The European Students' Union

SiS Catalyst

Children as Change Agents for Science and Society

Deliverable 7.1
Report on Internship

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EXECUTIVE SUMMARY

The aim of SiS Catalyst Internship Programme is to provide an alternative opportunity to students in Europe for gaining valuable hands-on experience and personal development while staying focused on the project main area of intervention: children as change agents in Science, Technology, Engineering and Math (STEM) teaching and learning. In the first half of the project implementation the project partners identified the following priority areas to be addressed:

- ⊙ Engaging children in SiS Catalyst activities in a university

- ⊙ A university taking SiS Catalyst activities to children in a rural context

- ⊙ A university taking SiS Catalyst activities to children in an urban context

- ⊙ A university taking SiSCatalyst activities to children through schools

- ⊙ SiS Catalyst activities for children delivered in a theatre

- ⊙ Museum based delivery of SiS Catalyst activities for children

- ⊙ Delivering SiS Catalyst activities for children through Festivals

- ⊙ Delivering SiS Catalyst activities for children through Media

From the end of 2012 until September 2014 The National Unions of Students in Europe (ESIB/ESU) took the leadership in development and implementation of SiS Catalyst Internship Programme, supported by the coordinator and Mentoring Associates.

The first part of this deliverable includes guidelines for Hosting Organizations Internships of science and society activities.

During the preparation phase ESU produced Guidelines for internships taking into account the students' view captured in previously contacted survey. The document has been used by the hosting organizations (HOs) to prepare their Expressions of Interest to host interns to work on projects linked to SiS Catalyst main priority areas. A final step in this phase was the selection of students, facilitated by ESU and done by independent experts from the Mentoring Associates.

Overall, three rounds of recruiting hosting organizations and students were launched. After each round, the process was improved using the feedback from each previous round.

The second part of the deliverable is focused on the Reports delivered both by the HOs and the Interns who participated the Internship programme funded by the SIS Catalyst project.

The result is encouraging with regard to the experiences of both the students and the hosting organizations. With the financial support from the project and sponsors, twelve students from Europe participated in eight internship projects on four continents.
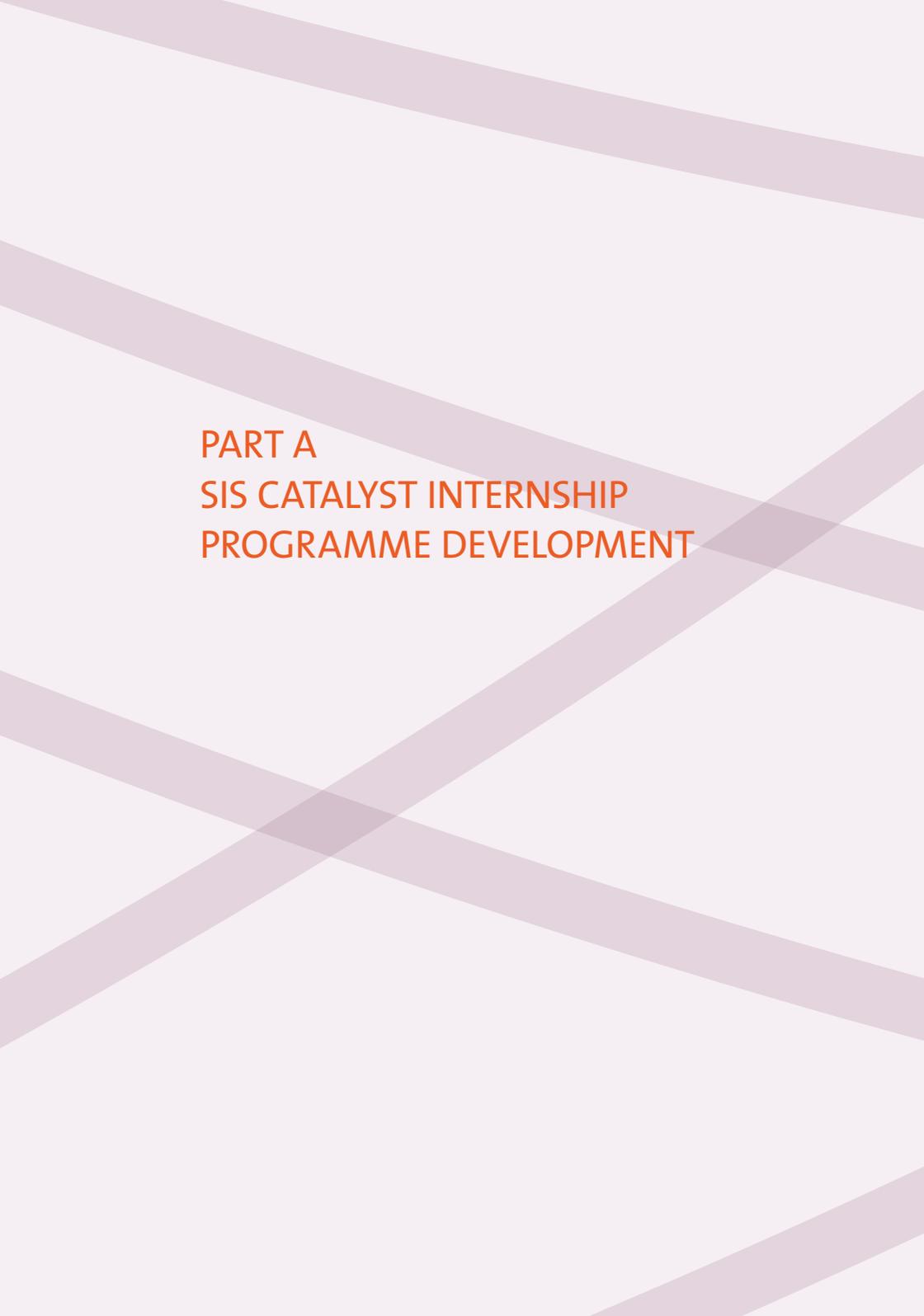
PART A
SIS CATALYST INTERNSHIP
PROGRAMME DEVELOPMENT

1 GUIDELINES FOR HOSTING ORGANIZA-TIONS INTERNSHIPS OF SCIENCE AND SOCIETY ACTIVITIES

These guidelines provide a support for preparing, conducting and evaluating an internship for the purposes and goals of SiS Catalyst Project. More specifically, the guidelines try to merge the perspectives and expectations from students and Hosting Organizations (HO) and moreover also to encourage both sides to follow a mutual learning process.

The SiS Catalyst team recognizes the mutual benefits of a well-planned internship for both individuals interested in a career in their chosen field and host organizations themselves, but there is a set of responsibilities for the hosts when offering an internship, as well as for the students when applying for one.

These guidelines are not based on the idea of providing a single solution for everyone and everywhere, they are much more a set of questions and objectives to consider and responsibilities to share for building up a unique and successful internship.

The suggested structure has a broad scope and can be easily adapted to any specific field i.e. arts, science, entrepreneurship, etc. A special section dedicated to the SiS Catalyst initiative with a focus on working with children is included in Part 3—Implementing.

1.1 INTRODUCTION

Internships are a popular, well-established way to get good first experience. They can set the scene for a successful career in a range of roles, while the host organization benefits from the passion and talent of someone with a completely fresh approach.

The intern is expected to contribute to the work of the organization, rather than taking on a purely shadowing role an intern should be provided with a defined role (and job title if contracted as an employee). Involving students in science and society activities via internships could be a fruitful reciprocal relationship between the hosting organization and the interns: an influx of new ideas and ways of communication inside the organization, bringing benefits such as mutual learning aspects, enlarging the diversity and providing role-models for children which are closer to their age group.

