NO. 001

TOOLKIT

GAMIFIED INTERNSHIP

FOR YOUTH ORGANISATIONS

WORK PLAY GROW

1234567890

Edited by: Raluca Ferchiu

Authors: Diana Laura Ciubotaru, Raluca Ferchiu, Joana Teixeira, Mariana Silva, Judit Arribas Muñoz, Celia Ramos Polo, Adrianna Madej, Michal Olszowy, Anna Tatys

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ABOUT THE PROJECT

1.1 PROJECT DESCRIPTION

ABOUT THE PROJECT

The main aim of this project is to develop professional skills of youth and youth workers for a better insertion on the labor market, through innovative volunteering and internship programs, using gamification and digital tools as new methodology in non-formal education.

Specific objectives:

O1. Increasing the professional skills and employability level of 40 youth and 40 youth workers, from 4 countries, through digital gamified volunteering and internship programs, during 6 months of constant activities in 4 local communities.

This objective is fulfilled by 2 pilot programs - one for volunteering and one for internship, applied in the 4 partner countries, during 1 year. In these pilot programs, 40 youth will experience 6 months of interactive activities for the purpose of the local community and 40 youth workers will experience what social work, personal development of you and social educator means and they are engaged in concrete activities related with the experience of the 4 partner organisations.

O2. Increasing the capacity of 4 organisations to offer structured, long term and motivational volunteering and internship programs, using digital tools and gamification as non-formal education methodology in the new digitalized and modern context.

This objective will be achieved through 2 working packages, in which the partners will develop the volunteering and internship methodology and will gamify them, in order that the youth and youth workers to be motivated to participate in several and different activities.

O3. Increasing European youth NGOs field capacity to involve more and more youth in volunteering and internship programs, in order to help them develop their professional skills in fields as social work, non-formal education, social education and youth personal development, through a new and complete methodology of selection, integration, motivation and evaluation of youth work, in an innovative and digital way.

GAMMA INSTITUTE
ROMANIA

The aim of the **Institute for Research and Study of Quantic Consciousness - Gamma Institute**, is promotion, development, research, and initiative for activities in the field of psychology, psychotherapy and mental health. Gamma targets trainees, kids, and international specialists through training programs, workshops, psychological services, counseling, and international cooperation. These missions are fulfilled through the 3 Gamma Institute departments:

1. **Gamma Training** - Offers training for specialists in psychology, psychotherapy and personal development, along with training and non-formal education for adults. Its purpose is to create a community of specialists in psychotherapy and who are making a change in the area they work, on the highest level.
2. **Gamma Clinic Psychology** - Offers clinical psychology services and individual/ couple/ family psychotherapy, on systemic approach. Its purpose is to encourage the change of the entire family system, in a way in which the target is the physical, mental, emotional and relational health.
3. **Gamma Projects & Research** - Innovative methdoologies development in psychotherapy and personal development, using fundaments of quantum consciousness theories. Its purpose is the elaboration of toolkits on different topics in the field of psychology, psychotherapy, youth, adult education, personal development and training of specialists.

Fundación ASPAYM Castilla y León starts working on 2004, twelve years after the establishment of ASPAYM in the region of Castilla y León. Its main aims are to promote autonomy, equal rights and opportunities and to increase quality of life of people with physical disabilities, allowing them a significant integration among the society. In addition, ASPAYM CyL seeks to be a leading association, providing its target users with the tools to achieve that mission. That goal is reached thank to the quality of its programs and activities, the research and the proper use of new technologies. The organization, and also the youth department, has headquarters in different cities in Castilla y León, with a special emphasis on rural areas. It includes Ávila, Burgos, Camponaraya (León), Cubillos del Sil (León), León, Matapozuelos (Valladolid) Palencia, Paredes de Nava (Palencia), Segovia, Valladolid and Villadiego (Burgos).

ASPAYM CyL has a youth department focused on activities with young people. This department is an active member of the Regional Youth Council of Castilla and Leon, and also part of the Permanent Youth Council of the Province of Valladolid, where ASPAYM is a member of the board. We are also part of the network of youth information points in the province of Valladolid, which makes it the only entity of young people with diversity that meets everything above. The youth department of ASPAYM Castilla y León develops many activities for advocacy, non-formal education, employment, leisure inclusive, etc. One of the most prominent examples is the inclusive camp developed by the entity and which has more than 25 years of experience and multiple awards, as well as the awareness project "Ponte en mis zapatos" (Put yourself in my shoes), whose main objective is the standardization of disabilities in schools, community centres, youth organizations, etc.

„**Institute of Animation and Social Development**" (Fundacja Instytut Aktywizacji i Rozwoju Społecznego), the Lublin ngo working since 2012. Its headquarters is in the center of Lublin. Through the actions we are trying to initiate and support activities aimed towards the harmonious development of groups and individuals, based on values and citizenship and prosocial. To this end, we aim to identify challenges emerging with the changes and needs of society. We respond to them using methods of non-formal education, shaping the competencies needed to participate actively and responsibly fulfill its potential in the field of personal and professional.

We initiate and support activities aimed at the harmonious development of groups and individuals, based on values and civic and pro-social attitudes. We strive to identify the challenges arising along with the changes and the needs of society. We respond to them using non-formal education methods, shaping the competences necessary to actively and responsibly realize our potential in the personal and professional sphere. Our main values: friendship, empathy, sensitivity, courage, honor, understanding, honesty, care for another person, loyalty, respect, ecology, patriotism and tolerance.

In 2023, together with the TRACH Foundation - (Fundacja Animatorów i Twórców Kultury), IAiRS established an open youth space called "Prusa2", which is a meeting place for local youth. Young people can create and organize various events there and integrate their peers in these activities.

ROSTO SOLIDÁRIO
PORTUGAL

Rosto Solidário was born in 2007, promoted by the Passionist Congregation in Santa Maria da Feira and a group of laypeople from the local community, based on a long experience of supporting families in situations of social vulnerability and the experience of the Passionist Missionaries in the Missions of Angola, especially in the province of Uíge. It is a non-profit development association, recognized since 2008 as a NGDO (Non-Governmental Organization for Development) by the Ministry of Foreign Affairs, benefiting from the status of a legal person of public utility.

Rosto Solidário's objectives are aligned with the Universal Declaration of Human Rights, the Charter of European NGOs and the 2030 Agenda for Sustainable Development, as well as the Sustainable Development Goals (SDGs) and the Incheon Declaration "Education 2013: towards inclusive and equitable quality education and lifelong learning for all".

It works for development, promoting equity, human rights and equal opportunities by carrying out concrete projects focused on the education and culture of communities. It values participation and integration through volunteering, solidarity, networking and partnership.

2 DEFINING THE CONCEPTS

WHAT IS INTERNSHIP?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom, or during studies, with practical application and skills development in a professional setting...a legitimate learning experience benefitting the student and not simply an operational work experience that just happens to be conducted by a student (King, 2018, p.2).

To ensure that an experience—whether a traditional internship or one conducted remotely or virtually (emphases ours)—is educational and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

- The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom.
- It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.

- There is supervision by a professional with expertise and educational and/ or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

An internship is about much more than acquiring knowledge, skills, and values. It is about the intern development and transformation as a learner. While many kinds of transformations can occur in an internship, there are three learning transformations that we think are especially significant for an internships, the subsequent learning, and intern life experiences. In a successful internship, the intern becomes engaged, more integrative, and more self-authored learner.

Because interns are exploring and beginning to establish their professional identity, it is important to consider how the role of the professional differs from that of the student. The easiest way to understand this difference is to think in terms of standards: being a professional means setting the highest possible standards for what a person does in his/her professional life. Students tend to have an implicit assumption from their academic experiences that learning about a subject has a start and an end point that concludes with each semester. For students, the goal is often to get the best possible grade or, perhaps, simply to do the minimum needed to pass a course. For a professional, however, learning is ongoing, never-ending and the standard is not the minimum needed to pass a course—it is mastering what they need to know and do to achieve their goal (Baird, 2018, p. 15).

Many companies in Romania are using internships as a way to hire temporary workers or are planning to use internships. This is a potential solution that is part of their workforce restructuring plans in Romania, following the current economic crisis caused by the pandemic.

The Romanian legislative framework regulating the use of internships sets out a series of conditions and obligations that a Romanian employer must comply with, as well as certain rights for interns.

The internship contract represents the agreement made between the intern and the company. It must be for a fixed period, during which the intern commits to professional training and performing specific tasks for and under the authority of the company.

