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ALMA RAGNARSDÓTTIR

# TRAINEESHIPS IN INTERNATIONALISATION



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## BACKGROUND



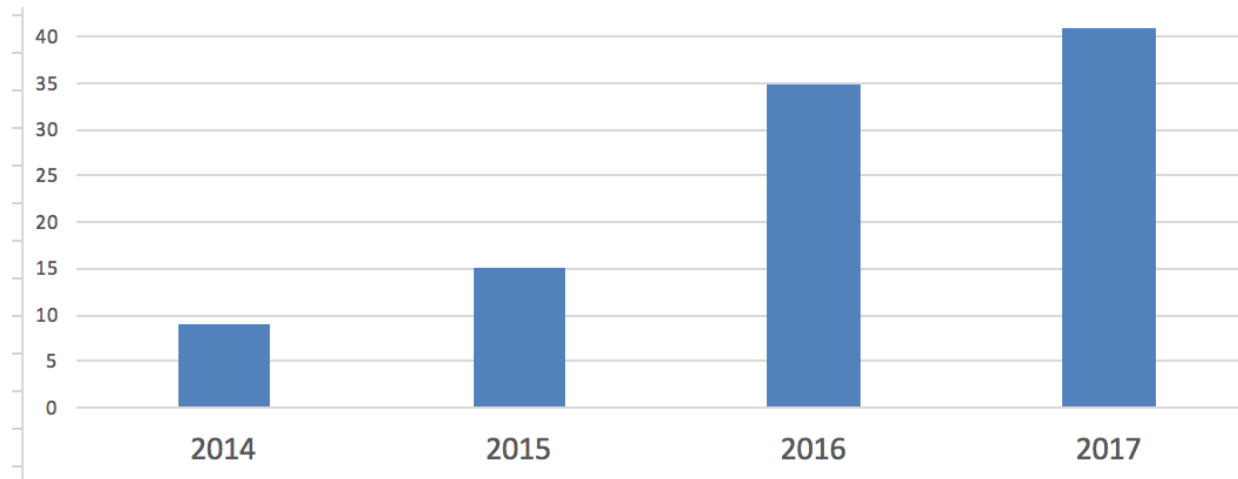
2007: Leonardo Programme Post Graduation training grants (project)

2007: Training / Studying abroad for 1 semester becomes Mandatory in 2 Study programmes

2009: Promotion of Training abroad in summer via Erasmus+

2013: Quality Price of Erasmus and Leonardo

2014: Leonardo merges with Erasmus.



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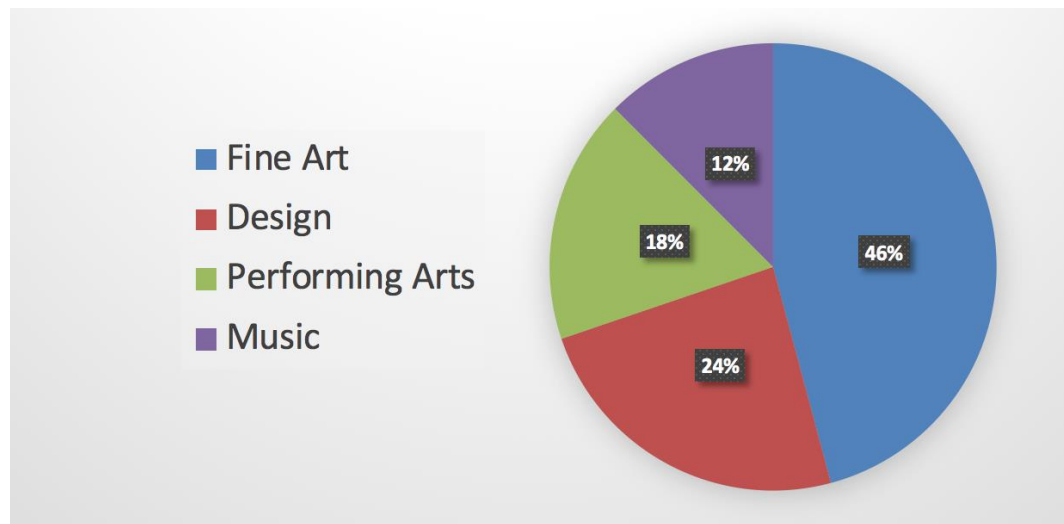
## WHERE ARE THE STUDENTS GOING?