The involvement of students can be linked to the economic motivations and to recruit the next generation, and on the other hand, these can be connected to ensure public engagement and thus improve the process of employability of the next generation.

Nevertheless to work with students can be also a challenge, as there are occasionally barriers which need to be tackled. These barriers can be linked to the educational system, e.g. it is not providing enough employability (writing or management skills for example), or the individual person is lacking in some way—for instance students could have other priorities and activities to conduct. Other barriers can be cultural or language environment: If an intern comes from abroad, it is possible that cultural or communication problems can appear.

To ensure a good internship and to tackle all barriers mentioned above it is necessary to prepare and plan the internship carefully and the present document aims at providing support in doing that. However, these guidelines cannot give a ready-made programme for an internship as there is a diversity of legal, cultural and institutional circumstances and thus it is hardly possible to provide one internship scheme for all.

Even more, we expect these guidelines to raise questions and ideas which should be considered while planning an internship.

The information provided in these short guidelines is based on a survey addressed to National Union of Students (NUSes) in Europe and North America and two workshops for professionals held at SIS Catalyst project events in 2012.

1.2   UNDERSTANDING THE INTERNSHIP

STUDENTS' EXPECTATIONS

The results of a survey answered by National Unions of Students' (NUSes) in Europe and North America, show that the majority of them express a great interest in involving students in science and society activities. The students' organizations are seeing a high chance to implement these kinds of activities in the framework of respective **curricula** and thus **directly connect them with the academic programmes**. According to the NUSes there is no absolutely preferred compensation for internships, moreover, it looks like that this **should be decided on a case by case basis**. One important requirement for the internship programmes for the NUSes is to **provide equal opportunities and treatment for students on the same position, regardless of their socio-economic background**. Therefore the Unions stress that it is impor-

tant to highlight the benefits of an internship, to ensure that it is attractive, especially for people from an underprivileged background.

Reasons why students are motivated to participate in internship programs are quite diverse, but among those often named are: financial incentives, certificates, ECTS and an improvement of the employability.

The barriers identified by the students are mainly connected **with lack of time, compensation and social esteem** for this kind of work.

Some of the proposed **solutions** for these barriers are:

- To include the activities into university studies/credit systems.

- To ensure enough time for the activities

- To provide all necessary training.

The NUSes express a need for proper information as well as for trainings and seminars given by professionals (e.g. how to understand children and work with them or other didactical skills).

Other needs requested by the NUSes are a methodology training, a supervision/feedback system and motivation packages and a harmonisation with the study system (e.g. to respect the exam period).

NUSes clearly name some benefits from such as:

- Increased knowledge

- Experience abroad

- Improved existing skills or new once obtained through trainings

- Social esteem

- Extended network of professional contacts

- Better employability

Besides the above-mentioned, NUSes also identify **opportunities** for learning from children, change of attitude, soft skills and self-development as possible outcomes of

their activities. It is stressed several times by the NUSes that proper and clear information and instructions are needed.

Skills which are related to employability and are expected as an outcome of an internship are: soft skills, capacity to organize events, project management skills, public speaking.

All asked NUSes believe that current students are responsible for the next generation of students that stresses also their involvement in science and society activities. **Current students** are seen as a **role-model** for the next generation: According to the answers, responsibility for next generation means to share expertise and experience and mentor future students.

1.3   EXPECTATIONS OF THE HOSTING ORGANIZATION

As science in society activities are usually related to a direct interaction with people it is helpful if the intern is an open minded person who is interested in science and communication and has also the capacity to work with children. To ensure a good outcome it is needed that, like above mentioned, **the institution has defined its needs and expectations and is looking for an intern who offers the best match**. The person in general should be associated with adjectives like: pro-active, reliable, curious and innovative.

The best match between hosting organization and intern can just be reached with proper preparation and selection process.

1.4   MATCH/MISFIT OF EXPECTATIONS

It is important that the responsible person for the organization of an internship is aware about possible differences of expectations. Even if an intern is matching the selection criteria well and proper preparation is done it is not assured that this means also a match of expectations at the same time or that problems are completely avoided. Therefore it is necessary on the one hand that **both sides are able to express their expectations and needs** and on the other hand that **there is constant communication** between both sides.

Monitoring can be an important tool to reduce misfit and to solve forthcoming problems.

2   PLANNING

Before the intern starts, the hosting organization should have a **written contract** in place, defining the intern's working hours, the length of the internship, the intern's goals and their obligations. Any training the intern will require for their role should be planned in advance. The hosting organization should share this plan with the interns on their first day. The training should include a health and safety induction tailored to the workplace.

A good starting point can be to **clarify one's own objectives, expectations and ideas** on what such an internship could look like. Then clarify how this can be reached and which barriers need to be tackled to get as close as possible to the internship and to provide a chance to satisfy the hosting organisation, but also the intern him/herself. Another key action for conducting a good internship is to communicate **efficiently**: Internally with in the hosting organisation, and externally with applicants and interns. When planning an internship, time is one of the most important resources. **Planning well in advance** is a pre-condition for ensuring reaching the objectives and avoiding any possible problems.

2.1   QUESTIONS AND TARGETS

- ⚡ What is the role of >my< student?

- ⚡ What kind of educational knowledge is needed for the student?

- ⚡ What are the expectations?

- ⚡ What could be possible barriers and what are chances to tackle them

- ⚡ What kind of input/training can be provided to ensure high quality work of the student?

- ⚡ What are the material or immaterial benefits for the student?

- ⚡ Minimum level?

- ⚡ Are guidelines/detailed plans for the intern available?

○ Is there a fixed contact point for the intern?

○ Is there a chance to involve the intern in building together the internship period and tasks?

2.2 FEW STEPS TOWARDS ORGANIZING AN INTERNSHIP

1   Defining the objectives for an internship

2   Clarification of the legal and institutional framework

3   Defining outcomes, benefits and tasks for the intern

4   Defining and estimating the needed resources

5   Recruitment of the intern

6   Selection of the intern

7   Negotiation of outcomes, benefits and tasks with the intern (initial meeting)

8   Identify arrangements for monitoring and evaluation with the intern (Work plan with milestones)

9   Conduct the internship including summative and formative feedback (Maybe also with online support or an online forum)

10 Prepare a post internship action plan

11 Conduct the Final Evaluation of the internship from intern and institutional side

3   IMPLEMENTING

In order to implement the internship in the most beneficial way for both the organisation and intern, it is important to consider tasks where the intern will be challenged to apply his/her knowledge or improve his/her skills. The intern is there to learn and gain experience while providing a meaningful contribution to the host structure project or activities.

3.1   GENERAL LINES FOR DEVELOPING THE INTERNSHIP

- Is it needed/possible to assign a mentor and/or a ›buddy‹ (senior researcher, facilitator, etc.) to the student with sufficient time and commitment to guide him/her during the whole internship?

- Is there a possibility to train and support the intern in his/her work? Can a role model be provided?

- Is there an opportunity to spend time with other people in the institution besides the mentor and to be exposed to others fields of study and methods?

- Is it possible to include the intern in a small team of people from different ages to enhance mutual learning?

- What can a stimulating environment and opportunity to network with other interns look like?

- Does the intern do have the chance to get real responsibilities and to improve his/her problem solving capacity?

- Is there a proper office space (computer, desk, etc.) and resources?

- Is the work-life balance guaranteed?

- Is there enough time for reporting ensured?

- Are there chances for the intern to be part of a longer/bigger project to be involved in current research, presenting findings, travel, etc.?

- Is the intern able to afford the internship? Are all costs related to the internship covered?

