a reward to those students that create a contact/cooperation between the university and the enterprise (that succeed in the ambassador role).
- ✓ Checking that there is a tutor in the company who takes care of the intern.
- ✓ Checking with the company tutor that the training agreement is respected.

- ✓ Selecting SMEs: universities have to follow the definition of the training agreement, giving support to MSMEs and to students, identifying win-win situation (where the company is then pushed to continue this collaboration).
- ✓ Additionally, training of tutors at host organisations (especially when those are small or medium enterprises) should be foreseen, providing them guidelines and allowing for evaluation of tutors/host organisations.
- ✓ Assigning a contact person within the University for student and MSMEs.
- ✓ Arrangements for maintaining contact with the MSMEs, including visits.
- ✓ Carrying out a mid-term and final evaluation, gathering impressions and comments from MSMEs and students; making sure that these evaluations are embedded in the Universities procedures, for the next round of trainees.
- ✓ Organising a pre-departure meeting/training.
- ✓ Adopting the Uni-key on-line modules¹⁰ for students, in order to raise their awareness about their entrepreneurial and intra-preneurial skills, as well as their capacity for being ambassadors.
- ✓ Creating forums/groups in social networks where students can exchange good practices and can get in contact with other students that have done the same traineeship before.
- ✓ Supporting students with basic practical information (e.g. constantly updated database about previous interns experience in finding an accommodation – useful websites, direct contacts, tips about safe neighbourhoods etc., collected through questionnaires), still by not providing them with already arranged services in order to let them develop their own skills in settling in the foreign city.

Check-list for MSMEs

- ✓ Identify internship positions/vacancies within the company (and a specific work program for the position), leading to a win-win situation, where the intern can have a positive learning experience and the company can valorise the intern qualities and contributions.
- ✓ Identifying a tutor: there must be a person in charge of the intern, who can teach him/her the job he/she is expected to do, how the firm works etc. This person has to be in contact with the student on a daily/regular basis.
- ✓ Considering to engage the company tutor/supervisor in an on-line training (Uni-key “Hosting a foreign intern” training) to better understand his/her role of trainer.
- ✓ Provide the university with a profile description of the trainee wanted (qualities, skills, competences, etc.)¹¹
- ✓ Entrepreneurs, who don’t know how to hire an intern, and don’t have any contact with any local or foreign university should consult the local contact points (to get in touch with universities), European Enterprise Network, National Contact Points LLP, the local Chamber of Commerce (placement office).
- ✓ Ask the university to send a choice of profiles and make the selection on the basis of the company’s needs; carry out a Skype interview with the students before selecting the trainee.
- ✓ Agree on the appropriate level of student responsibility and communicate it to the students.
- ✓ Give students an introductory session at the beginning of their stay
- ✓ Commit to teach students about the job, give them tasks they will be in charge of, following the training agreement.
- ✓ Make an interim evaluation, discussing with the trainee about the work plan and the activities that he/she are carrying out.

¹⁰ www.uni-key.de

¹¹ Examples can be found at <http://www.uni-key.de/index.php/component/content/article?id=37>

Check-list for Students/ Interns

- ✓ Reflect on the value-added to do a traineeship at MSMEs: how will it improve my CV? How can I gain in terms of networking?
- ✓ Actively search for MSMEs that could be interesting for personal/professional development.
- ✓ Contact the MSMEs identified; ask the university for support if the MSMEs identified do not provide any feedback.
- ✓ Get in contact with the MSME as soon as you are notified by the University that you have won the scholarship.
- ✓ Reflect on the ambassador role and actively try to make connections between your home and host country.
- ✓ Take part to the Uni-key on-line courses, to be more aware on what you are learning during your stage and how to valorise those skills.
- ✓ Discuss with your tutor about ideas and initiatives, connected with the job, which you would like to implement.
- ✓ Do the extra-mile, while doing your tasks: try to understand which the expected results are, more than the procedure you have to follow.