Basic rules for using internships in Romania
   a. Conditions applicable to the intern
If an individual wants to sign an internship contract with a Romanian employer, they must know that there are certain conditions imposed by applicable law, as follows:
  • The individual must be at least 16 years old;
  • As an exception, those between 15 and 16 years old can sign an internship contract, but only with written consent from their parents;
  • The internship can be conducted in a company where the individual has not had any previous employment;
  • The intern can be a person without work experience, or someone who has worked in other companies but wishes to start working (and gain experience) in a different field;
  • The intern can have any type of educational degree or none at all.

   b. Obligations to be followed by the employer
In addition to the conditions described above, which apply directly to the intern, an employer planning to use internships in Romania must also know that the Romanian internship law (Law no. 176/2018) stipulates certain obligations that must be strictly followed by any company, as:
  • The company must sign an internship contract with the intern;
  • The intern must be paid an internship allowance, which must not be less than 50% of the gross minimum wage in Romania;
  • The internship contract can be signed for a maximum of 720 working hours over a period of 6 consecutive months;

- In the host company, the intern will have to work under the direct coordination of a mentor/coach;
- The internship contract must be reported to the Romanian labor authorities and registered in a specific online registry.

The applicable law also stipulates certain rules regarding the number of interns with whom a company can sign contracts simultaneously. Specifically, the number of interns with whom an employer can enter into internship contracts simultaneously cannot exceed 5% of the total number of employees of that employer.

According to the internship law published in 2018, internships must be remunerated. However, unpaid internships are allowed if they offer a certain level of valuable experience, social connections, training courses, etc., to compensate for the lack of financial remuneration.

After the completion of the internship program, any contract signed with the intern can be converted into an employment contract, and the Romanian state even encourages this.

It is mandatory that at the end of the program, the intern is evaluated by the person who guided them during the internship. The intern's evaluation report must include what skills were acquired, how the intern performed, where their theoretical knowledge and competencies stand, whether the performance objectives were met, etc.

The internship certificate is the document prepared by the company at the end of the internship program, certifying the period during which the intern worked under the internship contract, the activities carried out, as well as the grade obtained following the evaluation.

Gamma Institute is an institute of psychology and the beginnings of the association are relaying on the psychotherapeutic practice in systemic family and couple psychotherapy. The first 2 active departments in Gamma Institute were Gamma Training - Systemic School of Training and Gamma Clinic Psychology, Gamma Projects & Research being a department which started the activities in 2016.

The internship in Gamma Institute can be made by the interested professionals in all 3 departments and until now, there were some internship programs that we developed:

- In Gamma Clinic Psychology, the first internship was addressed to psychologists who were students in Gamma Training and they started the program in 2015, after obtaining their private practice certification. The internship lasted 2 years and during this period, a group of 7 psychotherapists developed their skills in: private practice in individual, couple or family psychotherapy, with people on all ages (starting from kids, teenagers and adults), writing articles on psychoeducation topics, creating their therapeutic identity and their own image in the community, developing group programs and organizing free workshops for people, organizing a conference for psychologists. After the internship finished, some of the psychologists remained to work in the institute, as psychotherapists and also as mentors for the psychologists in training.
- In Gamma Training, the internship is opened only for the future trainers in the department, and usually takes approximately 2 years of following a mentor in his/her modules
- In Gamma Projects & Research, the internship program is addressed to the one interested to work as projects assistants or researchers in the projects we develop in the department. The program of mentoring the intern is one to one, so after a period, decided by the board, the person can be hired.

On long term, Gamma Institute is organizing internship programs and during this project will be opened the second long term internship in systemic psychotherapy, on which 10 psychologists will start their private practice under the supervision of the principal and specialist psychotherapists.

Besides the context to develop personal and professional skills in the field, all the interns have the the opportunity to have free access to all events, conferences, trainings and other professional reunions during the internship period and after its completion, depending on the programs that the institute has opened.

INTERNSHIP IN SPAIN

With the general reform of university studies undertaken in Spain in 1987, internships in the professional environment are widely incorporated into the curricula. We are on the way to the 40th anniversary of the introduction in Spain of internships for university students in companies.

In 1981, after several years of study of the subject by the University-Business Foundation -Antonio Sáenz de Miera being the key figure in this process-, the decree was passed by which this activity became a legal activity in our country.

Internships in the professional environment are by no means a almost-fourty-year-old invention (and certainly not a Spanish invention). On the contrary, learning through internship is a training modality that has its historical roots at least as far back as the Middle Ages and has been widely practised (García, 2002), both in informal education schemes and in formal education systems. Nor can it be ignored that apprenticeships "in the field", under the direct supervision of professionals, have a long tradition in Spain in higher education, in cases such as teaching and medicine (De la Rica, Gorjón & Lizarraga, 2020).

In the general context of education through which it is intended to train professionals, the use of internships should be recognised as a training strategy that is more complete than exclusively academic education. The temporary immersion of students in the workplace represents an important added value for their training (García, 2002), providing them with multiple and valuable opportunities.

In Spain, within the framework of Royal Decree 1707/2011 and the University Student Statute, it is established that internships and placements are called "external internships" and are designed in 2 different modalities -curricular external internships and extracurricular external internships:

- Curricular external internships: These are the practical activities that are integrated within the curriculum chosen by the student. These internships are also supervised, which means that the student will have an academic tutor (from the university) and a business or professional tutor (from the company or entity) at the start of the internship. They will be in charge of agreeing a training plan for the student and will also carry out the appropriate follow-up.
- Extracurricular external internships: Are those that students carry out voluntarily

during their training process. The purpose of these internships is the same as in the case of curricular internships, except that extracurricular internships are not part of the curriculum chosen by the student.

With Royal Decree-Law 2/2023 of 16th March, there was a new regulation of Social Security in Spain for students who carry out training internships or external academic internships included in training programmes. The entry into force of this provision was delayed until 2024, but since 1st January this year all companies taking on interns -including internships for university and vocational training students- have had to register trainees with the social security system. This is irrespective of whether they carry out paid or unpaid internships.

The main objective of this new regulation in Spain is to improve and extend the rights of interns by including them in the Social Security system. This allows them to start a career of contributions and to be covered by the protective action of the Social Security while they are doing their internships. This favours students, and in particular the younger ones, by strengthening their connection with the Social Security system and encouraging their training.

ASPAYM CyL aims to improve the quality of life of people with disabilities, so it is important that all interns are always accompanied in their development, encouraging learning and developing the values of the organisation, such as a sense of belonging. Another point we take into account is that the internships are carried out in pairs, so that they can learn to work as a team.

The points we must bear in mind are the acquisition of knowledge that the trainees must acquire. On the other hand, we have to take into account the values we want to give them and what they can bring to the organisation.

Knowledge:
- Ability to link theoretical and practical knowledge.
- Ability to detect, analyse and solve problems and needs.
- Ability to research, elaborate and execute projects based on their training.

Values:
- Ability to work.
- Motivation.
- Eager to learn.
- Ease of communication.
- Emotional intelligence.
- Punctuality.
- Responsibility.
- Proactivity.

The aim of the internship in the entity is the ability to see the needs within the society in which they live and try to help our users to adapt as little as possible by giving them facilities.

INTERNSHIP IN POLAND

The Act of April 20, 2004 on the promotion of employment and labor market institutions (Journal of Laws 2004, No. 99, item 1001) legally regulates issues related to internships in Poland.

According to the Act, an internship is the acquisition by an unemployed person of practical skills to perform work by performing tasks in the workplace without establishing an employment relationship with the employer. An unemployed person who is under 30 years of age can complete an internship for a period of up to 12 months. During the internship, an unemployed person is entitled to remuneration in the amount of 120% of the unemployment benefit and 2 days off from work for each 30 calendar days of the internship.

Pursuant to the Law on Higher Education (Journal of Laws 2005, No. 164, item 1365), a university providing education in a specific field of study and level of education with a practical profile is obliged to include at least three-month professional internships in the education program. Internships may take place at the employer's, taking into account the implementation of all learning outcomes provided for in the education program for this field, level and education profile. Internships are therefore compulsory preparation for practicing a profession, organized by the university.

Any person over 18 years of age who wants to acquire competences related to the implementation of local initiatives, intercultural competences related to the implementation of international projects and interpersonal competences can become an intern at the Institute of Animation and Social Development Foundation. We very often cooperate with trainees studying cultural animation, media production, management and marketing.

INTERNSHIP IN IAIRS

Rosto Solidário is an organization focused on:

(A) Family-based support - specific support to famillies provided by a social worker; psychological support to children and young people, especially with learning difficulties; a Resource Bank, where we welcome donations of food, clothes and furniture, to be donated to those who need the most.

(B) Educational programs based on the experiential learning cycle approach, working with children, youth and adults on different themes, including inclusion, discrimination, sustainability, global citizenship, social and emotional competencies.
(C) Development cooperation in Portuguese-speaking African countries, focusing on education (B) and volunteering (D);
(D) Volunteering: local and international volunteering, based on education (B) and (C), and logistics (A).

Our main target groups are: families in disadvantage, especially economically; children and young people with fewer opportunities; adults looking for a strengthened, healthy, and diverse social net; community in general (children, youth, adults, seniors and families); educators (teachers, trainers and parents).