3.2 SPECIFIC LINES FOR SIS CATALYST INTERNSHIPS

As science and society activities with children are a sensitive topic as there is a responsibility towards the children and this is also linked to the reputation of the hosting organisation which might consider a few things in addition. The following key points are not exclusive and should be supplemented by the specific needs of any organisation and target groups:

- Does the intern have experience in working with children?

- Is it possible for the intern to work independently with the target group or is it just possible as an observer?

- Is there any specific training needed and can it be provided?

- Are there any specific characteristics which need to be known by the intern?

- Is any supervision needed and can it be provided?

- Does the intern know how to react in emergencies and how to solve problems?

- Are there any legislative restrictions for the work with children?

- Is a secrecy contract needed?

3.3 HOW TO RECRUIT FOR INTERNSHIPS

Depending on the type of hosting organisation and the target group there are different options to recruit students:

- Co-operation with Higher Education Institutions, Higher Education teachers or Students' Unions

- Contacting students' unions on a local, national or international level

- Word of mouth

- Advertisement in student media (press, radio, internet portals …)

- Through EU supported initiatives and programmes

3.4 WHAT COULD A ›PERFECT‹ INTERNSHIP LOOK LIKE?

The answer to this question contains all of the elements listed below:

- Be prepared very well before the actual start and also be well managed also its end (feedback mechanisms and evaluation loop, reports, lessons learned, etc.) to be sustainable.

- Be prepared in advance in a way that both the intern and the institution should have clear expectations/roles/tasks but be flexible at the same time.

- Be a way to foster social inclusion (e.g. taking interns from disadvantaged backgrounds, etc.).

- Have a proper length and could be full part—or part-time. The same project might host different interns for different periods.

- Keep an on-going dialogue regarding the needs of intern and hosting institution.

- Conduct an informal check-up on well-being and satisfaction for both intern and institution.

- Foster mutual learning.

- Give both student and institution the possibility to add creativity and innovation to the work.

- Expose the intern to different environment for better learning.

- Be intercultural, interdisciplinary and international.

- The costs of the internship are covered or, at least, there is a chance to afford accommodation, food and other facilities to the intern.

However, the »perfect internship« is not the same for everybody and every institution.

4   MONITORING

It is assumed that there was a proper preparation of the internship and that there are concrete targets set for a monitoring. The targeting should include overall targets for the whole internship, but also short term targets. Especially the short term targets are important to ensure an on-going motivation of the internship and also it provides the intern the chance to experience success.

Monitoring is an important tool for the learning development of the intern.

There are several ways to monitor an internship, one of the easiest would be to have regular meetings where a systemic analysis could be done including four simple steps:

Step 1: Clarification of the current state

Step 2: Clarification of the target state

Step 3: Clarifications of match or misfit between both steps and the reasons why

Step 4: Defining steps how to reach the target state and what needs to be provided

Another important way of monitoring is summative and formative feedback. Formative feedback as a process oriented feedback should be given during the whole time and should help the intern to fulfil his or her tasks. Summative feedback should be given after a task is fulfilled to show the intern the reached working level and to ensure that the intern can see his or her successes or failures.

The periodic meetings (weekly/every 2 weeks) are another monitoring tool. They can be/should be organised to analyse and discuss the internship development.

4.1   CHECK LIST

Monitoring can include the following questions:

- Are given tasks fulfilled?

- What are the barriers to fulfil tasks?

- Is the intern overstrained or working under their potential?

- Which weaknesses and strengths does the intern have?

- Are expectations still matching?

- Which kind of information and knowledge is needed for the intern?

5 EVALUATION

Monitoring and evaluation are very related/connected. While monitoring is an ongoing activity, during the internship period, evaluation is the periodic and final appraisal of the internship, including the evaluation/feedback for the intern, analysing the whole process, plotting the preparation process and the implementation of the internship and summarising the experiences for future internships.

5.1 FORMS OF EVALUATION OF THE INTERNS

The main purpose of the evaluation is to see if and to which extend the initial objectives have been met. The qualitative and quantitative evaluation criteria indicators can take the form of tests, questionnaire, evaluation discussion etc.

It is very important that the evaluation at this stage should not only reflect the achievements of the student, it should be also self-critical and should reflect the side of the hosting organisation.

5.2 INTERNS FEEDBACK ON THE INTERNSHIP

The hosting organisation should offer the intern a performance appraisal at the end of the internship, looking at what went well and what didn't go so well. The intern's feedback on the internship is an important part of the final evaluation as it provides the hosting organisation with a lot of information for further developments and problems not tackled so far. Also this feedback is needed to measure the mutual learning process between hosting organisation and the intern. Mutual learning is seen as an ongoing learning process in which all involved parties learn from each other independently of their status. Target of the mutual learning process is an improvement of quality and a development of skills and infrastructure. It is fundamental to ensure that the intern can be as honest as possible and that possible criticisms do not harm the person or bring consequences for recognition. Development can take place if critical points are named. This will give valuable information how to improve the future internship policy.

6 RECOGNITION OF THE INTERNSHIP ACTIVITIES

There are several versions of what for recognition could take:

- ECTS Credits for activities embedded into higher education institution programs or examination regulations.

- ECTS Credits for extra-curricular work or prior learning activities.

- Paid work relationships.

- Certificates (often used in the Anglo-Saxon background).

The decision on which should be used is often determined by the legal framework and should be proofed before a call for internships is made. Also an ethical component should be considered, as it might be highly problematic if an institution is replacing employees by adequate internships. Some trade unions are highlighting that internship longer than three months are normally able to replace employees.

Other points which should be considered:

- Is there a real potential for a job opportunity after the internship period? (Interns become employees).

- How can this internship be recognised by the higher education institution and integrated within the study-path of the intern?

- Is it possible to recognize the intern's involvement in researches, publications, papers, etc, for example citing their names as co-authors?

- Is there a chance for the intern to stay in touch with the hosting organisation?

7 ADDITIONAL INFORMATION

For further information we would like to provide you with some links to good practice and sources for further information. This should allow you to get concrete examples of what an internship could look like and whom you could contact if you have any further questions.

7.1 LINKS TO GOOD PRACTICES

Erasmus Mundus Programme Good Practices:
http://eacea.ec.europa.eu/erasmus_mundus/tools/good_practices_en.php

7.2 SOURCES FOR FURTHER INFORMATION

Europe Internship web portal, *http://www.europe-internship.com/category/news/§ 4*

Europlacement.com online mediation agency for international internships, graduation assignments and traineeships, *http://www.europlacement.com/*

EU Move, *http://www.evta.net/eumoveportal/index.html*

Implementing a Successful Internship Program
http://www.pyninc.org/worksitetoolkit/downloads/ImplementingSuccessfulInternship-Program.pdf

Internships that work—a guide for employers (Chartered Institute for Personnel and Development)
http://www.cipd.co.uk/publicpolicy/_internships-that-work.htm

LEO—NET, *http://leo-net.tue.nl/leonet/*

Loretto Penny, Employers' Best Internship Practices, What Students Look For in an Internship Program, About.com Guide
http://internships.about.com/od/corporateinternships/a/embestpractice.htm

Oberhuemer Pamela, Ulich Michaela, 1997, Working with Young Children in Europe, Provision and Staff Training, SAGE Publications Ltd

Study on a comprehensive overview on traineeship arrangements in Member States Final Synthesis Report, 2012, EC *http://bookshop.europa.eu/is-bin/ INTERSHOP.enfinity/WFS/EUBookshop-Site/en_GB/-/EUR/ViewPublication-Start?PublicationKey=KE3012495*

PART B
REPORTS ON INTERNSHIPS

This part includes summaries of the Reports the
Interns had to deliver at the end of their stay
to the Host Universities. The reports
describe the opinion of the Interns
and their tutors based in the
HOs.