Part of the learning process is to seek internship opportunities abroad.

Majority of students wishes to train with self-employed artist or designer.

Music: Composers, Music production companies, organisations and festivals, universities, publishing houses, IT companies, theatre and film.



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...and what about cheap labour?

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## DIRECTION AND TRAINING, ATTITUDE AND STATE OF MIND



2016: Overall enhancement of student counselling and preparation, in class and by offering crash courses.

**Role of student counsellor:** future objectives, skill focus, finding a place that will meet those objectives, communication with the workplace/artist, critical thinking, drawing a clear-line, asking questions and honesty.

**Role of international office:** importance and value of the training agreement, insurance, contribution in kind, cost of living, grant payments, length of traineeship, copyright (profit and ownership), traineeship certificate.

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## OUTSET OF TASKS...



- ✓  Information & sharing in class (promoting not selling).
  - ✓ Crash courses on preparing for training abroad.
  - ✓ Observing roles and responsibilities & general outcome.
  - ✓ Creating a Training Abroad Framework.
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- Collaboration with alumni and stakeholders.
  - Sharing and discussing with leaders and programme directors.
  - Collecting stories and making those visible.



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## TRAINING ABROAD FRAMEWORK – Identifying possible risks



Student goes for a training to a **mentor** that is not fit for this role and responsibility.

**Student** finds him/herself in a position of doing all sorts of tasks, including those that have nothing to do with their field of training.

**Sending institution** may find itself in the position of supporting cheap labour.



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## WHAT IS A TRAINEESHIP?

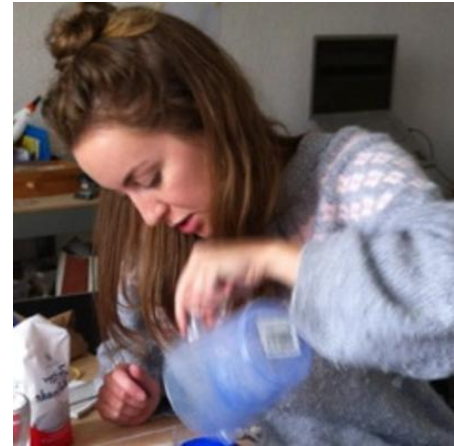


- Traineeship gives students the opportunity to obtain **training in the field** and within a particular field related to subject of study .
  - It brings about opportunities for **enhancement of skills** and competences in the given field.
  - Student is able to **test and explore** knowledge and skills obtained during studies and apply those in a real life setting.
  - Traineeship should culminate in: the expansion of student's **network**, building up of a **resumee**, increased opportunity for **employment** and enhanced **inter-cultural skills**.
  - Traineeship should entail **service and benefits for both**: the student works on the tasks designated by receiving institution and obtains training/guidance from the mentor in return.
  - The position of a trainee can be paid or unpaid, but should always be a **temporarily** position.
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## RECEIVING PARTNER / MENTOR

Receiving partner can be a company, institution, organisation or a self-employed artist/designer.



The receiving partner should have an **extensive experience** in the field and should preferably have a degree (unless having a long/outstanding experience in the field).

The mentor should have the **competence to supervise** the trainee according to the objectives set forth in the training agreement.

This is how it is not expected that the traineeship is a peer-to-peer learning.