The interns that usually are welcomed in Rosto Solidário are students from Higher Education in Social Sciences and Humanities or VET students to be Youth Workers.

Their needs in terms of professional and personal development, as stated in their curricula, are: mental health, resilience, resistance to frustration, group work, ability to give and receive feedback, ability to manage planning and organization, multitask; learning to learn and critical thinking.

For us, in Rosto Solidário, the "ideal intern" must have/develop some key competencies that are transversal and common to all staff (workers, volunteers and interns):
- empathy,
- solidarity,
- adaptability,
- flexibility
- and team work.

To us, there is much added value to the presence of Interns as they bring different points of view that are more technical and sourced in a more recent academic experience. The master's interns, especially, bring us theoretical reflections for our work practice.

While with us, Interns could be engaged in activities related to Project Cycle Management, particularly in projects in the field of education, local, national and European projects.

Rosto Solidário has been working with interns for several years, namely in the areas of social sciences, humanities, education, communication, marketing and finance. These internships can be of a curricular or professional nature and in the case of Rosto Solidário, they have been associated with level IV of the European Qualifications Framework (EQF), which corresponds to the 10th, 11th and 12th years of vocational education; level VI (EQF), which corresponds to a bachelor's degree; and level VII (EQF), which belongs to the master's degree.

According to the experience of the Organization, curricular internships are mandatory internships that are included in the study plan. They often have specific requirements in terms of time, deadline and content, and are intended for students in higher education or vocational courses who must complete them by submitting a traineeship report. These placements can last from 50 to 400 hours at level IV and from 100 to 400 hours at level VI or higher.

Regarding level IV and taking into account that the majority of young people in vocational education in Portugal come from vulnerable backgrounds and with fewer opportunities, Rosto Solidário seeks to promote equal opportunities in accessing internships and to ensure a relevant practical learning process combined with the development of soft skills relevant to the labor market.

As regards levels VI and above, our aim is to establish a framework for an experience of interaction with the reality of the labor market that provides adequate practical learning at the level of technical-professional competences (hard skills).

Professional traineeships are practical training in a work context, with the aim of integrating trainees into the working life. These are full-time paid traineeships for people aged between 18 and 30, or over 30 with special conditions, who have completed any of the above levels (IV, VI, VII). That is, at each level reached, the individual is eligible for a professional traineeship which may last 6, 9 or 12 months. By working with professional trainees, Rosto Solidário aims to provide them with an opportunity to enter the labor market, through meaningful and relevant professional experience. These internships are the initial phase of vertical growth of the organization, serving as training before the hiring process.

WHAT IS PEER EDUCATION?

Definition of Peer Education

The English term "peer" refers to "one that is of equal standing with another; one belonging to the same societal group especially based on age, grade or status". In modern times, the term has come to mean fellow, equal, like, co-equal or match according to the dictionary of synonyms (Oxford Thesaurus).

Recently the term is used in reference to education and training and is now viewed as an effective behavioural change strategy, that draws on several well-known behavioural theories – Social Learning Theory, Theory of Reasoned Action, Diffusion of Innovation Theory and Participatory Education Theory.

- "***People serve as models*** *of human behaviour, and some people (significant others) are capable of eliciting behavioural change in certain individuals*" (Social Learning Theory - Bandura, 1986).
- "*One of the influential elements for behavioural change is **an individual's perception of social norms or beliefs** about what people, who are important to the individual, do or think about a particular behaviour*" (Theory of Reasoned Action - Fishbein and Ajzen, 1975).
- "*Certain individuals (opinion leaders) from a given population **act as agents of behavioural change** by disseminating information and influencing group norms in their community*" (Diffusion of Innovation Theory - Rogers, 1983).

- *"The Theory of Participatory Education has also been important in the development of peer education: results through the full participation of the people affected by a commom problem or situation"* (Freire, 1970).

Application of Peer Education

Peer education is often used to effect change at the individual level by attempting to modify a person's knowledge, attitudes, beliefs, or behaviours. Peer education typically involves using the members of a given group to effect change among other members of the same group. However, peer education may also effect change at the group or societal level, by modifying norms and stimulating collective action that leads to changes in programs and policies.

Many advocates of peer education claim that this horizontal process of peers (equals) talking among themselves and determining a course of action is key to the impact of peer education on behavioural change.

Peer Education and Youth

In most societies, young people often find it difficult to obtain clear and correct information on issues that concern them. Many times, information is available, but it may be given in a manner that is authoritarian, judgmental, or non-adapted to the young people's values, viewpoints, and lifestyle.

One effective way of dealing with these issues is peer education, because it is a dialogue between equals. It involves members of a particular group educating others of the same group. For example, young people share information with each other, some acting as facilitators of discussions. It usually takes the form of an informal gathering of people who, with the help of the peer educator, (someone of a similar age or social group), discuss and learn about a particular topic together.

Peer education works well because it is participatory and involves young people in discussion and activities. People learn more by doing than just getting information. It empowers young people to act. Examples of participatory activities used in peer education are games, art competitions and role-plays. All of these can help people to see things from a new perspective without "being told" what to think or do.

PEER EDUCATION IN GAMMA INSTITUTE

The peer education in Gamma Institute is based on the peer education process of psychotherapists, that is called **intervision**. This process is focused on the good practices exchange and professional discussions related to the tasks that each of them has within the organisation.

 In this meeting, the mentor or the supervisor is not present, but the interns are doing a report in which they are presenting the topics of the meetings. These hours of peer education are quantified and are part not only of the internship program, but of the systemic training and supervision process.

The intervission (peer education) in psychotherapy and psychology in general, has different purposes, depending on the needs of the interns in that moment, but can contribute to the following aspects:

- professional development through the discussions and debates related to some bibliography or new researches to be integrated in their practice, cases presentations and discussions regarding therapeutic plan and intervention methods, new tools and instruments to be used in their activities.
- personal development and therapeutic identity building is a very important aspect in this field and even if it is related with the personal development of the interns, in fact, in psychotherapy, the self of the therapist is an intervention instrument itself. In terms of personal development, the interns are ventilating their emotions, are processing different events from their life, are discussing about the triggers in their therapeutic relationships and how to manage intense emotions from the therapist role
- teambuilding is important to be made, because in this field, the team is a support group that helps on the activities improvement. The specific of Gamma Institute, different from usual practice is that we include the teambuilding aspect in all activities and we are not separated as therapists (usually it is a very competitive environment), but we try to maintain the connection between us and build a community that works for everyone.
- capacity building and organizational growing is a permanent activity and during different meetings (but also outside them), the interns are brainstorming and are creating new activities that can be done within the internship program. Usually, the programs that are created by interns are developed by the permanent staff and are transformed in new projects.

Through all these activities, the interns are learning in an interactive way and through the connection they are creating between them, not only in relation with the mentor or supervisor.

Facilitation techniques are active methods and approaches that encourage and foster people to take ownership of processes and contribute their experiences.

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The competencies for working in a facilitation scheme are based on time management, active listening, the ability to ask questions, fairness, adaptability, communication skills and it is essential that each individual understands the dynamics of the conversation.

The methods we will use to encourage learning is to focus the group, keep a record of all the results of the work, collect opinions and reach a common point.

The stages of facilitation are based on 4 key points:
1. An opening session should be held to manage the objectives, questions, topics and rules for successful work.
2. Secondly, generating ideas is part of conflict resolution, so you should discuss options for resolution and create strategies that favour coexistence.
3. The facilitator will help and intervene in each debate or problem, favouring the most appropriate choice, benefiting everyone.
4. From this, a plan for solutions will be generated, where it is determined what to do, how to do it and what are the results of action.

In our organisation, a very important point to take into account is the adaptation and diversity of our groups. That is why we value the diversity of our group for the realisation of different projects. This favours the projects, as they give us a different vision to the rest of our partners, which is why we always include another stage within the facilitation techniques where we value if the project in which we participate is accessible. Another stage, we assess the different adaptations we can make to facilitate access to the project for our users.
The adaptations may vary depending on the type of disability, so we must be guided and create guidelines oriented towards the final objective.

PEER EDUCATION IN IAIRS

All youth projects were created as part of the open creative space of the Institute of Animation and Social Development foundation. Our organization is a space created to develop passions, hobbies, interests and competences of young people, through group discussions, joint problem solving and mentoring - generally through non-formal education methods.

A key element is the active involvement of participants in the process of learning, exchanging ideas and developing skills. Physically, in the years 2013-2023, this space operated in our office at ul. Probostwo 34, currently Prusa 2 - a creative space for young people. Since 2023, the youth space has been operating in the network of Youth Spaces of the city of Lublin as part of the European Youth Capital 2023.

In addition to relaxation, rest and fun, young people can talk here with peers implementing their own projects, with our employees inspiring them to take their own actions, and participate in numerous training courses responding to current problems of the local community. This allows for building community, exchanging experiences and increasing active participation in the learning and development process.