1ST ROUND OF INTERNSHIPS

1   VIENNA CHILDREN'S UNIVERSITY—EUCU.NET UPDATE

Intern: Stefanie Moshammer-Mischkof (Austria)
When: June–August 2013
HO: The Vienna University Children's Office

The Vienna University Children's Office was hosting Stefanie Moshammer-Mischkof as an Intern for 3 Months from beginning of June till the end of August 2013. This particular period was selected to give the intern the opportunity to get insight and to be involved in various projects, as a number of our activities regularly take place at this time of year.

Having studied social sciences with a focus on children and young people for several years Stefanie was very interested in participating in a field study about children's universities and science in society projects. Since she had not been active in projects of science communication focussing on children, she chose this internship to get an insight into this field of work and additionally gain experience in doing field studies.

The Internship was divided in two tasks. On the one hand the focus was on a more practical side, meaning the intern was given the opportunity to get an insight on how to arrange »KinderuniWien«, which is a major SiSCatalyst intervention for children aged 7-12 years and which is acknowledged as a reference model for successful engagement on national and European levels.

The second and main task was to carry out a Europe-wide field study on SiSCatalyst interventions for 16-18 years old as well as to update the stock of SiSCatalyst intervention for children of typical age groups, notably data about Children's University-type activities and similar approaches. As Stefanie's competences clearly lay in research, she was focusing on the second task, but nevertheless she had the chance to be involved in various aspects of the Vienna Children's University implementation.

After getting a first insight in the work of the Vienna University Children's Office, Stefanie started her internship doing research on Children's Universities, with a special focus on activities for young people aged 16–18. That gave her the possibility to immerse herself in the topic of Children's University-type activities and helped the team

to get an update on the project landscape of children's universities type activities for older kids in Europe.

For the HO it was a true asset to have a fresh approach, and at the same time to benefit from her experience in various research projects which she has been involved in during other work placements.

After gaining an overview of the several models in the project landscape, Stefanie worked on the existing Children's University database. This task included the refinement and roll-out of a questionnaire which was first used in 2007, which allowed her to gain knowledge of the development of European Children's Universities in the last 6 years.

Furthermore she had the possibility to be involved the delivery of the 2013 Vienna Children's University program, as well as to support the preparation and take part at the General Assembly of EUCU.NET. Stefanie still being a student herself was especially an asset as she took over a student's perspective reflecting on the way students are involved in the University activities.

Due to this various tasks, Stefanie was quickly integrated in the whole team. According to her Report, her expectations were more than fulfilled. Throughout the whole internship she was constantly supported and enjoyed the nice working atmosphere. Both the HO and the Intern said they are willing to stay in touch.

2 ACCESS TO CHILDREN'S SUMMER UNIVERSITY—RURAL ASPECT

Intern: Intern: Dean McHugh (Ireland)
When: July–August 2013 (and July–August 2014)
HO: Junge Uni, Universität Innsbruck—Austria

Dean researched teaching methods and he had the opportunity to develop his own programmes within Junge Uni. He was involved in the Kinder-Sommer-Uni summer camp as well as in other JungeUni projects. The participants and staff at JungeUni Innsbruck were incredibly inspirational. JungeUni were committed to collaborating with other organisations, which enabled him to experience many unique perspectives on pedagogy, such as working with nature and in a university culture. The change of country provided amazing ways of learning how different cultures approach common issues.

His studies focus broadly on the relationship between the arts and varieties of knowledge. JungeUni were extremely flexible in allowing him to adapt the internship to suit his own area of interest. One problem they faced was to organise his incorporation into the institution's pre-existing methods. Due to issues of time scheduling he was not able to include his activities in the core activity programme of the institution. This lack of advertising led to a lower number of students in his own activities. However, JungeUni was able to turn this problem into a solution by enabling him to adapt his activities to the teaching programmes of others. This was extremely worthwhile by enabling him to learn from others.

The close association of youth work into a university setting was for the Intern one of Junge Uni's greatest practices. JungeUni incorporated academic culture into its programmes by running activities around the university campus, by having its offices in the Public Relations department of the university and in general by promoting the value of third-level education. In Ireland, there is a sharp divide between third-level education and youth work initiatives. This is harmful by alienating universities from public life, and especially so given my experiences at JungeUni where he witnessed how children can act as influential voices in the familial, communal and cultural life of society. Dean wrote on his report »If a JungeUni could be established in Ireland, I'm confident it would have immediate benefits«.

Due to the great success of the Internship, Dean was given the opportunity to get funding for an additional work placement through the Mentoring Associates budget of the project. Through this, he contracted another two-month work placement.

3   DATA AND DECISION-MAKING IN AN UNCERTAIN WORLD

Intern: Karl Agius (Malta)
When: 3 months
HO: University of Liverpool, U.K.

The intern took part in delivery of the following University of Liverpool Schools outreach activities working with young people aged from 7 to 18 both in schools and at the University:

- Year 12 STEM Masterclasses: synthesis and characterisation of a local anaesthetic (benzocaine)

- ›Dangerous Science‹ residential summer School: Practical nanotechnology, including synthesis of gold nanoparticles

- Transitional summer school for disadvantaged primary to secondary pupils (University Academy Birkenhead): Making ›Noise Putty‹; Energy generation experiments; planetarium show

- Outreach sessions in colleges targeting A level students through a workshop entitled Infra-red spectroscopy of polymers

- Outreach sessions on ›What is Science?‹ organised by the Educational Opportunities team targeting Primary school Children

Set up the foundations for a collaborative schools project on weather data. Developed and tested an introductory workshop on data analysis and 'the scientific method'.

The HO described Karl involvement as successful. He was able to experience the University's outreach work in a variety of subject areas and with a wide range of young people, which was a main aim of his visit. The delivery method adopted in Liverpool is rather different from the Maltese system, and they all learned from sharing ideas. The HO's initial proposal was very ambitious—they set out to produce outreach activities based on the concept of dealing with uncertainty in data. In the three months available, this was partially achieved.

According to the HO, Karl was an outstanding addition to their outreach team during his visit to Liverpool. They all learned from observing his style of presentation and working with young people.

- Karl produced and tested a workshop on data analysis and 'the scientific method' which the HO can now use as part of their outreach programme.

- The basic work on the University's >weather data< project has helped them well on their way to setting up weather stations in partner schools, both in the Liverpool area, and internationally in Malta and Poland. This involved schools in these locations collaborating via a web interface to collect and analyse weather data.

2ND ROUND OF INTERNSHIPS

4   SPACE SCOOP

**Intern:** Ryan John McCall Laird (United Kingdom)
When: October 2013–January 2014
HO: University of Leiden,
Universe Awareness International Office Leiden Observatory

The main focus of this project was to expand the concept of Space Scoop to a diverse range of media platforms and syndicate the content. Media platforms for kids, both old (books, magazines) and new (social networks), are completely different to the ones that grown-ups are used to. Facebook, as well as other top new media, isn't the most popular websites used by children.

At the beginning of Ryan's internship, he was able to meet many people of the UNAWE network, consisting of astronomers, teachers and other educators, at its international workshop. He had the opportunity to see the wide context of UNAWE's activities and the many fantastic resources it has and uses in its national and international programmes. It was a great opportunity to discuss the role of astronomy and space science in early childhood development, how curricula can be developed to help 'inspire children with our wonderful cosmos' and how we can best evaluate our resources to test their effectiveness. It was also considered how to evaluate the long-term effectiveness of exposing very young children to inspirational and motivational activities. According to the Intern, it was a great introduction to the organisation, its network and activities.