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## ROLES AND RESPONSIBILITY – During training



**Receiving Partner (RP)** should **keep the training and its objectives in mind** when determining the tasks of the trainee. *A trainee should never become a replacement for a regular employee.*

**RP** should see to it that the training is **professional** and appropriate. It is important that the **RP** understands its **role as a supervisor** and does not manipulate the efforts of the student for his/her own good. **RP** should guarantee **adequate work premises** for the student, in line with his/her duties. **RP** must have effective procedures, guarantee **safety** and adequate **insurance** must be intact.

**Student** commits to the work and assignments as described in the agreement. **Sending institution** is responsible for the mobility scholarship, giving information to the student and the RP, and provides assistance in case of complications or conflict.

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## CODE OF ETHICS



- The training grant covers the **period spent abroad for training** at the place of the receiving partner.
  - The trainee should not be obliged to work on **tasks** other than those mentioned in the traineeship agreement, especially those not related to his/her field of study.
  - The trainee is not obliged to work more **hours** than indicated in the training agreement.
  - Should **conflicts** arise, the student should turn to the international office of IUA for advice.
  - In case of **discrimination** or harassment, the student should contact IUA immediately: student councillor or international office, to seek advice and assistance.
  - It is not expected that students go for a training to current associates/companions.
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## WHAT ABOUT THE ADDED VALUE?







In 2012–13, **CIMO** and the think tank **Demos Helsinki** examined how employers rated the skills and knowledge acquired through international experiences in their recruitment – to gain a better understanding of employers' views and expectations on international experiences.