The space is open at least 5 days a week. Every week, a calendar of events is updated on social media, informing about the availability of the space and opportunities for young people. Each young person can book a workshop room for their meeting free of charge, which additionally helps young people in Lublin to take up their own initiatives.

Our youth and youth workers also take part in international youth exchanges and training courses organized by our partner organizations, where they can exchange skills, knowledge and good practices with peers from all over Europe.

PEER EDUCATION IN ROSTO SOLIDÁRIO

The training manual "É de Género?" tells us that people learn when they acquire new knowledge, when they adjust their practices and actions, or when they change their feelings or attitudes towards certain dimensions of reality.

However, learning takes place most meaningfully and permanently when these three aspects - knowing, doing and being - are coherently articulated and mutually reinforcing. This is when real changes occur in individuals. This will be developed concretely through the introduction of new information, but above all through the encounter with new situations that "provoke" the confrontation of various knowledge, practices and points of view, both among peers and within each other.

Therefore, in Rosto Solidário, we follow an integrated approach to learning that has experience as its central axis. This means that experience, whether real or simulated in a training context, will be the starting point of learning, because we constantly mobilize what we are for our learning processes. However, experience will also be the goal of learning, as it is designed to be useful and practical, with immediate application in future contexts and life circumstances.

A cyclical structure of learning is then proposed (David Kolb, 1984):
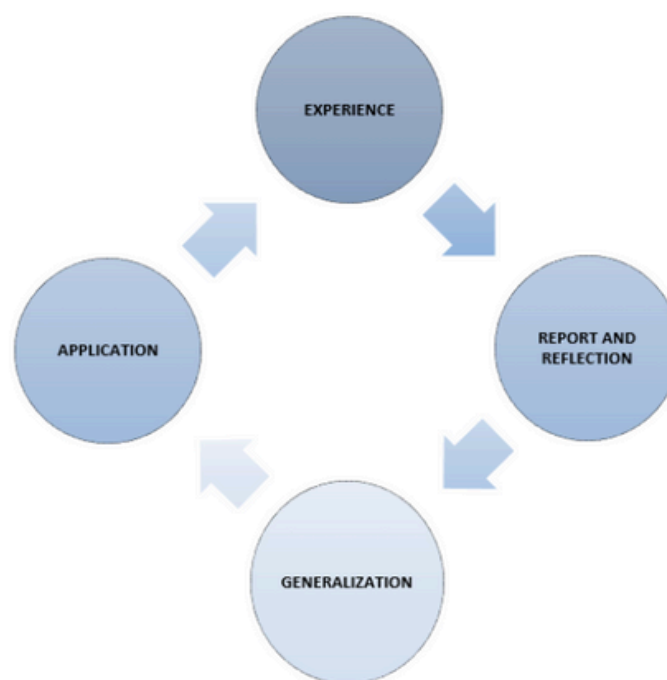
Adapted from David Kolb's Experiential Learning Cycle (1984)

Experience refers to the undergoing of a specific life event or formative activity.

Reporting and reflection involve remembering and reporting what happened throughout the experience (reactions, thoughts, feelings, interactions, choices...) as well as reflecting on it in order to find answers to the questions: what happened? How am I feeling? What made me do (or not do) this? What does this experience imply for me? It is a process that requires a reflective attitude.

Generalization is the phase where one critically and systematically analyses experience, looking for patterns and conclusions, comparing them with generic models and theories, and confronting them with the "real world".

Application is about determining how to apply the conclusions reached during generalization to new real-life situations, problems or challenges. This phase consolidates the learning process and provides new personal experiences, which can be used to initiate future learning cycles.

Experiential learning can start at any point in the cycle, but to create long-term change, to learn, people must go through the whole process. The experiential learning process, which is based on a critical awareness of one's own experience, is one of the most consistent and sustainable ways of transforming knowledge, practices and attitudes.

In this sense, the training context should allow all participants to freely engage in activities appropriate to their qualities and motivations, and to feel actively integrated and responsible for the learning process. To this end, this context must be centered on the participants, responding to their individual and collective needs and expectations expressed through their contributions, always appealing to their reflective, critical and creative potential (Rosto Solidário NGOD, 2016).

SPECIFIC COMPETENCIES

A successful internship as one that facilitates three significant aspects of the intern development: personal, professional, and civic.

Personal Development

The internship is an opportunity for intellectual and emotional development that may be important for an internship but will also be important in the intern's life, whatever path they choose. The ability to look critically at information, as well as to think creatively, and to look at issues from multiple viewpoints are essential abilities. So is the ability to communicate clearly both orally and in writing. Solving problems and working in teams are abilities that will serve at home, at work, and in the community.

Professional Development

Some students enter an internship primarily for career exploration. They may be studying a traditional liberal arts discipline such as sociology or psychology and want to see some ways in which those disciplines are put into practice. For other students, the internship is the culminating academic experience in a highly structured and sequenced set of experiences and can be a chance to pull together and apply much of what they have learned. And, of course, there are internships whose purpose falls somewhere in between these two positions. For everyone, though, the internship is a chance to take the next step, to acquire more of the knowledge skills, attitudes, and values of a profession, and to explore how well it fi ts with personal interests and strengths (Schweitzer, 2008, p. 5)

For the internship program in Gamma Institute, the specific knowledge, abilities, competencies and attitudes are established according to the department in which the internship is belongs to. Besides the specific of each department, all the staff, interns and volunteers have to have, at least on a minimum level, the following traits:

- Basic knowledge on the position/ field - psychology, personal development and/or psychotherapy
- Interpersonal skills - communication, teamwork, the spirit of community
- Basic digital skills and english knowledge (at least minimum level of reading)
- Creativity, thinking out of the box
- Open mind, initiative, willing for inspiring the others for change and evolution

On specific of each department, the following competencies and skills are required as minimum/ medium level and are targeted to be developed during the internship program:

1. Gamma Clinic Psychology:
- competencies as systemic psychotherapist, with private practice license, in supervision
- high level of motivation to practice as psychotherapist and willing to develop a specialization on the field
- availability (time and emotional availability) to be involved in different activities, such as workshops, conferences, writing articles, promoting mental health services

2. Gamma Training:
- motivation to become a trainer in Systemic School of Training
- advanced knowledge and competencies in systemic psychotherapy
- experience in private practice and willing to grow constantly on the field
- training and facilitation abilities

3. Gamma projects & Research
- communication skills, both in native language and in english
- digital skills
- creativity and out of the box thinking
- high level of adaptability and increased problem solving skills

The skills are a reflection of the characteristics that each company values in its staff, so each internship student must acquire those that the company dictates. Some of the skills most in demand are digital skills, communication skills, organisation, flexibility and emotional intelligence. The most generic skills that we want our interns to acquire are motivation so that they can continue learning and training.

The ability to work as part of a team will allow them to be able to work and distribute tasks so that the work is more dynamic.

They must have initiative and proactivity for the development of the activity to be prosperous and with this there must be flexibility both in thinking and in carrying out tasks with their peers, this leads us to the ability to adapt so that not all students have the same capabilities so they must be responsible for helping those who cannot carry out certain tasks.

On the other hand, it is important that students are able to tolerate frustration as this is fundamental when working with people with disabilities, as their work and learning rhythms are not the same as those of ordinary people. In relation to this competence, we must also be empathetic and be able to develop communication skills in accordance with the needs of the people we are dealing with. With this, we must seek the relevant adaptations to be able to work with them so that they can enjoy the activities in the same way as the rest of their classmates.

An important competence, which will help us tomorrow in a future job, is the ability to think critically about oneself, as this will encourage us to try to improve day by day and to acquire the necessary skills to be able to have a satisfactory job. The capacity for leadership and self-management will favour the acquisition of control and harmony to work in a team and to know what is needed at all times and to generate material or favourable situations for a good working environment.

Interns at the Institute of Animation and Social Development Foundation are mainly involved in supporting the work of the office and implemented projects. That is why we place emphasis on acquiring the following competences:

General competences:

- Interpersonal Communication: Ability to communicate clearly both in writing and orally, as well as the ability to work with diverse groups of people.
- Teamwork Skills: Ability to work effectively in a team, sharing responsibilities and supporting common goals.
- Autonomy: The ability to make decisions and carry out tasks independently, especially when doing so requires initiative and creativity.
- Organizational skills: Effective time planning, prioritizing tasks and managing multiple tasks simultaneously.
- Good knowledge of office tools: Ability to use programs and systems (e.g. Microsoft Office, Canva), communication platforms and project management tools.

