Reimagining Internship in Library and Information Science Studies: Building A Stronger Entrepreneurship

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Abstract
The observations and research outcomes regarding the existing structure and practice of internships in Library and Information Science (LIS) education in many African universities highlight significant shortcomings. These programmes often fail to prepare students for entrepreneurial roles adequately or to equip them to meet the demands of the competitive and evolving labor market. This situation provides a compelling argument for reimagining the LIS internship programs and underscores the necessity of the present study. The study identified gaps in the extant structures and practice of the programme and explored as well as developed strategies for incorporating entrepreneurial skills and mindsets into LIS internship programme to ultimately enhance the entrepreneurship readiness and innovation capacity of LIS students while in training and as graduates. The study was an exploratory study of the qualitative type that proceeded from the philosophy of interpretivism with the adoption of an inductive approach. Ten participants, representing the three categories of stakeholders (Students, IT Coordinators and IT Supervisors in the library), were sampled using mixed method sampling technique comprising purposive sampling and snowballing. Data was collected for the research through semi-structured interviews of the stakeholders and analysed using a thematic analysis approach, in which information with similar codes were categorised under the same headings labelled as themes and subthemes in conformance with the objectives of the study. The findings from the study showed that there were numerous challenges facing the structure and organisation of the programme including failure to restructure programme in line with labour market trends and supervision encumbrances; as well suggested strategies that could be adopted as approaches to reimagine the programme. On the basis of the findings, recommendations were made.

Keywords: Library and Information Science; Entrepreneurship; Labour market

Introduction

In many developing countries, particularly in Africa, including Nigeria, it is increasingly difficult for fresh graduates to secure paid employment within three years of graduation (OECD, 2021). Consequently, the university graduate unemployment rate has been rising annually, with Africa hosting numerous countries with the highest unemployment rates globally (Dyvik, 2023; Wobse, Menuta, & Liga, 2022). Unlike other regions, the International Labour Organisation (ILO, 2024) also reported a surge in youth unemployment in Africa. In Nigeria, the unemployment rate is highest among persons with post-secondary education at 7.8%, followed by those with upper secondary education at 6.3%, lower secondary education at 5.5%, primary education at 4.8%, and those with no formal education at 2.7% (National Bureau of Statistics [NBS], 2024). Alamgir (2023) observed that there is no end in sight for graduate unemployment. Considering the global economic, political, and social implications of growing youth unemployment, particularly among university graduates (Demeke, 2022; Zahid, Durrani, Shah, Ahmed, & Muhammad, 2023), the issue of graduate unemployment should be of significant concern to everyone, regardless of the country.

Youth unemployment is associated with global economic instability, unpredictable peace, political crises, and technological abuses, including cybercrimes (Demeke, 2022; Fajonyomi, 2017; Zahid et al., 2023). Authors like Alamgir (2023) and Babalola, Adamu, Aji, & Shekarau (2019) attribute high graduate unemployment to inadequate curriculum structure and ineffective delivery strategies, which create weak linkages between academia and industry, and a mismatch between the skills needed by employers and those possessed by graduates. To address this issue, offering effective internship or practical training programs that prepare students for the job market has been strongly advocated.

Internship is an academic course in which students in training are posted to institutions, organisations, or industries by the department/institution offering a programme of study in order to have hands-on experience related to the career being pursued (NACE, 2022). An example is the Students Industrial Work Experience Scheme (SIWES), which is a part of the approved Minimum Academic Standard for Nigerian Universities in the various degree programmes, like Library and Information Science (LIS). It is designed to expose and prepare students of Nigerian universities for the industrial work situation they are likely to meet after graduation (Industrial Training Fund,

Nigeria (nd). Thus, the SIWES programme is a compulsory graduation requirement for all Nigerian university students offering certain courses. The intern on SIWES works for the same number of hours per week as a traditional full-time job for six months. Specifically, the SIWES are to: provide avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study; prepare students for the industrial work situation they are to meet after graduation; expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions; make the transition from school to the world of work easier, and enhance students contacts for later job placement; provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice; enlist and strengthen employers involvement in the entire education process and prepare students for employment after graduation (NUC, 2023).

Generally, internship creates awareness of potential enterprises or career pathways the students can take on graduation (Bawica, 2021) and while going through the course, they gain insight into demands of the enterprise or career in terms of knowledge, abilities, values, characters and skills to make successful entrepreneurs. In particular, it is considered as a skilled development exposure, as a form of experiential learning in LIS, without which participation in the national and international labor force will be low (Bird, Chu, & Oguz, 2015). It is also seen as a veritable pathway to shadow available jobs (O'Connor et al., 2015), close the gap between theory and practice (Munyoro & Mutula, 2017), and enhance student academic performance in LIS studies (Josiah, Mordi, & Udoh, 2023). In addition, internship constitutes a learning strategy of equipping interns with employability skills highly regarded in LIS work environments (Shongwe & Ocholla in Munyoro and Mutula, 2017) which has grown beyond the traditional library services provided in support of university functions of teaching, research, innovation and community engagement, especially owing to the introduction of information and communication technologies (ICTs)