Regarding his tasks, his main role during the internship was to help expand the concept of Space Scoop—astronomy news for kids. He put together a Communications Strategy where he first considered the communication objectives, principles and key messages of Space Scoop—how it is compiled, the different ways children can use it, how it can be used as a resource and how it makes the latest discoveries available to kids in over 22 languages. Then he considered the key audiences of Space Scoop, evaluating the ongoing distribution including existing media platforms and looking into areas of possible expansion. He ranked these accordingly, putting together a working project plan to help disseminate Space Scoop to this range of media.
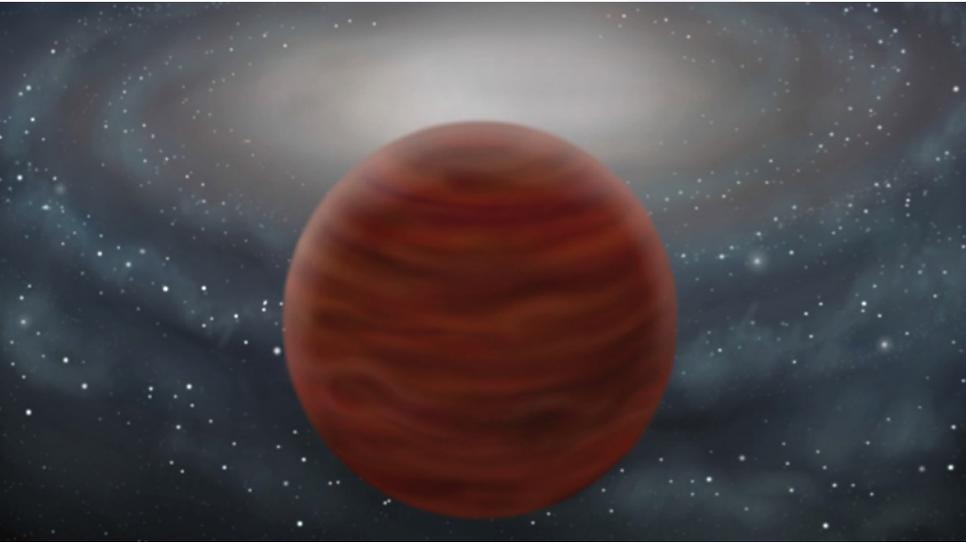
As part of this, he compiled a web page on the UNAWE site about all the different ways you can use Space Scoop as a resource, as can be viewed here: *http://unawe.org/resources/spacescoop/*

On reflection, he felt he was perhaps rather over-ambitious with the scope compared to the available time. Maybe he should have focused more on a longer-term project plan (beyond my internship). This was a thought that many of the Interns expressed at the end of their two or three-month Internships.

According to the HO, Ryan managed to bring to their work a very valuable insight into the outlets networks beyond what they are used to work. During his internship he improved the distribution and reach of an important resource for us: Space Scoop. His final report demonstrates that his work had an extremely high impact and their project has now a larger reach.

5   UNIVERSE IN A BOX

Intern: Abigail Ashton (United Kingdom)
When: December 2013–February 2014
HO: EU-Universe Awareness (UNAWE), Leiden, the Netherlands

Abigail worked on the UNAWE astronomy education resource for 4–10 year olds, »Universe in a Box«. Her overall aims were to research the options for future development (particularly relating to production and distribution) of the resource and make recommendations.

Additionally she took part in the international distribution of Universe in a Box and proof-read and edited grant proposals and website updates, all of which enabled her to see how extensive and awesome the UNAWE network is.

Communicating with educators abroad and seeing photos of the resource being implemented was a highlight for her.

She enjoyed the dearth of new areas she was able to research as part of the internship (co-operatives, business plans, educational resources, etc.) which she would have been less motivated to investigate otherwise. The process of writing up and producing a development recommendation for Universe in a Box also strengthened her writing skills in new ways.

Working in the EU-UNAWE team it has been interesting and inspiring for her. It's been fascinating to learn how it grew from a simple idea for an astronomy programme to an international network involving astronomers, educators and communicators from 47 countries.

She believes that this sort of collaborative, cross-specialist projects are the best ways to implement science outreach and education. It's also important to use bottom-up approaches (i.e. finding out what people actually want/need) when attempting to develop resources with a view to improving the lives of people in underprivileged communities. She feels EU-UNAWE does this very well and it's an important part of sustainable development.

According to the HO Abigail was a key element for the distribution of Universe in a Box beyond the FP7-funded EU Universe Awareness. Her background was essential to identify weak points of the project and help us improving them. She also managed to increase the visibility of the project beyond our traditional networks. They received 1000 Universe in a Box kits and thanks to Abigail more than 300 teachers and educa-

tors in more than 50 countries. The long-term impact of the use of Universe in a Box will be measured in the next 1–2 years. But her work had an important impact in the initial steps.

6+7 ICT AND VOLUNTEERING TRAINING FOR ETHIOPIAN NGOS

Interns: Dounia Maslić and Neva Stopinsek[1] (Croatia)
When: March–April 2014
HO: Eco Ethics International Union Ethiopia

The main activities the interns were involved in were:

- Join partner organization activities for children and youth.

- Provide training course on recruiting, coaching, communication, record keeping, project preparation and management and other topics relevant to organizations that host volunteers.

- Prepare training for volunteers and staff members how to build stronger networks of organizations, as well as a mean of dissemination information and knowledge.

- Accompany local members in their visits to different parts of Ethiopia. Share own experiences and establish new links between partner organizations and universities in Ethiopia and abroad.

The University of Zagreb, Faculty of Organization and Informatics' Centre for Volunteering and Humanitarian Work supported the interns and provided learning materials needed for the training. The interns further developed learning materials according to the local organization needs. If it shows useful, the University of Zagreb will assist the intern to develop e-learning course that local partner organization may use for education of newcomers and that way ensure sustainability of the training program after the internship.

The most important and powerful moments happened without any intension, during their daily conversations and activities.

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1 Neva's placement was funded through the Mentoring Associates budget.

WORKSHOP FOR CHILDREN

This was one of the most powerful and challenging moments there, because the interns were not sure if they will manage to reach the point of workshop with their games and activities and then they had reflection time after the workshop together with children where they were telling exactly what they wanted to get out of these activities, reaching the point exactly in a way the HO wanted to be reached. They somehow showed how to appreciate each other more and the importance of including each other in their common activities.

WORKSHOP WITH VOLUNTEERS AND STAFF OF MHO

This was huge personal development for both sides. For the interns it was successful because they didn't go into designing something without observing situation first and trying to change all the materials they had in a way that would fit the specific situation. For the children it was analysing situation based on their example which happened a week before, so they were able to express planned and achieved results and gap between. Then the interns had a discussion why did the gap happen and what could the children do to prevent it. The interns also gave them some theoretical information that could be helpful in their future projects.

CONVERSATIONS AND MUTUAL LEARNING

Many other important moments happened only through simple conversations with different people while finding out much information about life there and how they are dealing with it. While for the Interns it was huge development experience only to see that our everyday problems aren't real problems, for them it was also interesting to find out what is good in their culture in our opinion and what could be changed for better. They were discussing the challenges this country is facing and how young educated people can help in overcoming them. Locals asked about some good case practices and ideas they shared with them.

3RD ROUND OF INTERNSHIPS

8   EAFIT CU DATABASE ANALYSIS

Intern: André Frirdich2 (Germany)
When: 13 May–30 September 2014
HO: Universidad EAFIT, Colombia

The objectives of the project are related with the analysis of the database of the EAFIT CU in order to build graphics that help to describe and understand characteristics of the audience of the programme: kids and young people between 8 and 17 years old. This is going to help in the identification of arguments that support of CU activities development.

This is done using Excel sheets and ArcGis software, to make spatial analysis.