Competencies related to project implementation:

- Knowledge of the Erasmus+ program and the European Solidarity Corps: Understanding of the objectives, policies and procedures of the Erasmus+ program.
- Project Management: Basic project management skills including planning, progress monitoring and reporting.
- Ability to work with project documentation: Ability to read, analyze and create project-related documentation, including budgets, schedules and reports.
- Creativity and innovation: The ability to think creatively, generate new ideas and solutions, which may be important especially in the context of local projects.
- Intercultural competences: Knowledge of cultural differences: The ability to understand and respect cultural differences, especially in the context of international projects.
- Language skills: Basic communication skills in English.

Interpersonal skills:

- Partnership Support: Ability to establish and maintain positive relationships with local and international partners.
- Problem Solving: Ability to identify problems, analyze situations and propose effective solutions.

ROSTO SOLIDÁRIO

Given its identity and mission, Rosto Solidário defines three key competencies that are transversal and common to its entire team:

- **Empathy and solidarity**, having and seeking to cultivate sensitivity and humbleness, being kind people with a strong sense of closeness, respect and understanding for others.

- **Adaptability and flexibility,** being polyvalent, able to multitask, with commitment and openness to expand your tasks in response to day-to-day demands, which are changeable and depend on circumstances. Being resilient, especially when working under pressure, autonomous and proactive, and having a solution-oriented mindset. This flexibility does not work when we perform automatically, it is driven by the ability to constantly (self) reflect, learn and grow.

- And finally, **teamwork,** the **ability to express oneself assertively** and openly in a clear and respectful way, within Rosto Solidário and RS to the outside world. Being able to seek support within the team, to ask for help and to try as much as possible to incorporate all team members in the many activities in a collaborative way. Being part of a team implies trust and reliability so that collectively there can be a systemic view of RS. When everyone works as a team, there is a common thread: we know where we are and where we want to go, and what purposes we want to achieve.

In addition to the skills indicated above, there are others that we privilege and seek to cultivate during the internship and volunteering processes such as:

1. Planning and organization, ability to schedule, organize and control your activity and various projects, defining objectives, establishing deadlines and determining priorities.
2. The interpersonal relationship, ability to interact appropriately with people with different characteristics and in different social and professional contexts, having an attitude that facilitates the relationship and managing difficulties and possible conflicts in an adjusted way.
3. Tolerance to pressure and setbacks, ability to handle pressure situations and setbacks in an appropriate and professional manner.
4. Ability to communicate orally and in writing in English.
5. Technical skills specific to one's profession, nurturing the hard skills, enabling each person to master their area of training better and better.

Rosto Solidário seeks to develop and empower people in these eight skills in different ways, depending on their profile, both personal and professional, and the type of service:

Skills and competencies		Empathy and solidarity	Adaptability and flexibility	Teamwork	Planning and organization	Interpersonal relationships	Tolerance of pressure	English	Technical skills
Voluntary Service	Full time - CES	x	x	x	x	x	x	x	
	Full time	x	x	x	x	x	x		
	Permanent	x	x	x		x			
	Project-based	x	x	x		x			
	Occasional	x	x	x		x			
Internships	Curricular level IV	x	x	x		x			x
	Curricular level V or higher	x	x	x	x	x		x	x
	Professional	x	x	x	x	x	x	x	x

3 GAMIFIED INTERNSHIP IN NGO

3.1 GAMIFICATION AS NON-FORMAL EDUCATIONAL TOOL

INTRODUCTION

To understand the concept of gamification we must go to its roots, as it is necessary to define its roots as a game: in the game, players are involved in a conflict, defined by rules that give them the possibility to see and obtain specific results. A more complete definition also includes the more emotional side and is based on the idea of fun for the players (i.e. that, while they learn, they also enjoy playing). When talking about the origin of gamification, we must refer to the business world, as it originated when rewards were first used as a method of attracting and keeping customers. Later, in the 1980s, the video game industry was consolidating and new mechanisms and new ways of playing emerged (in particular, the marketing world began to adopt the dynamics of these videogames).

However, it was not until 2003 that Nick Peeling (videogame and business software designer) first used the term "Gamification" to refer to the use of gaming as a learning methodology. This term began to spread in 2010 through congresses and conferences, emphasising the idea of fun, of transferring the emotions experienced in the game experience to the real world. It should be noted that gamification began to be applied in the field of education thanks to Professor Malone and other authors such as James Paul Gee and Peter Smith.

It is important to bear in mind that gamification is a complex methodology, with its elements and techniques, studied by many authors.

Gamification is not playing in the classroom, nor is it a mere game, but it consists of using game designs and techniques in non-game contexts in order to develop skills among players; with gamification, the aim is to involve participants, encouraging both competition and cooperation among equals, as well as to increase their motivation (that is, to awaken their interest in order to encourage them to initiate actions that contribute to a collective goal).

In terms of gamification theory as such, it examines the learning process and has elements of behaviourist learning. O the one hand, behaviourism is the philosophy of behavioural science (that is, it analyses behaviour), which states that stimuli produce responses and that, depending on the consequences of these responses, the behaviour in question can be modified; in other words, if we give positive reinforcement as a consequence, we will cause the action or behaviour to be repeated. This behavioural theory states that the learning process is unique for each learner and each specific situation, while knowledge is constructed. On the other hand, gamification as a learning theory uses an evaluation system based on community and reinforcement (something it shares with behaviourism), since learning occurs when the stimulus is reinforced. In addition, gamification is able to handle diversified learning routes, as it emphasises small achievements (not the links between these achievements), so multiple routes to the main goal can be constructed, based on the objectives, skills and other characteristics of the participants. It should be noted that gamification also takes into consideration the visual dimension of the learning process, especially the visualisation of progress in the learning process and the chosen learning route.

As we can see, gamification uses an individual perspective to study the progress of learners and to offer the best learning path for each learner, depending on their needs and qualities. In addition, it evaluates performance and takes feedback into consideration, as it aims to be able to manage different learners in a group with a single system.

One of the points to bear in mind when gamifying is to assess the different techniques to be used, as, depending on the game experience, we can work on different competences with the participants, such as:

- Teamwork.
- Digital competence.
- Conflict management.
- Communication skills.
- Leadership.
- Learning to learn.
- Decision-making.
- Negotiation.
- Time management.
- Problem solving.
- Emotional intelligence.

AUTHORS

The term gamification was promoted by Nick Peeling, a computer programmer who saw the opportunity to use different game dynamics to transmit knowledge and to make it easier and more fun to acquire with games like the ones he developed.

After this methodology was promoted, many authors adapted the methodology to their own thoughts. Gamification is based on the use of video game design elements in contexts that are not games, but help to generate learning and make it much more fun, attractive and motivating, according to Deterding. Zichermanann, on the other hand, believes that the mechanics and approaches in the games can help students get involved in all the dynamics proposed. This process helps to engage the participants, and by using game-like designs and techniques to develop skills and behaviours, it stimulates competition between students but also camaraderie, according to Kapp.

Many authors agree that gamification is a way to motivate participants to awaken that passion and enthusiasm where we will get them to get involved and contribute all their potential and skills to achieve a goal.

According to Werbach, the dynamics are concepts, structures and components. These dynamics are accompanied by a narrative, emotions, constraints and a progression.

On the other hand, we have the mechanics where the game takes place, so they are challenges, rewards, feedback and competitiveness.

And finally, we have the components, at this point we look at the achievements, the points they have earned.

DEVELOPMENT

Gamification is a learning technique that transfers the mechanics of games to the educational-professional field, either to better absorb knowledge, to improve some skill or to generate some positive experience.

The objective of gamification is based on increasing motivation, improving attention and concentration, promoting autonomy, encouraging meaningful learning, teamwork and developing more specific skills.

Some of the mechanical techniques can be:
- Point accumulation.
- Level scaling.
- Awarding prizes.
- Gifts.
- Ranking (in this case to rank users).
- Challenges.
- Missions or challenges.

In relation to the scale seen above, the fundamental factors that we must keep in mind in order to understand how players behave in this way are: emotions, narrative, player progress awareness, fun, time constraints, status, altruism and self-expression. Therefore, when we think of gamification or games, one of the concepts that comes to mind is role-playing.

Another point to take into account is aesthetics, since not only the visual or sound aspect is important, the perceptions of the players are fundamental for the game experience to be complete, so we must take into account: sensations, fantasy, the game being a simulation of the imaginary world, the narrative, the challenge, the community that is created favouring the social environment, the discovery as exploration of the unknown environment, the expression of self-discovery and creativity and finally the game as a pastime.

Therefore, one of the components that we are going to see throughout the gamification are different profiles:
- Killers: focus on winning, leveling up and competing.
- Achievers: focus on completing levels and achieving objectives.
- Socializers: focus on socialising and developing bonds with friends and contacts.
- Explorers: focus on exploring, investigating and discovering things.

When we develop a game we must take into account, in addition to avatars, the points they collect, rankings, badges, rewards, equipment, trades and levels.