6.4. Ex post contributions for Uni-key project

Uni-key has been promoting placements at young enterprises and MSMEs improving its online page. Companies' profiles offering traineeships were uploaded on the website. In the future it would be possible to improve the collaboration between universities and companies through the exploitation of the Alumni Group. The old participants could help the new students who are going to do their internship in the same place, giving them tips, information about the job, the city, how to find an accommodation etc. We are talking about a new generation, who uses internet and social networks (Facebook, Twitter and LinkedIn) for communicating and looking for a job. So, besides the Uni-key platform, the project developed an interactive Facebook profile, where participants or people who would like to take part to the Uni-key next edition can ask questions, express their point of view and receiving answers to their doubts as soon as possible, and of course interact with the other members; the profile is linked with existing groups. Moreover, a teaser application in the form of a social media group has been developed "Trivia Heroes"; this is a useful tool to catch the attention and to involve more SMES and students in the project activities and in micro-placements.

As the ITC has analysed in its implementation plan, the placement of a student can increase the capacity of micro- enterprises to absorb academic/scientific input, for example a placement is seen as an opportunity to practise English inside the company. Concerning the capacity to absorb academic/scientific input, it would depend on the orientation of the company and the student. A first step will be to work in advance in the company profile and student profile before the placement, in order to identify potential cooperation. A Uni-Key tutor onsite could be a good source to follow up the placement, discuss and work together looking for a potential transfer or future cooperation. In this sense, the involvement of Enterprise Europe Network local actors could be a must. This network has nodes at regional EU level, and one of their services is to connect technology offers and request and promote the creation of partnerships for technological development.

The findings of this investigation were embedded in the development of the on-line modules and were tested during the pilot runs of the modules (Work Package 8 of the project). The aim of this work package was to test and evaluate prototype learning modules of the project in two pilot runs. The evaluation of pilot run 1 (winter semester 2012/13) allowed us to further develop the training modules

and pilot run 2 (summer semester 2013) allowed us to evaluate the effects of the improvements and provided the consortium with further insights concerning the implementation of the learning modules. Pilot run 2 allows furthermore comparing the conditions for entrepreneurial learning in different host organisations (young and micro-enterprises versus medium- and-large enterprises). Pilot users/learners and trainers were recruited from existing mobility programmes of partner organisations. Further (pilot) entrepreneurs (who were involved as mentors in some of the modules) came from contacts established in the work packages before or who are alumni of the Erasmus for young entrepreneurs programme. After the end of the project, in October 2013, the on-line modules will continue being offered, according to the business plan prepared. The future versions of the modules will take into account these recommendations, in order to give more incentives to micro-placements.

Public Event Report: How SMEs can benefit from EU mobility programmes?

In the Framework of the “We mean Business campaign”, the Belgian - Italian Chamber of Commerce (CCBI) organized on the 20th of June the event “How SMEs can benefit from EU mobility Programmes”.

The aim of the event was to raise the awareness of different stakeholders such as SMEs, Entrepreneurs representatives, Universities and students on the different opportunities that lie in the EU Mobility programme.

The conference was opened by Ms Bronzo, the Project Manager of the CCBI’s European Desk. Ms Bronzo, indeed, presented the scope and the purposes of the “We Mean Business Campaign”. The campaign wants to provide information in order to promote the Leonardo da Vinci and Erasmus Placement within the possible stakeholders such as entrepreneurs and students.

During the conference three different programmes were presented to the audience. Firstly, the Leonardo da Vinci and the Erasmus Placement were presented by Ms Figa, member of AEF Europa. Secondly, Ms Gaiaoni from the CCBI, presented the Erasmus for young entrepreneurs.

The first two programmes are part of the Lifelong Programmes and are targeted to students, recent graduated or VET professionals. The scope and the purpose are to support those target groups to gain specific skills for their future career.

Table 1 Main Differences

Erasmus Placement	Leonardo Programme
<ul style="list-style-type: none"> The Erasmus Placement programme enables higher education students to do a work placement. 	<ul style="list-style-type: none"> The Leonardo programme enables to send trainees; The scope is to support learners and staff on work placement to gain skills, personal development and work experience; The mobility is available to trainees, apprentices, people in the labour market and VET professionals.
Erasmus Trainees	Leonardo Trainees
<ul style="list-style-type: none"> Students enrolled in higher education institutions; Participating in the programme i.e. Bachelor, Master, Doctoral level. 	<ul style="list-style-type: none"> Student in vocational training at upper secondary level; Apprentices (IVT) ; People in the labour market (PLM).

On the other hand the Erasmus for young Entrepreneurs Programme is aimed to promote the cooperation within wanna-be entrepreneurs and already-be entrepreneurs. The European Commission believes, indeed, in the importance of sharing knowledge, experiences and good practices in order to promote the entrepreneurial culture among the youngest generations.