André also contributed with the construction of didactical materials for workshops related with robotics.

The main activities that the student has been involved in are:

- Analysis of the database of the EAFIT Children's University and development of algorithms for the automation of the analysis diagrams that the team uses frequently.

- Geocodification of the database of EAFIT CU using the software ArcGis. From this, with the guidance of an expert on the software, he is going to do maps that represent many variables of the database. This will be very relevant as arguments for local key players, thinking on the sustainability of the programme.

- Development and construction of didactical objects for the workshops related with robots.

At the beginning of the SiSCatalyst work placement program, the HO was not very interested, because they thought it was time consuming for them the fact of being host of a European student for only three months. André stayed for four, and he did

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2   Funded through the Mentoring Associates budget.

because he was very insistent in the fact of coming to Medellin, to their CU and that's why they accepted him.

But they were surprised by the way he managed to live easily in their context, so it was not time consuming at all. The opposite: he surprised them, even though he is not fluent speaking Spanish, he is a quick learner and he became part of the team easily. From the very beginning he was very helpful and showed a nice attitude, and very quickly began to do nice contributions. So they discover it was much easier than we thought.

All the contributions he did to our program were very nourishing, and the expectations were much fulfilled.

According to the HO the best way they found to build a work plan for André departed from the interests and the abilities that he mentioned about himself. They believe it is very amazing to notice how the passion of a person gives power to the work he is doing. Their advice for future HO would be to give themselves the time to find the best contribution that an intern (or employee) could do, do it participative. A good performance is related with passion and abilities.

9 DISCOVERING SIMILARITIES AND DIFFERENCES BETWEEN TEACHING AND LEARNING FOR NATIVE AMERICAN/ INDIGENOUS AND EUROPEAN LDM STUDENTS

This internship opportunity focused on several key SiS Catalyst goals/issues primarily that of *Locally Defined Minorities and Social Inclusion* as well as Science and Society activities involving hands-on-experience with children including a *What We Recommend Childrens' Event. The rational/need for the project was predicated upon on the belief that there is relevance and relationship between Native American and broader global Indigenous education for the Roma and other LDM groups in SiS Catalyst environments.* By helping interns to experience and research commonalities, differences and possible implications of Indigenous teaching and learning pedagogy and curriculum, it was hoped that the issue of Roma and LDM educational needs and effective strategies would be informed and highlighted.

Additionally, the internship proposal was written to include intern involvement in an already planned project to conduct a SiS What We Recommend Consultation in Montana involving Native American children together with children from SiS Delivery Partner projects in Germany and Austria. The European children, staff and parents participated in a week-long »Indigenous Science and Inter-Cultural Transfer Study Tour« which culminated in a WWR workshop with recommendations presented to the entire tribal council of the Confederated Salish and Kootenai Tribes. The interns

were an integral part of the planning and implementation of the week's science and cultural activities and the WWW event.

The internship opportunity was advertised for two students: one with a Roma background and one from another under-served population preferably. Unexpectedly, the response from Roma students was excellent with a large number of applicants with an extremely high calibre of accomplishments and interests. The selection committee agreed that two Roma would be selected on merit alone. Then, because of the difficulty of the selection among so many qualified students, the host institution—Salish Kootenai College—and the Roma Access Preparation Program at Central European University, agreed to work together to fund two additional students for a total of four Roma interns as a result of the SiS Catalyst ESU internship call.

The interns each had a passion and commitment to use their education and lives to impact the educational and general equity situation of Roma peoples. Each had a different area of study and career interest for making this impact—1) Language Preservation/Cultural Identity; 2) Curriculum Integration/Cultural Identity and Academic Achievement; 3) Political Participation and Educational Equity; and 4) Social Services/Educational Achievement. The interns were highly accomplished and diverse as shown in following pages. They have six Master's degrees and two in PhD status among them, and all with years of experience actually working in Roma education and social programs in their home countries (Serbia, Slovakia, Hungary and Spain).

According to the opinion of the Internships' supervisor, there is no question whatsoever that the internships were a success. The students did learn about the history and present situation of Native Americans, particularly related to educational teaching and learning and outcomes. They stated that there definitely were transferable best practices and efforts in Native communities that had direct relevance for Roma communities in their countries. A key outcome of the project is for the interns to report their research and other activities in ways so as to be broadly disseminated. The hope is to have an impact on awareness of Roma and LDM needs, strengths and overall situation with regard to academic access and achievement throughout the EU.

INTERNS/COUNTRY

1. Edita Rigova (Slovakia)
(both funded by the University of Montana; funding for Roma students)

The SIS-Catalyst internship gave her the opportunity to live among Native Americans in their reservation. During the time spent in the reservation she learnt not only about the new culture of the group that was un-known for her, but also it gave her a chance to glance at the issues they are facing to in every-day life. As a Roma herself and at the same time a member of the vulnerable group she found some similarities between Native-American and Roma situation and status. She found out commonalities such as similar past, discrimination, identical problems such as drop-outs of children from schools, high unemployment, low education, unfavourable health status of the Native-Americans, often poor conditions of living. The internship enriched her knowledge and it gave her a new look at the possible ways of dealing with some of the Roma issues and hope that the situation can be solved in the future. She saw some good practical examples how to cope with such problems.

During the internship she focused on the field of social work. Comparison of the social work between the Native-American reservation and Roma community where she was working in the past as a social worker was her main interest. Throughout all internship period she was interviewing people involved in social work sphere. People providing diverse social services, people empowering employment and people dealing with drop-out of Native-American children from schools were the core of the interviews.

In her own country the social work in Roma communities works throughout projects funded by the European Union. Projects are short-lasting (about 2 years). After the end of the project the municipality or other authorities can request the continuation of the project for almost the same period of time. In many cases after the pilot project within the city or village the projects do not continue. Usually, depending on the number of Roma living in the village, there is one social worker and one assistant of the social worker. The structure of the social worker's work is up to the social worker management. Basically, the social worker is dealing with all issues needed to be solved. In addition as the only one person or one of two people working within social work project, the social worker dedicate a lot of time to the administration of the project and just the rest of the time the social worker is providing a social work.

I saw a very good practice in the Native-American reservation in the field of the social work. Over 27 people provide social services. There is separate department of the empowerment for employment also. There is not such case that a social worker is dealing with whatever case issues are presented. Each social worker is specialized and is dealing with different issues which is more efficient and effective. Some serv-

ices run through grants for many years; other services are established and provided by the law. All services target the main issue at hand and services fit the need of the clients. For instance, to help people get hired, there is a service providing clients with driving licence training and application assistance to enable them to commute to the work as the transport within the reservation is very weak. It also empowers them as candidates in the labour market as in the US there is a demand for workers owning the driving licence. In addition, the social workers provide services to clients straight away. On the contrary, the social worker in the Roma community is only mapping the community, problems of his or her clients and then distributing clients to the institutions that can provide a service and a help.

Further, she had a pleasure to help with the leading the workshop for the Austrian and German pupils. The whole week was organized in a way that might have contributed to the experience of the children. She clearly saw that it led to the acknowledgement of the children that many things within the education can be changed in order to improve the quality of the education. Thanks to the workshop she witnessed that children were full of great ideas and they saw some obstacles to the better education that they would wish to solve it. Their proposals were presented by children to the Tribal Council to make the voice of children heard. In her opinion, it is a good attempt to let children participate on the improvement of the education as they know what is bothering them while studying.

2. Snezana Dimic (Hungary)
(both funded by the University of Montana; funding for Roma students)

During the period of the end of June to mid-August 2014 she has been a SIS-Catalyst intern at Salish Kootenai College in Pablo, Montana. Having a possibility to participate in this internship was a great privilege and education journey according to her.