For this methodology to be successful, we must ensure that the environment is optimal to facilitate the integration of this methodology. If we focus on an educational centre we can determine that this methodology could be optimal as long as it is structured, we must also be aware of the time and space that we are going to use and thus we will check if the methodology is being effective or on the contrary is generating some kind of conflict.

One of the advantages of gamification is the immediacy of the feedback, because as they are tests you can see if they have passed them or if they have difficulties, this favours learning and with it the idea of behavioural learning is worked on. It also favours automation, which means that there are no aspects to worry about and therefore we can give them more freedom to develop the activity. The possibility that each student can overcome.

The whole learning process should be based on 4 fundamental points:
- Determining objectives.
- Searching for tools.
- Design.
- Evaluate.

When we think about gamification tools we realise that there are an infinite number of types, board games, live games, video games, digital tools, storytelling and theatre, etc. These tools also help us to organise information, tasks or time, to make concept maps, to organise debates or even to socialise.

These are some of the tools we can use to improve the gamification process:
- Board games: The Gamification of Employment, story cubes.
- Live games: Gymkanas, immersive games, escape rooms.
- Video games.
- Digital tools: Miro, duolingo, social networks, kahoot.
- Storytelling.
- Theatre.

You can have apps or online games such as:
1. Plickers: an app with augmented reality, where the teacher introduces questions with simple answers. Students must use cards to answer, these cards have a series of codes that the teacher must capture with the mobile phone so that the app can then identify which ones are correct.
2. Super Teachers Tools: different activities to do in the classroom with different formats similar to television programmes.
3. Classdojo: badges to encourage good behaviour and reinforce positive behaviour.
4. Miro: an online whiteboard that allows visual collaboration with many options.
5. Padlet: collaborative walls can be created, where several people can work at the same time and content can be organised according to needs.
6. Bubbl.us: you can make concept maps.
7. Voki: allows you to create animated characters to use as a communication tool.

DESIGN

With regard to the design of activities to make appropriate use of gamification (as in the case of this project, where we have developed a gamified internship programme and also a gamified volunteering programme), it is extremely important that the above mentioned design is made according to the values of each organisation and the skills that we wish to work on and/or help interns develop. For example, at ASPAYM CyL we work with people with disabilities and, therefore, the activities we carry out must be adapted to each person, to each intern, as well as monitoring, supporting and accompanying each intern in each step they take.

When designing, it must be taken into account the learning of the knowledge that will be worked by the interns on with the different activities that are proposed and carried out, based on the aforementioned values and competences that each organisation or entity wishes to promote. Specifically, at ASPAYM CyL we encourage autonomy so that the interns develop the skills and competences appropriate to the objectives to be met, according to their level of qualification and their functions (for example, a Social Work internship student is not the same as a Social Education student).

Based on the knowledge, values and competences/skills mentioned above, we must establish the educational objectives that, later, will become objectives of the game.

Once we know what we want to work on with the interns, the next step is to choose a narrative, that is, the common thread that will link all the activities that will nurture this gamification. In order to make the narrative attractive to the interns and, in this way, get even more involved, you have to choose the subject (for example, secret agents, superheroes, mythological beings, etc.) and design that story that guides the entire teaching-learning process.

Based on that narrative and knowing the objectives set, the time comes to plan the cycle of activities (which includes devising missions and challenges), as well as the rewards system, etc.

Last but not least, we must design the aesthetic elements of gamification: avatars, scenarios, badges, etc.

3.2 SELECTION PROCESS, TRAINING AND MOTIVATION OF INTERNS IN SOCIAL AND EDUCATIONAL FIELD


SELECTION PROCESS

Internships are a great way for young people to gain experience in their desired field, learn new skills, and build relationships with influential professionals in your area. Also, internships are an excellent way to start a professional journey and assess whether the applicant is suitable for a particular field or not.

People who opt for internships are usually college students or those looking for a field shift in their careers.

Every intern must have a specific person identified as a supervisor or mentor. The intern supervisor is responsible for handling corporate matters for groups of interns, such as recruiting, hiring, orientation, payroll, and special intern activities. The supervisor should also explain the "big picture" of what the group is doing, so that the intern can understand how a particular project fits in.

The intern and supervisor should meet regularly, defining a project, examining approaches, reviewing progress, and discussing results.

The Intern Management Process – 8 steps
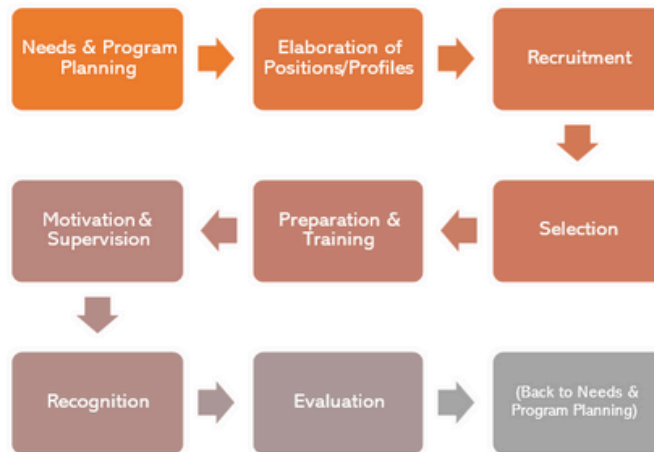
Needs & Program Planning: *asking the right questions*

Elaboration of positions/profiles: *meeting the needs, what to offer (position) and what to ask for (profile)*

Recruitment: *dialogue between sender and receiver, channels of recruiting*

Welcoming: *interviewing, briefing the intern's plan, screening questions*

Preparation & Training: *types of preparation, the Intern Information Kit*

Motivation & Supervision: *the why and the how*

Recognition: *the importance of demonstrating appreciation, how to do it*

Evaluation: *the regularity, the benefits and the who evaluates*

NEEDS AND PROGRAM PLANNING

Being aware of the needs of each organisation is the basis for the creation of an internship programme. Knowing what is needed, the entity would be able to create a specific profile of interns to cover the areas where they will work.

A well-designed internship programme is the result of a maturation process, and many decisions are to be taken before integrating interns. To begin with, the next questions must be done:

• Does the organisation have a holistic view about what the internship represents?
• Is the hosting organisation ready to receive interns?
• Is there a proper environment and space for interns?
• Will interns be valued and welcomed?
• Who will be the person responsible for the interns? Whose role it is to manage interns on a day-to-day basis?
• How will the needs of interns be met?
• Does the organisation have an internship policy document or guidelines in place?
• Does the organisation have a clear and up-to-date role description and a profile of suitable interns?
• Is there a proper plan for interns' support and supervision in place?

ELABORATION OF POSITIONS/ PROFILES

An efficient internship management programme starts with needs identification (as mentioned above) and intern positions definition: you can only trace the profile you're looking for when you know what you need. Intern positions should meet both the organizations and the interns' needs: negotiation should happen to meet all parties' interests at all times. Usually, interns are presented by Schools/Universities, thus coming with a specific learning and development plan, as well as tasks, which have to be considered by the hosting organization. This makes the position/profile designing a three parties' relationship: the sender institution, the receiving organization and the intern him/herself.

Instead of "inventing" positions, the staff clearly identifies real operational needs and tasks that can be carried out by interns, keeping this alignment between the internship structure and the hosting organization's intentions.

Intern position description should include:
• Title: the name of the function.
• Purpose: the result that the function expects to achieve.
• Suggested activities: what is to be done to achieve the purpose?
• Indicators: criteria to measure how the results are achieved.
• Requirements: skills, attitudes, knowledge desired and/or requirements of conduct or clothing, possible legal requirements such as record/child protection documents
• Timeframe: estimated number of hours and/or commitment period and schedule.
• Location and work environment: job location and description of: with whom, where, who are possibly others working in the same environment.
• Supervision: staff members responsible for monitoring, troubleshooting and supervision.
• Benefits: training, insurance, parking, reimbursement, events, etc.

It must be also considered when it comes to this point that the candidates should be aware about the non-tangible benefits that the internship could provide them, such as:

- Learning about the kind of organization they are in.
- Learning and practicing on projects within the organization scope.
- Getting a clearer view of their possible future line of work.
- Developing lots of human qualities and even professional education like communication, organizational and teamwork skills. Recognition, friendships, fun, etc.
- Personal growth.

Certain aptitudes are relevant to make a profile of the interns in the organisations which work for the social change, such as: creativity, pluralism, to be able to work with other entities, to be opened to dialogue and have interest to take part generating ideas and promoting actions.

RECRUITMENT

The recruitment of interns usually happens through contacting local or nearby schools or universities, as many schools already have internship-matching programs in their career development offices. Faculties themselves often help identifying the more suitable applicants to the organizations' desires.

RECRUITMENT METHODS/CHANNELS

To achieve good recruitment, there has to be clear communication and a well-thought-out message between schools and hosting organizations, in order to meet everyone's needs and expectations.