Erasmus+

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## KEY FINDINGS

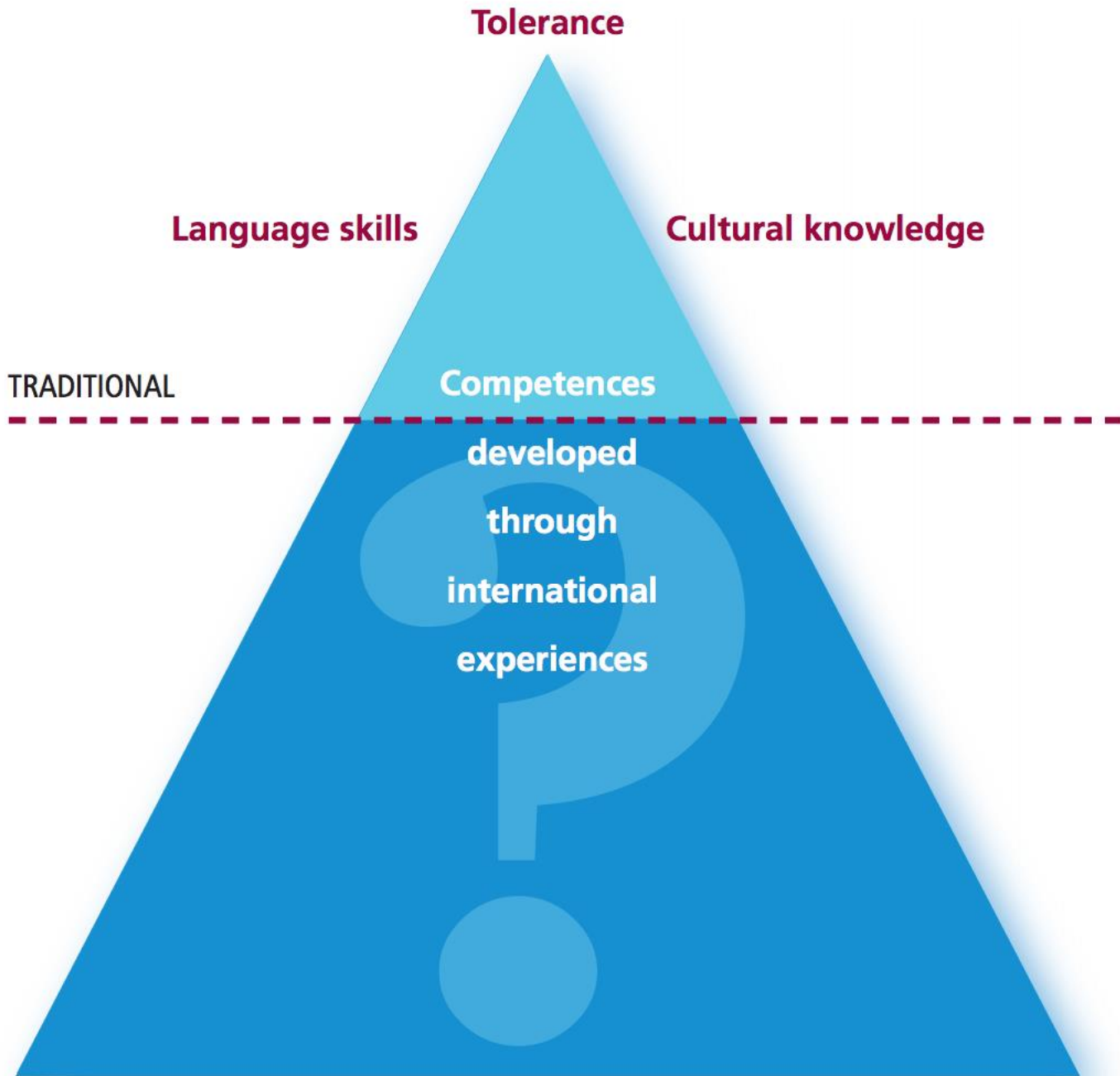


- We all believe that international experiences build key competences.
- Europe believes in learning mobility.



International mobility produces exactly the kind of competences that the employers are seeking, but they are not able to link these competences and people's international experiences at recruitment.

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## Productivity

=

Efficiency, analytical ability, problem-solving skills and  
credibility

➤ *Coming across new cultures and situations, you develop and exercise your ability to come up with solutions.*





## Resilience

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Adaptability, knowing your limits and strengths,  
confidentiality and resistance

- *International experiences often require reflection, persistence and adaptive abilities.*
- *These help us to learn more about ourselves and to become more resilient individuals.*