During her presentation, Ms Gaioni underlined the main beneficiaries of the programme: the New Entrepreneurs (NE) and Host Entrepreneurs (HE). The first ones are usually persons with an entrepreneurial idea, who wants to create a new business. The second ones are experienced entrepreneurs willing to host a NE and sharing with him/her their knowledge and competences.

Ms Gaioni explained through clear examples how to submit an application and provided some successful stories of her experience as a representative of an Intermediary Organization.

Finally, Mr Berger, director of the Inter research institute, presented the Uni-key Project. The scope of this project, co-financed by the EU Commission is to unleash the entrepreneurial mindset among mobile students. The Uni-key project foresees the participation of nine partners from different background and from several countries. The scope of the Uni-key is to support those students, who are getting out of their “comfort-zone” of home-country and university environment doing an internship abroad. Mr Berger pointed out the formative aspects of an internship abroad.

During their internship, indeed, students can get training in specific *European skills*, such as intercultural communication skills, entrepreneurial skills, hands-on understanding of the “European Project”. Moreover, students get in touch with foreign entrepreneurs as potential role models of international entrepreneurship. At the same time through the EU mobility programmes the universities get the chance to send ambassadors of their profile in education, research and innovation abroad and European SMEs get access to new methods, models, tools – fresh perspectives -applied by students from abroad. Finally SMEs get access to a representative of a (potential) target market and a potential ambassador for their brand, products/services or way of working.

The conference was closed by a roundtable composed by Ms Bronzo (CCBI), Mr Berger (University Fulda/Institut inter.research e.V.), Ms De Smet (European Commission, DG EAC), Ms Ozolina (European Youth Forum) and Mr Guerin (Junior Chamber International). The scope of the roundtable was to discuss of how quality issues can be implemented in the future generation of mobility programmes and legal frameworks for placement mobility. Furthermore the roundtable answered practical questions on the different forms of placement mobility.

Impact report

The **target group** included the following multipliers stakeholders:

1. National / regional federations of enterprises;
2. National (economic) sectoral organisations;
3. Chambers of Commerce and Skilled Crafts;
4. Public/private organisations in contact with enterprises (Regional Development Agencies etc);
6. National organisations active on placements;
7. Relevant LLP coordinators;
8. Networks of HR managers / career services;
9. Major employers in the country / region.

During the **promotion phase**, the following stakeholders were contacted via e-mail:

- European SMEs and entrepreneurs: **14.271**
- Members of European Parliament: **719**
- International contacts operating in Brussels: **5.433**
- Italian representations of industrial federations and regional offices: **171**
- Journalists: **5.936**
- Organisations involved in Lifelong Learning: **344**
- Chambers of Commerce: **23**
- Other federations: **32**

Moreover, the event was promoted on websites, Twitter, and Facebook of all Unikey partners, as well as by the consultant P.A.U. education. It was inserted among the events of the We Mean Business Campaign, promoted by the European Commission.

101 participants registered to the events. Registered participants included representatives from all target groups.

About **80 participants actually attended** the event. Again, the participants were representative of all target groups.

Post-event impact: the material and slides used during the event was published on the Unikey website. On 18th July, a feedback message was sent to registered participants.

Status Report on Deliverable 7.1 – Format of placements at young and micro-enterprises

Methodology

Introduction

The purpose of WP7 is to investigate the opportunities for entrepreneurial learning and beyond, that placements in micro- and young enterprises can offer to students and to universities. Opportunities for students could range from exposure to the owner of the host organisation (entrepreneur) to the nature of work and responsibilities in a micro- or young enterprise. However there also threats such as doubts about the reputation of placements in micro-enterprises among students and universities. Such kind of opportunities and threats do exist from the perspective of entrepreneurs/micro-enterprises, too.

This study aims to develop a concept, which facilitates “win-win” cooperation among students, micro-enterprises and universities.

Main topics to be analysed

- what are the main requirements by university/mobility programmes;
- how can placements at young and micro-enterprises be used to facilitate contacts to (foreign) universities;
- how can placements at young and micro-enterprises be used to increase the capacity of host enterprises to absorb academic/scientific input.
- what are the main requirements by young and micro-enterprises to host a student;
- what are the “key selling points” of placements at young and micro-companies (in comparison with placements with medium and large enterprises).
- how can social entrepreneurship be taken into account – i.e. identification of scenarios of placements with social entrepreneurs.
- how can placements at young and micro-enterprises be best promoted.
- how can requirements by universities and micro-and young entrepreneurs be matched – identification of scenarios, potential projects;
- if is it possible to categorize placements with young and micro-companies, which allow to differentiate which profile of enterprises fit more or less with University requirements.