SELECTION/WELCOMING. Candidates first interview is crucial, as it allows to conciliate the organisations needs and the intern's motivations, creating the grounds for a pleasant working environment. Interviewing candidates aims at:

• To assess the ability and willingness of a candidate to fit productively in a function within the organisation;

• To better understand the person, with the goal of integrating that person in a situation that will be rewarding both for the intern and the organisation;

• To be able to identify the background and experience of the intern and offer a position that will raise the will for engagement within the organisation, as in a win-win situation for both parties;

• To fully present the organisation's mission and ethics, its goals and objectives, its fields of action, etc., for the intern to get a clear view of the setting he /she is about to enter;

• To present the intern's plan of development, meeting the school's indications and the organization's offer, considering scheduling tasks, indicators and tools for Learning and assessment, follow-up meetings, etc;

• To present the supervisor and his/her plan of action and follow-up (interview, observation during preparation/ training, formal or informal supervision, methods of evaluation, and so on.)

Screening questions

There are five groups of questions you could use for screening interns which uncover their motivation, abilities, interests, and personality:

- motivations
- personal values
- free time activities and interest
- skills and experiences
- Personality and attitude.

PREPARATION & TRAINING. Supervisors need to create an effective internship program that offers valuable experience and skills and allows interns to grow and learn through new experiences. The following are some things to consider:

- What training is required? How will the necessary training be provided?
- How does the organization want the intern to deal with clients or the community, if at all?
- What tasks can be completed without supervisory approval?
- Do other employees in the organization understand the intern's role?

The elements and stages that can be part of the preparation process of an intern for integration a working team are:

- Orientation: preparing interns for a clear relationship with the organisation.
- Training: creating or mobilizing capacities and competences to the most adequate performance of the intern work in the organisation.
- Coaching: teaching and renewing skills that can be done in formal training sessions or individually.
- Counselling: troubleshooting, problem solving or behaviour improvement by supporting the intern to recognize the problem and take responsibility for their resolution or improvement.
- Mentoring: process of intern's integration using a method that simultaneously makes interns feel welcome/belonging and improves their knowledge/skills through the establishment of formal relations with other members of the team.

Intern Information Kit

An *Intern Information Kit* may be a useful tool to ensure that the interns are provided with all information needed for the internship within the organization.

An information kit may include:

- Details about the organisation, such as its mission, purpose, history and the programme in which the internship is involved.
- Management chart for the organisation and lines of communication.
- The teams and their members.
- The nature of internship work (plan).
- The length of the internship, considering follow up and assessment meeting.
- Information about financial issues such as transport, food, accommodation, training, etc.
- Group of rights and duties which correspond to both parties in relation to the current regulation.
- Causes and forms which can lead to a disassociation from the organisation.
- Contact and persons of interest within the organization.
- Tracking documents (tables and form to register the progress, etc.)

MOTIVATION & SUPERVISION

Motivation is an essential aspect when working with interns, as newcomers to a new, specific and desired field of work. The motivating factors are:

- Achievement or fulfilment, the opportunity to do interesting things.
- Recognition of a job well done.
- Interest in one's own work, stimulating tasks that allow one to develop.
- Increased responsibility.

Depending on each motivation's source, here are some hints:
- Achievement: interns motivated by achievement welcome challenges and are result- oriented, risk takers and innovative.
- Affiliation: interns motivated by affiliation measure success based on relationships, such as working with a wide variety of people.

Motivation works hand in hand with Recognition (see below).

Supervision

Managing people successfully involves ensuring that they want and can do the work that needs to be done. As interns gain knowledge and experience during the implementation of a programme, they can move from a more comprehensive to a more relaxed level of control. That means that they are doing their work properly and manage to get more confidence and auto reflective.

To carry out effective supervision on interns, some conditions must be met:
1. Interns feel that their work is valued
2. They have the constant/adequate attention of their supervisor.
3. The assessment is done under common and well-established ground rules.

RECOGNITION. Demonstrating appreciation for and recognizing the intern's contributions to the organisation is important on many levels. Interns are on a learning and self-improvement process, that requires along-the-way validation and recognition in order to meet its goals. Interns with short motivation will surely have a poor performance.

Here are some risks to consider as motivation-killers:

- Too large difference between interns' expectations and reality.
- No feedback and no appreciation.
- Tasks are too homogenous, routine and there is no explanation why.
- No support from staff or team members.
- Tensions between staff and interns and vice versa.
- No possibility for personal growth.
- None or little options for initiative and creativity.

(Tošner and Sozanská, 2002)

So, recognition should be taken seriously and considering the three motivation styles:

- <u>Achievement:</u> Goal attainment and measurable results motivate achievers. They like awards that detail their involvement with a project. They value documented recognition like letters that can be used in personnel files.
- <u>Affiliation:</u> Individuals motivated by affiliation measure success based on relationships. They appreciate "thank you" notes, small gifts, social get-togethers, name badges, team projects, special event T-shirts, etc.

Also, public recognition, praise for their work in front of others, reference letters, leadership roles, the opportunity to be listened to and see their ideas put into action.

EVALUATION. The evaluation of the internship provides important feedback for the supervisor/ coordinator, the organisation, administrators, managers, and the interns themselves about the programme and process.

Evaluations should be conducted on a regular scheduled basis, consistently, depending on the length of the internship programme.

Evaluations of the internship brings the following benefits:
- It collects information on the intern's performance (delegated tasks, achievements and development, and project's implementation) in a regular manner.
- It assesses to what extent the goals set regarding the intern's development have been reached and what must be improved.
- It assesses whether the action taken was a proper and efficient one for the intern or not. If it is seen that simply something does not work, the action must be redefined.
- It helps assess the structure and impact of the organisation. Is the way the organisation works efficient and effective?
- Regular evaluation, at different stages during the internship, gives both the intern and the supervisor the big picture and, as a result, more control over the whole process.
- It assesses the effect of organisation's activities, defines recommendations and has an impact on future actions.

Also, evaluation must happen under different perspectives: the intern's, the supervisor, the staff, the beneficiaries or members of the community to whom the intern is relating to, etc.

Finally, at the end of each internship cycle, the organization goes back to the Needs & Program Planning, to keep adjusting and improving the call and welcoming of future interns.

When planning learning activities, one must bare in mind that the activities should provide experiences that will enable participants to engage, practice and gain feedback on specific outcome/s. Here the basic dimensions of activities design:

TITLE. How important is the title in an activity? The title is the gateway to the content and the first device to attract readers. If the title isn't attractive, if it's too long or if it gives a wrong impression about the content, the participants will not feel interested.

Always favor short tittles, as the title doesn't have to say everything, but instead, raise some curiosity about what is going to happen. Also, the title must be suggestive, appealing, positive, engaging, creative, catchy. Here some examples of good titles: "*What is and what is not*", "*Who is who*", "*So far, so good*".

OVERVIEW. It works as an introduction or global view to the goals of the activity, giving brief information that will help understand the context and pertinence of the activity. Here are two examples: the activity belongs to a set of other activities that are suggested to be developed in sequence; the activity is advised to be developed in a specific time slot (as welcoming, or training or ending of a process).

OBJECTIVES. Objectives are the specific steps for achieving a goal. They must be precise, and measurable statements that explain how the goal will be accomplished. There should be 1 to 3 specific objetives for each activity. The objective should begin with a verb, followed by a short description of what specific task a participant could expect to perform after participating in the activities . Begin each objective with measurable verbs: Describe, Explain, Identify, Discuss, Compare, Define, Differentiate, List, etc. Here is an example: Learn about the signs of anxiety. & Be able to argue about the reality of anxiety in everyday life.

NUMBER OF PARTICIPANTS. It is very important to define the activity in terms of participants as the activities can be individual, in pairs, in small groups, in a large group. Besides the activity itself, this information is vital for the resources (number of facilitators, physical space, material and equipment). Also, the same activity can present different combinations regarding the involvement of the participants, as shown next: start from an individual perspective and them form small groups; start with a large group and then transition to pairs.

TYPE. There are many possibilities to the types of activities: role-play, simulations, games (physical, board games, online), round-tables, discussions, etc.; and facilitators can & must be as creative as possible. The step-by-step description of the activity is fundamental for its replicability (see Procedure below).

TIME. The time alocated to the activity must allow the complete fullfiment of the mentioned activity dimensions, as reasonably as possible: the objetives, the number of participants, the space and material available and the activity itself. When preparing the activity, make the necessary changes/adaptations for the activity to properly fit your participants and all the other conditions (space, materials). Changing the time is one of the adaptions, for example: when preparing the activity take the decision, if needed, to divide in 2 timeslots; look carefully at each step and its time requirements, to make sure will you not loose control of time during the activity.

SPACE. Since the pandemics, online activities are as possible as onsite activities, with due reasoning and balance. For both, make sure the participants can fully attend and participate. For instance, online sessions require specific equipment and knowledge. On the other hand, onsite sessions must allow comfort, adaptability, silence, privacy.