As a College city and Flathead Reservation Pablo was a great choice for the main site of the development of this internship as it offered environment which enabled her to truly connect with the nature and culture of Native American tribes living there. In the first place, Pablo is a city which numbers establishment of several public institutions vital for the progress of marginalized communities such as Native Americans in the US and Roma in Europe are. Discovering the world of Native Americans through interaction with this institutions was a crucial learning cycle of her internship.

In the very beginning of her internship she got to realization of similarities that Native Americans and Roma share as marginalized communities. But after some time she also realised the difference between them and how the comparison of these two groups can be significantly used for any further academic or policy work. The first learning point was the great initiative achieved by Native American tribes to preserve

the culture of their own. By taking participation at both Salish and Kootenai 'Pow Wow'³ she heard of the first created stories, legends, myths about Native Americans, she saw how children and teenagers are thought by older generations about their culture, traditions, and customs. But above all, she observed how mutual understanding between the two tribes and their cultures and traditions is build and respected. She was more than pleased to discover the whole concept of >Pow Wow< and see how the exchange of a cultural differences is directed to the creation of something good and beautiful. Moreover, she was amazed to notice how rich the Native American identity is and how children from their early age are thought to carry it with proudness. As Roma are spread all across the globe, there are formed different Roma groups with whom usually occurs to assimilate with the mainstream society of the state they live in. This therefore leads to Roma culture being inferior to the mainstream one and more importantly reflect immense differences in culture, traditions, customs, identities that these different Roma groups obtain by living spread all over the globe. Within this situation, the concept of the Pow Wow will perfectly serve to the Roma groups' mutual support and understanding and creation of strong identity that Roma children often miss.

The second learning point she came to realization was the political status Native Americans obtain in the society they live. As a student of International Relations and as a Roma person involved in politics of the Roma community this phenomena caught my attention the most. Primarily, she has decided to develop a comparative analysis research paper which will focus on political participation of Salish Kootenai tribes in Pablo and Roma in Europe. In order to reach her goal, she needed to go a step back and understand a history behind today's politics of Native American tribes. In that purposes, for her and other Roma interns there was organized a movie screening in the College's library where we had a discussion with one of the movie directors who firstly gave an introduction to his motivation and aim to shoot a movie as such. After movie was presented to them, they joined a discussion where they exchanged each other's opinions and views about their power politics between minority and majority, and equal political voice minorities must have in the society they live in. Afterwards, she visited several sessions of the Tribal Council with her supervisor Rene Dubay and other Roma interns. The presence at this sessions gave her a perfect insight of how a Tribal Council is constructed and how the main political agents cooperate with each other on a daily basis. Furthermore, she conducted semi-structured interviews with several male and female political leaders and members of the Tribal Council. While conducting these interviews she realised the role a Native American woman is linked not just to a tribe but to the politics, too. This is one of the main differences when the

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3   A Pow wow (also powwow, pow-wow or pau wau) is a gathering of some of North America's Native people. The term also has been used to describe any gathering of Native Americans of any tribe.

comparison between Roma and Native Americans is made and where definitely Roma community can learn from Native Americans. Snezana worked on the evaluation of the interviews made and on deployment of different International Relations theoretical frameworks which all together support the final design of her research paper which is planned to be published in one of the academic journals.

The path of political situation of Salish and Kootenai tribes is a very interesting phenomenon. During her stay in Pablo she had a great opportunity to learn about the politics of marginalized group in a very specific and interesting education lines. Meeting and interviewing political leaders made her notice that the main point of today's Native American political status is actually their struggle for education. The central point of her learning outcome was to discover the education path Native Americans went through in order to guarantee their political voice in the United States of America. In between others, she got the chance to have a meeting with the Education Tribal Council where she saw exactly how the education is a very important part of the strong political identity this Reservation has.

3. Cayetano Fernandez—Spanish (Andalusia)
Roma, Master's In Philosophy, University of Granada. Second year PhD in Cultural Anthropology, University of Granada.

Her main interest during the internship have been focused on the linguistic preservation on the Salish Kootenai reservation, especially related to the inclusion of native language on the formal educational level. Consequently with her interest the most of the activities have put an importance on language recuperation among member of the tribes, in this regard her fieldwork have been based on conducting interviews with people involved in some way with the recuperation of native language program but also with member of the tribe. So the main purpose had two sides, firstly she wanted to explore how the linguistic issues was dealt with in the reservation since the College started to work from 70's and on the other hand how the member of the tribe cope the experience of losing their own language but at the same time to preserve the language how strong component of their identity.

From the very beginning of the internship the similarities between Roma and Native American became so obvious, especially the things related to the fact they both belong to an ethnic minority, the way how the majority had created ideological narratives about both minorities based on prejudices, and, of course, related to a similar history of persecution that both minorities share. The first weeks of the internship were spent meeting relevant people of the College and also remarkable professionals involved in linguistic issues.

In addition during this internship she had the opportunity to visit some of the main centers involved in linguistic preservation such as the cultural center placed in St. Ignatius, where she had the chance to meet the professors of this center. This kind of meetings were useful in order to get knowledge about the particularities that they are facing while they are building the project. She got a lot of useful ideas that will be used in the context of Spanish Roma and the task of preserver and recover our language. In particular the main information that she got in this meetings was, firstly about the process of normalization of Salish language that some intellectual members of the tribe started once the College was founded on the 70's, on the other hand she also was interested in meeting people who were not involved on the implementation of native language in a formal way but they have a strong feeling about the language of their ancestor. She strongly believes that both Indians and Romas shared the experience to lose their own language but at the same time their feeling about their language is a strong component of their identities as individuals and also as an ethnic group.

Taking into consideration that Spanish Roma and Indian Native Americans have a lot of differences between them, it was clear from the very beginning of her stay in Flathead reservation that they both share a common history based on persecution because of belonging to an ethnic minority and also the perception that outsiders have about them. Because of persecution both, Salish and Spanish Roma, lost our own language. Dominant society pushed the Salish Roma to stop using their language and punish when they did not follow the law. So one could say that the current situation of both groups is a product of the intentional acculturation process because of majority. However Salish Kootenai College is doing a huge effort in order to reverse this process recovering their own language, training professors able to spread this language and memories and training a new generation of speakers who are attending classes conducted in Salish language from the very beginning of their educational process.

In the case of Spanish Roma, even when the historic background is quite similar to situation of Salish and Kootenai tribes, the current situation related to language preservation and other cultural issues is quite different. In this regarding the most important different between both cases is that Spanish Roma suffer the lack of strong institutions in charge of developing the cultural issues inside the community and fight for recognition among general population. However, in the last few years a young generation of educated Roma is growing being aware of how important is the cultural recognition, especially linguistic preservation, for their future as a group. Kata is optimist in this regard and she hopes to contribute to this process of cultural recognition using the knowledge that she acquired from this internship in Salish Kootenai College.

A conclusion of her internship she said that this experience encouraged her to continue fighting for recognition of our language in Spain. During her time in Salish Kootenai College she realized how difficult is the process of recovering and preserv-

ing a language almost disappeared because of centuries of persecution, and how many troubles a process like this have to face in order to include minority languages on the educational level, but at the same time she learnt that it is not impossible even if a huge effort is required. She strongly believes that one day, the Spanish Roma could achieve a similar result related to linguistic and cultural recognition that Salish and Kootenai have achieved.