Main sources of the study

1. Universities
 - Feedbacks from exchange students and tutors;
 - Surveys/interviews within a sample from the target- group.
2. SMEs
 - Feedbacks from tutor hosting international trainees;
 - Surveys/interviews within a sample from the target.
3. Organisations with expertise in dissemination
 - Marketing analysis.

Surveys are carried out through: Facebook pools, DEM through Maxmailing, personal contact of Uni-key partners, project events (i.e. events on 20/06/2012).

Format questions to be used in surveys

SURVEY Universities

1. Can you list the main requirements requested by programmes/projects etc?
2. How many placements have you promoted in the last 5 years?
3. How many of them were in micro-companies?
4. Is it easier to contact a micro or big enterprise to promote placements?
5. Have you notice differences on satisfaction between students that did internships in SMEs and big enterprise?
6. Is your university interested in promoting relationships with micro-enterprises?
7. If yes, why?
8. Do you believe that the placements in micro-enterprises can be used to improve the exchange relationship?
9. Do you believe that placements in micro-enterprises can be used to absorb academic and scientific inputs?
10. If yes, how?

SURVEY Students

1. Would you prefer to do an internship in a small or a big company? Why?
2. Have you ever done an internship in a small company?
3. If yes, according to your experience, what did an internship in a small company offer to a trainee? (tasks/relationship/ social environment)
Or
2. Have you ever done an internship in a big company?
3. If yes, according to your experience, what did an internship in a big company offer to a trainee? (tasks/relationship/ social environment)

SURVEY Entrepreneurs

1. Can you list the main requirements that a trainee must have?
2. What can your company offer to a trainee that a big company cannot?
3. Would you like to be taken in consideration as a possible hosting enterprise for future placements?

Format questionnaire to be used

Name of the Company/ Institution/ University:

Role:

Size: Small Medium Big

Sector:

In your opinion, what are the main skills required by companies to trainees?

- Knowledge of the national language;
- Knowledge of another foreign language (i.e. English);
- General knowledge of the company;
- Organisational skills;
- Communication skills;
- Ability to work independently;
- Proactive attitude;
- Reliability;
- Other:

According to your experience, which are the benefits that small enterprises can offer to trainees, as opposed to big companies?

- Friendly environment;
- Competitive environment;
- Specialized/Focused training programmes;
- Diverse variety of tasks;
- Assignments bearing responsibilities;
- Qualified tutoring;
- Other:

II

Where would you look for information about mobility programmes? ¶.....

- | | |
|---|--|
| <input type="checkbox"/> → University website; ¶ | <input type="checkbox"/> → Study fairs; ¶ |
| <input type="checkbox"/> → National Agency website; ¶ | <input type="checkbox"/> → Info-days/events; ¶ |
| <input type="checkbox"/> → European Commission website; ¶ | <input type="checkbox"/> → Other: ¶ |
| <input type="checkbox"/> → Facebook; ¶ | |
| <input type="checkbox"/> → Forum and blogs; ¶ | |

Methodology for partner cooperation in producing the deliverable 7.1

CCITABEL as the leader of the WP is in charge to issue the final document with the contribution of the other partners. Each partner has been asked to provide its input on the topics; partners are in charge to explore and develop a specific topic, although they can provide inputs for all topics.

Each partner is expected to prepare a document in word format, with the description of the research carried out on its specific topics. During the research, at least 5 stakeholders (in addition to quality board members) have to be contacted and the document shall be at least 5 pages long. Feedback on the final draft document will be collected from the quality board.

Topics to be analysed by each partner:

- **Universities or Organizations related to Universities: (i.e. HF, UA, ITC)**
 - what are the main requirements by university/mobility programmes;
 - what are perceived advantages/disadvantages of placements ins small and medium enterprises
 - how can placements at young and micro-enterprises be used by enterprises to facilitate contacts to (foreign) universities;
 - under which conditions can placements at young and micro-enterprises increase the capacity of host enterprises to absorb academic/scientific input.
- **Chamber of Commerce or Organizations related to micro-enterprises (i.e. CCITABEL, ITC, Kruger, Anne Fox, WOW)**
 - what are the main requirements by young and micro-enterprises to host a student;
 - what are the “key selling points” of placements at young and micro-companies (in comparison with placements with medium and large enterprises).
- **Organizations related to social entrepreneurs (i.e. IR)**
 - how can social entrepreneurship be taken into account – i.e. identification of scenarios of placements with social entrepreneurs.
- **Organization with dissemination potentials (i.e. CESAF, WOW)**
 - how can placements at young and micro-enterprises be best promoted.