PROCEDURE or Development. The activity must be described as detailed as possible. For instance, present the activity step by step in a clear language and short sentences (for easy reading and understanding). Also, if some pertinent and previous reading is needed by the facilitator before the implementation of the activities, it must be mentioned here.

MATERIAL. All actitvites will require some specific material and the best option is, after creativity, the use of sustainable/reusable material, according to the number of participants and objectives. Also, electronic equipment must be prepared in advance and make sure there is a plan B, if this fails.

DEBRIEFING. Right before the end of the activity (make sure there is time for this also), there is Debriefing, that is, when the facilitator gives way for conclusions and wrap-up of the topic, as well as indications for the next steps. Usually, this moment is done in a rush, missing out important conclusions, thus making the activity incomplete.

FOLLOW-UP. After the activity, there may be room for more in many ways: a kind of "homework" for the participants to keep on working; a revision later in time for the facilitator to assess the personal improvement done; or even the repetition of the topic forward in the process with a different shape to reinforce its potential.

SUGGESTIONS. Each facilitator may make interesting adaptations to an activity, considering the group and context, therefore, the activity template must have blank spaces to register this new details or commments related to the developement of the activity, for future reflextion/analyses.

BIBLIOGRAPHY. As mentioned before, there may be some theoretical references pertinent to the activity as sources and/or recommended readings. This information must be included on the activity template.

ANNEXES. Some material may be presented as annexes to the template (printables, links) must be added to the activity template, for the facilitator to have all the information needed in hand.

INTRODUCTION

Modern organizations that aim to attract young, talented individuals for internships must place particular emphasis on promotional and advertising activities. In the face of increasing competition in the job market, an intern chooses placements that not only offer practical skills but also bring a certain prestige, social value, and recognition. The promotional activities of an organization, therefore, have a significant impact on how interns perceive the institution, what motivates their choice, and whether they are willing to engage in long-term cooperation with the organization. Additionally, it is crucial to promote and disseminate the results of the organization's work and projects, which further strengthens its prestige and motivates interns to participate in the program.

Promotion within the organization is crucial for building interns' awareness of its activities, mission, and values. Thoughtful marketing efforts not only inform about the internship itself but also create a positive narrative around it. An intern who sees that an organization actively communicates its achievements, prestige, and professionalism is more likely to view it as a place that will help in career development.

The motivation to belong to such an organization can result from several key factors shaped by promotional activities:
- Reputation and prestige of the organization: Advertising campaigns highlighting the organization's successes, collaborations with renowned partners, and numerous awards or certifications attract young talents who want to build their future in a leading environment.
- Opportunities for personal and professional development: Informing about mentoring, training, access to modern tools, or the opportunity to work with experts motivates interns to engage.
- The organization's social involvement: Campaigns presenting the organization's social and environmental projects can appeal to interns who seek work in places that share their values.
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Example: NGOs focused on environmental protection

Non-profit organizations like WWF (World Wide Fund for Nature) promote their internship programs by informing about key environmental conservation projects in which interns can participate. Through educational campaigns on social media and organizing open days at their offices, WWF motivates young people with a strong connection to nature to collaborate on prestigious, ecological initiatives.

DISSEMINATION OF WORK AND PROJECT RESULTS

Promoting and disseminating the outcomes of an organization's work and completed projects is essential for building its position in the market and enhancing the prestige of the internship program. An organization that actively showcases its results attracts the attention not only of interns but also of other stakeholders such as business partners, funders, and sponsors.

Key activities promoting and disseminating results include:
- Publication of reports and case studies: Regularly publishing project outcomes, research, or summary reports of the organization's activities, such as PDFs, blog articles, and case studies that show how the organization has impacted specific social, educational, or environmental areas.
- Webinars and public presentations: Organizing events where employees and partners can present completed projects, their impact on local communities, and key research results. Seeing these activities motivates interns to cooperate with an organization that has a tangible impact on the world.
- Social media: Actively using platforms like LinkedIn, Facebook, or Instagram to post about successes, project outcomes, and coverage of events, conferences, or workshops. These posts not only promote the organization but also raise awareness of specific achievements among a broader audience.

Example: Conferences and public presentations
Many NGOs, carry out projects with significant social reach. A crucial element of promoting the results of such projects is participation in national and international conferences, where the organization's achievements and project outcomes are presented. For example, an organization implementing educational programs can present the results of its actions in a report at a conference on intercultural education, increasing its prestige and attracting new partners and interns.

A well-planned and consistently implemented advertising campaign, combined with effective dissemination of project results, directly affects the quality and quantity of individuals interested in internships. Organizations that regularly communicate their mission, values, and the benefits of participating in an internship, and present the tangible effects of their activities, attract a larger pool of candidates with higher competencies.

Key advertising activities that can increase interest in internships include:

- Activity on social media: Running profiles on platforms like LinkedIn, Instagram, or Facebook, where the organization's successes, testimonials from former interns, and project results are showcased. These types of posts build trust and highlight the organization's prestige.
- Webinars and open days: Organizing virtual meetings where potential interns can get to know the organization "from the inside," talk to current employees, and ask questions about the internship program while learning about the results of completed projects.
- Promotional video material: Short videos showcasing the organization's daily activities, project outcomes, and development perspectives can act as a "window into the future," giving potential interns an image of what awaits them.
- Recruitment campaigns at universities: Collaborating with universities by organizing promotional events, workshops, or job fairs can significantly increase interest in the internship program.

Example: Promotional activities at universities
Organizations can partner with universities to organize promotional events, workshops, or job fairs. Companies like Deloitte regularly host workshops promoting

their internship programs while showcasing project results. These activities increase the number of applications and attract high-caliber candidates who want to gain experience with a renowned company. "Contemporary organizations that wish to attract young, talented individuals for their internships must place a strong emphasis on promotional and advertising activities. In an increasingly competitive job market, interns choose organizations that not only offer practical skills but also bring a certain level of prestige, social value, and recognition. An organization's promotional efforts thus have a significant impact on how interns perceive the institution, what motivates their choice, and whether they are willing to engage in long-term collaboration with the organization. Additionally, promoting and disseminating the results of the organization's work and projects further enhances its prestige and motivates interns to participate in the program.

Building Organizational Prestige and Motivation for Action

Advertising efforts also influence interns' willingness to collaborate with an organization in the long term. Strengthening the image of a prestigious institution makes interns not only want to gain experience but also feel a strong desire to be part of something bigger, something that has a real impact on the world. This kind of motivation enhances the sense of loyalty and belonging, which can encourage young people to take on a more active role in the organization after the internship ends. Prestige can be built through:

- Highlighting cooperation with international partners: Informing about prestigious projects in which the organization participates and collaborations with global brands enhances the value of the internship in candidates' eyes.
- Public recognition and awards: Emphasizing awards and certifications that confirm high work standards influences the perception of the organization as a leader in its field.
- Creating an image of an innovative employer: Promoting a culture of innovation and introducing modern technologies and working methods can attract interns who want to develop their skills in a dynamic environment.

Example: Collaboration with International Partners Organizations that highlight their collaboration with international institutions enhance their prestige and attract interns interested in gaining global experience. For example, an organization conducting humanitarian projects in the Middle East may promote its collaboration with the UN, which increases its credibility and attractiveness as a place to gain experience.

Example: CSR Campaigns (Corporate Social Responsibility) Organizations that actively engage in corporate social responsibility activities often become attractive to interns who want to work in places aligned with their values. Companies like Unilever or Danone conduct campaigns promoting their commitment to sustainable development, which attracts candidates interested in working for a prestigious organization that cares for the environment and society.

IMPACT OF PROMOTIONAL ACTIVITIES ON INTERNSHIP CONDITIONS ADVERTISING

A better understanding of interns' expectations, resulting from interactions on social media and during recruitment events, allows organizations to better tailor internship programs to the needs of young people. Promotion can also attract more sponsors and partners, allowing for increased budgets for intern compensation, training, and certifications, as well as offering additional benefits.

Example: Corporate Sponsorship
Organizations can attract additional sponsors for their internship programs through active promotion of completed project results. For example, an organization implementing educational projects can attract business partners who will offer scholarships, training, or access to technological resources for interns.

Conclusion
Promotional activities and the dissemination of organizational results are crucial for building interns' awareness, motivation, and organizational prestige. Effective communication on social media, publishing reports, and organizing public events affect both the quantity and quality of candidates. Organizations that consistently promote their projects and achievements build a strong market position, which in turn increases their attractiveness as a place for internships.

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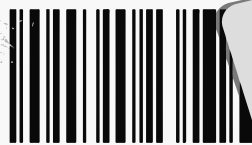
Work, Play, Grow! Gamification of volunteering and internship programs for youth

https://workplaygrow.eplusproject.eu

Project No. 2022-1-RO01-KA220-YOU-000088546

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