4. Katalin Nemeth (Hungary)
When: June-August 2014
HO: Salish Kootenai (Tribal) College, Pablo, Montana (USA)

Consequently of her core interest (working with parents, curriculum design) during the 9-week-internship at the Flathead Reservation area her internship was concentrated on educational issues. Within the internship she had the opportunity to focus both on Native Americans and make people learn about the Romani populations. As method they used interviews to gain information. While everyone had set up separated interviews they also had common ones. These were kept by tribal members who had held important positions. Those meetings provided them a general but necessary overview about the Native American tribe's reservations and historical background. Regarding her research areas she met educators (teachers from elementary and high school, teachers at SKC, school principals, advocators) who offered her very diverse perspectives because of their different positions. Her main focus was on strategies of involving Native-American parents, keeping in touch with families, the everyday school experience in terms of discrimination of Native students, realisation and reputation of Native American content in mainstream school curriculums.

Regarding the teaching part with the assistance of Salish Kootenai College, the team dedicated a day to the Roma victims of Holocaust and they touched upon several topics such as history, origin, contemporarily issues. Apart from this activity within the appointments and through informal discussions the participants exchanged their knowledge on the topic.

The internship had several learning outcomes. Native Americans especially Salish and Kootenai tribes have three achievements which she definitively wants to see them happen within the Roma communities.

The Intern, at the end of her Internship concluded to the following:

First learning outcome: How can one empower identity? First of all she realised that the Pow wow is a very powerful and special tool for empowering Indian people's identity. Roma people need events when they can celebrate their pride of being Roma. Although there are similar events (Herdelezi, International Roma Day) it is something else which is needed. Special events should be organised to Roma communities, grounded on dignity and traditions, but not stereotypical and festival aims. These events were especially needed at the countryside and not only organised by young educated Roma, but with the help of the whole communities.

Second learning outcome: How can the attitude of teachers be influenced? Teacher candidates must have in their curricula mandatory courses which teach them the importance of parental involvement. At the SKC she learnt that every teacher during their training must accomplish courses about strategies of communication with families and effective meeting of parents' needs. These courses should offer very practical and real-life experience. They also teach their teachers about Native Americans. She would propose courses to teachers where they met Roma speakers, parents, and they were to be made more sensitive in this regard. She believes that it is very crucial that the thematic of the course would treat Roma as one homogeneous group.

Third learning outcome: Is having a curriculum enough? A precise and carefully designed Roma content within the school curriculum must be available and offered to every teacher. The conclusion of the interviews regarding the usage of Native American contents is that although it is set by law, it varies among teachers. Among schools it rather depends on teachers' willingness on what extent it is used in classrooms.

Generally speaking Native Americans and Roma populations are very similar but very different at the same time. The issue of the double (and even more mixed) identity causes hard times and much stronger support should be given to children and adults. In both histories and the path of Roma and Indians there are some common points that caused the same traumas and fights. Tribal languages and Roma languages were prohibited, forced assimilation and Indian kids were sent to boarding schools. Discrimination is a real issue for both populations. However she points out some important differences. The government of the USA acknowledged the sovereignty of Indian tribes. The recognition that a tribe owns natural resources and has autonomy is a key element in human rights movement and this is a missing element on Roma communities. Roma never had any resources which they could own or control. In terms of male-female power balance there was a big difference between Salish and Kootenai tribes and Roma. They have many women in influential positions. It is much more gender balanced while Roma activists, leaders and people in higher positions are rather Roma males.

Summarizing her experiences about the internship it can be said that there are many good examples (3 outcomes) done by SC tribes which are very impressive and would worth considering their implementation of their adjusted version in Hungary. Although she has learnt a lot from the interviews, she would recommend establishing another part of this internship in order to get a clearer overview when teachers can be reached and observed during the academic year.

10 ACCESS TO CHILDREN'S SUMMER UNIVERSITY—RURAL ASPECT

Intern/Country: Dean McHugh (Ireland) (funded by the Mentoring Associates)
When: July–August 2014
HO: University of Innsbruck

Dean's first Internship was considered so successful that it was decided he will get extra funding through the Mentoring Associates to contact a second Internship. His first Internship was funded by the SiS Catalyst project (information can be found under the 1st round of Internships).

Currently, JungeUni Innsbruck is engaged in a mentoring plan together with World University Service (WUS), which is piloting Children's University activities at Universities in Bosnia and Herzegovina. In order to build upon the very positive experience with the internship programme and to even enhance it and integrate it in other activities, the University provided a practical work placement for the former student intern to be directly involved in the mentoring plan—both with the aim to incorporate experience gained from the internship programme in their own organizational learning, and to directly give their mentoring partner the opportunity to see how their model of students' involvement would look like.

The HO believes that a young student acts like a bridge between science and children but also between the institution JungeUni and the children. The small age difference helps to engage children in science workshops. An open minded and young student, like Dean is able to find a very fresh and open way to speak with the children but also to listen to them. Within the placement he did some interviews with the kids in order to find out why they are coming to the JungeUni workshops and talk with them about their ideas, wishes and thoughts.

A great benefit of a foreign intern is that he or she can bring in a different point of view, new and fresh ideas in an old institution, which maybe has become blind to shortcomings in company processes. An objective and new view on organisational and admin-

istrational work in the JungeUni is very helpful to optimize process or even to change some routines.

Both HO and Intern declared they were successful in fulfilling the objectives of the internship. The student intern taught some courses as part of the summer programme at JungeUni, with workshops called: The Celtic Knot, discussing national and internal art forms in a tactile creative way; Ireland and Nationality, involving a discussion of what it means to be from a country; The Art of Recycling, upcycling banal household items to create sculpture; and Maximal Creativity, which tackled the question 'What is a university?' by creating a presentation on the topic. All of these workshops were conducted in English, allowing participants to make questions on foreign language learning, and on the presence of multicultural diversity within JungeUni.

There was also ample opportunity for engagement with other children's groups. The intern visited ecological workshops in the neighbouring village of Zirl, facilitated a workshop called Collective Rationality in >Kinder-Stadt< Schwaz which considered the dynamics of group decision-making through games, and also carried about The Art of Recycling workshop at 'Kinder-Stadt' Rum and

>Children's Corner< in Rapoldi Park, Innsbruck. Such inter-organisational engagement allowed the intern to observe different children's groups in the area and achieve a more expansive survey of Tirol's multiplicity of activities to inspire children.

The internal report was also successfully completed, detailing brief sections on the student's teaching practice at JungeUni, reflections on the organisation's methods of evaluation, and the importance of language as a theme throughout the work placement. Yet most important of all, was a longer 'Recommendations' section, discussing what steps JungeUni could take to grow as an organisation for the future and realise its ambitions.

CONCLUSIONS

The aim of SiS Catalyst Internship Programme was to provide yet another opportunity for mobility and valuable learning and cultural exchange for European students.

The Intern was very well accepted both by hosting organizations and students. Certain difficulties arose when trying to link the Programme with ECTS.

Here are some general observations from the implementation phase of the Internship Programme:

- The hosting organizations were happy with the selected interns and interested to stay in contact with them. Some of them will continue working together on the outputs of the Interns' placements on new projects in the same or similar domains. Universities see that as a win-win situation for both sides.

- The students value the gained experience as enriching one in many ways:

  - learning experience,

  - practical implementation of their knowledge,

  - improving their soft skills.

However, not all students had the opportunity to obtain credits for the SiS Catalyst internship due to the specific rules of their home university.

It is therefore recommended that bilateral agreement between the Programme and the sending university is signed well in advance so that students can benefit fully and be able to add credits for their internshipy experience.

Overall, the Programme is considered to be a success based on the great interest from students and organizations willing to host interns: with a plan to offer internships to eight students, with the support from the Mentoring Associates, SiS Catalyst made it possible for **twelve students** to work on eight projects **in Europe** (Austria, UK, The Netherlands), **Africa** (Ethiopia), **South America** (Colombia) and **North America** (USA).