CCITABEL as the leader of the WP will issue the final document and therefore will be in charge to collect all information and to define:

- how can requirements by universities and micro-and young entrepreneurs be matched – identification of scenarios, potential projects;
- if is it possible to categorize placements with young and micro-companies, which allow to differentiate which profile of enterprises fit more or less with University requirements.

Progress of deliverable's implementation

Partners have started their research of the topic assigned. Up to now, K2C has interviewed 5 entrepreneurs, IR and HFD have collected 13 feedback questionnaires from entrepreneurs in different sectors and have carried out 5 interviews with University representatives and carried out a special research on social enterprises, CESAF has carried out 16 interviews with companies of different size, Anne Fox has carried out a survey through Google forms reaching several stakeholders, CCBI has interviewed 2 entrepreneurs and collected 20 questionnaires.

In principle, the final paper will adopt the following table of content:



08.11.2012^a

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1. → Background (Data on Placement through LLP programmes).....	→	29
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3. → Lesson Learnt.....	→	29
4. → Format of Micro Placement.....	→	29

On the management platform, at the link <http://www.uni-key.de/members/course/view.php?id=9> it is possible to find the initial research carries out by partners by now.

A placement offer page has been published on the project website (<http://www.uni-key.de/index.php/component/content/article?id=37>) promoting exclusively placements at small enterprises as a support for pilot course participants.

Unikey
UNLEASH YOUR BUSINESS POTENTIAL

Uni-Key Home Project Partner Events Media Publications Members only

Articles

Placement offers

A placement in a small enterprise offers students a special perspective on entrepreneurship: They will perform a diversity of tasks while meeting all employees and especially the owner of the enterprise. Given this they gain a deep understanding of the company's structure and entrepreneurial skills.

GERMANY

Organisation	Website	more information
Team2Venture GmbH	www.twago.com	download pdf
INI-Novation GmbH	www.ini-novation.com	download pdf
Hans G. Werner Industrietechnik GmbH	www.werco.de	download pdf

ITALY

Organisation	Website	more information
Rivetto S.A.S.	www.rivetto.it	download pdf
Mellus srl	www.mellustaly.eu	download pdf
BME di Giuliano Lo Iacono	www.bmeweb.it	download pdf
BIOS Management SRL	www.biosmanagement.it	download pdf
Business and Project SAS	www.cesaf.eu/en/partners/business-project-s-a-s	download pdf
ABC Languages SRL	www.academyinternational.it	download pdf
Eugea SRL	www.eugea.it	download pdf

LUXEMBOURG

Organisation	Website	more information
Andra Marie Matresu	www.morethanapuzzlemaker.com	download pdf

SOUTH AFRICA

Organisation	Website	more information
Godding & Godding (The Silk Farm)	www.goddingandgodding.com	download pdf

CHINA

Organisation	Website	more information
Primerio International Trade	www.primerio.cn	download pdf



**Employers online-module “Employer Module -
How to mentor international interns and staff” Link**

Login: evaluator_course

Pass: eval+2567

<http://www.uni-key.de/course/course/view.php?id=74>

Course navigation Course administration Switch role to... User profile settings Site administration Search Settings..

Unikey Discover your business potential You are logged in as Marcus Fessler (Logout) Lifelong Learning

My home My courses Manage international interns and staff_1 Turn editing off

Manage international Students and Staff

How to mentor international interns and staff

Introduction

Task 1: Your ideas on motivation on employees/interns

Task 2: Exercise on organization and communication

Task 3: Turn your intern into an ambassador of your organisation

Check your level of attainment

You can use the symbols above to navigate through all of the sections of this course module

Content

- Introduction (information)
- Task 1: Your ideas on motivation on employees/interns
- Task 2: Exercise on organization and communication
- Task 3: Turn your intern into an ambassador of your organisation
- Check your level of attainment

Getting started