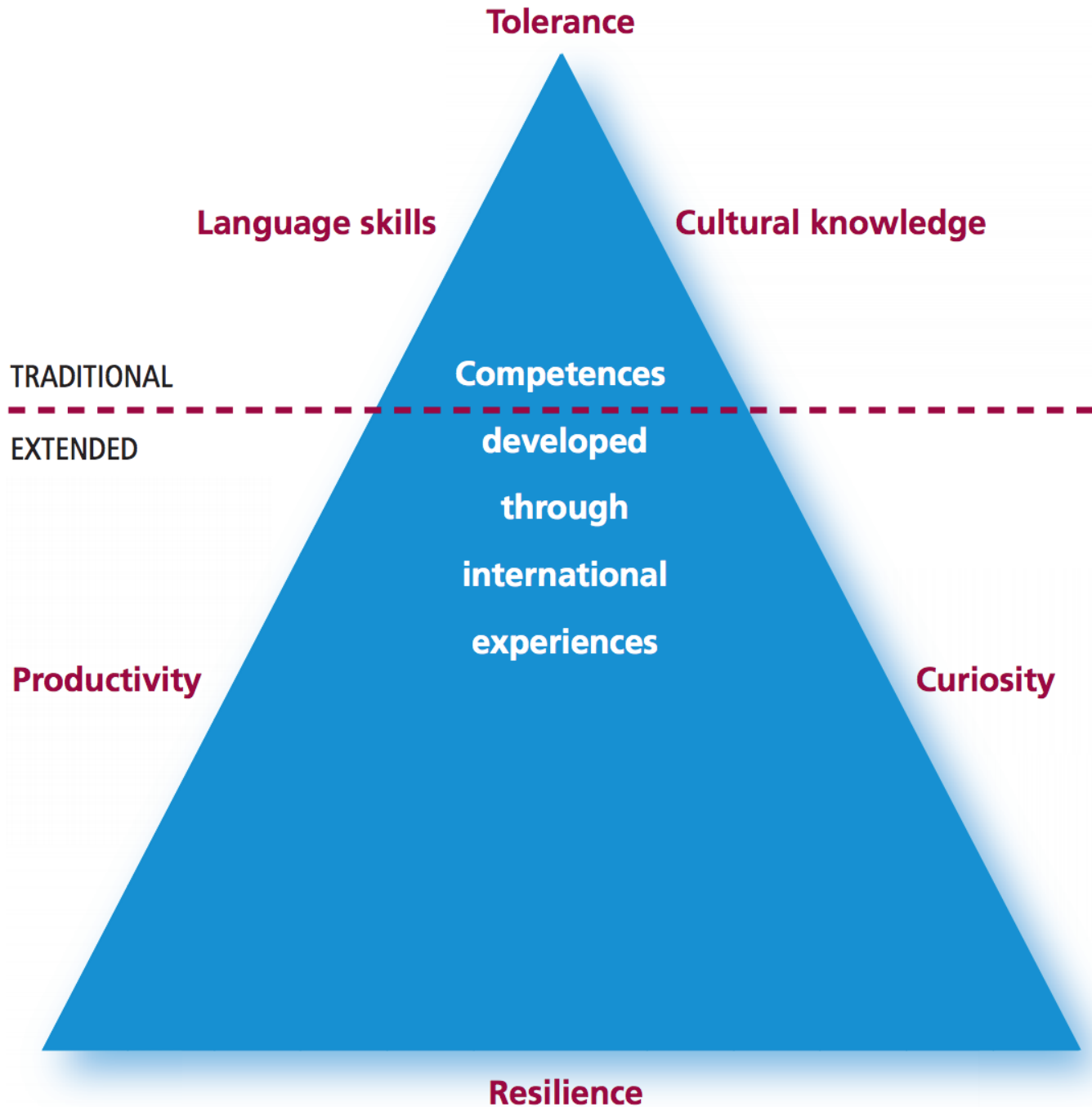
## Curiosity

=

Tolerance, interest towards new issues, intercultural knowledge, co-operation and networking ability.

- *Curiosity forms the basis for many attributes linked with international experience: the urge to learn, search and experience.*





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## WHAT CAN WE DO?



We need to **recognise** the learning outcomes of international mobility and **describe** them better.

We should talk about more **broader** learning outcomes including productivity, resilience and curiosity.

We need to engage in **dialogue with employers** to make these more visible.

We need to provide students with **tools and guidance** to help them recognize hidden competence and make them visible.

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## WHY SHOULD WE DO IT? STUDENT FEEDBACK


- Enhanced confidence.
  - Better understanding and increased interest in the professional field.
  - Get a know how in Free-lancing
  - Gain insight of what it is like to be a self-employed artist
  - New personal and professional contacts - networking in the field.
  - Becoming more fluent in the jargon – through real life practice.
  - Discovering new skills and being offered a job.
  - Challenging but very rewarding in the end.
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## WHY is it important?



Erasmus students are in better position to find their first job and to enhance their career development



More than one in three Erasmus students who did a job placement abroad were hired or offered a position by their host company.

Almost 1 in 10 former mobile students who did a job placement abroad has started their own company and more than 3 out of 4 plan to or can envisage doing so.

Former Erasmus students are half as likely to experience long-term unemployment compared to those that do not go abroad.

The unemployment rate of Erasmus students five years after graduation is 23% lower.

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## FINAL THOUGHTS...



Bringing these hidden values to the surface will make everyone understand what is the true quality of training abroad.

- Giving traineeships the space it deserves within higher Education.
- Making it an important part of internationalization.



**THANK YOU**