The emergence and deployment of ICTs has transformed library services delivery from analog mode to that being mediated digitally or by the use of hybrid mode (Singh, Gangwar, Sharma & Dev, 2022) and has brought changes in the curriculum structure and techniques of training professional librarians and information scientists as well as widen the scope of employment opportunities (Abdullahi, Barkindo, & Chioma, 2021; Khajuria & Kumari (2023). On the expansion of job opportunities, Hirsh (2024) listed 30 plus careers in LIS including library services

consultant, library manager, web archivist, integrated library system administrator, metadata analyst, data administrator, business researcher, university librarian, librarian of special collections, technology coordinator, manager of information services, document control specialist, archival consultant, web services librarian, metadata librarian, archives technician, digital librarian, library technician, law librarian, director of content acquisition, researcher, research librarian, chief information officer, data officer, medical librarian, clinical informatics librarian, pages, library director, library administrator and knowledge specialist. The 30-plus list is compressed to 21 career paths from sources across the web by Google from sources across the web comprising librarian, library technician, management, head of information and research services, information management, data management analyst, digital librarian, documentation specialist, information research specialist, law librarian, metadata analyst, reference librarian, academic librarianship, archivist, researcher, digital archivist, digital services manager, electronic resourcing specialist, information architecture, libraries, research coordinator, academic institutions, and archives.

Following the discourse on the expansive list of employment opportunities owing to the integration of ICTs into LIS practice, it is expected that soft and hard entrepreneurial skills needed to fit in will be inclusive and multifarious within the premise that entrepreneurship is the creation and running of one's own business Davis (2015). Accordingly, entrepreneurial skills such as technical skills, managerial skills, business skills, personal maturity skills, Information and Communications Technology (ICT) skills and information literacy skills are often recommended (Makinde, Hamsat, Oketunji, & Ogunniran, 2023). More, Sawant and Yadav (2020) explained the relevance of such skills in the practice of librarianship in this digital era. For instance, making reference to Orme (2008) and Raju (2014), personal skills, namely capacity for continuous learning, flexibility, fostering change and the capacity to work independently, enthusiasm, and self-motivation and general skills of communication and interpersonal skills, critical thinking, problem solving and teamwork are considered as enablers of effective functioning of librarians and information scientists. Regarding ICT skills, they are found to be vital in operating the computers, particularly in doing file management, web navigation, software installation, photocopy and printer handling, online searching and retrieval among others while technical skills enable professionals and would-be professionals, like interns to adopt metadata schemas and get exposed to web-crawlers so that it is discoverable through the Internet. Beyond recommendation, several studies (e.g. Khajuria, &

Kumari, 2023; Mantilla, 2023, Murharjee (2021) have confirmed that acquisition of such skills do boost proficiencies and competencies of professional librarians and information scientists as well as enhance the chances of gaining or maintaining employment. Noteworthy, is that knowledge, skills, behaviour, values demand of graduates should respond to change in the labour market, especially due to technological revolutions (Maroko, & Ndivo, 2021; Pallawi, Singh, Kumar, 2022). In all, exposure of university students to entrepreneurial skills and creativity will most likely make the graduates become job creators instead of being job seekers. Participation in internships is hypothesized to significantly enhance the knowledge, skills, and entrepreneurial attitudes of students. This enhancement is expected to empower students to establish their own ventures within the field of Library and Information Science (LIS) upon graduation, thus mitigating the pressure of unemployment (Biney, 2023).

Incidentally, it is observed institutions still dwell on the unrewarding legacy of theoretical knowledge distribution rather than strengthening experiential learning like internship (Pattanayak & Padhy, 2020), thus calling for re-imagination of programming for effective entrepreneurship readiness. Lending credence, Aziri and Kaur (2023) on an extensive review of literature on internship in library and information science (LIS) called for further works on the assessment of the learning outcomes of the programme that stresses the learning outcomes relating to career readiness as against concentrating on programme structure and roles of the stakeholders involved in the internship. As if responding to the call, Alam and Yesmin (2024) examined the extent LIS interns have become competent with practical tasks of using facilities offered by the internship-offering institutions. The results indicated that there was a little lack of coordination between theoretical knowledge with practical demonstrations with some essential digital resources not available for interns' hands-on experience. However, the authors admitted that noninvolvement of faculty members, practitioners and students who are critical stakeholders in the study was a critical limitation.

Existing practices in Library and Information Science (LIS) internship programs, while enhancing students' technical skills, personal attributes, and professional development, often fail to prepare interns effectively for employment, particularly self-employment or entrepreneurship. Most studies on LIS internships emphasize stakeholder satisfaction and program benefits rather than focusing on employment readiness and entrepreneurship preparedness amidst the significant

challenge of graduate unemployment. Therefore, further studies are essential to achieve the outcomes of internships in preparing LIS undergraduate students to become successful entrepreneurs. These studies should foster effective academic preparedness, a positive attitude, self-initiative, participation in stimulating and clear tasks, effective administration, and just compensation. This is the central focus of the present study, which aims to investigate how to reimagine the LIS internship program to better promote readiness for entrepreneurship among university students and address the issue of graduate unemployment.

Research Questions

1. How would you describe the internship process of the University in preparing students for entrepreneurship in Library and Information Science considering emerging career opportunities and technologies?
2. What are the gaps or expectations to be met to enhance the level of entrepreneurship preparedness?

Theoretical/Conceptual Framework

Three related theories are considered relevant to the study, namely experiential theory, information/knowledge economy theory and human capital theory. Experiential learning theory is within the purview of adult learning theory (Colman, 2022). The proponents of experiential learning include Malcolm Knowles (1968, 1970) and David Kolb (1970s) (Ho and Lim, 2020). Knowles in particular remarked that adult learners' characteristics are distinct from children's, and as such, he labelled the art and science of teaching adults as andragogy. The fundamental idea of Knowles's analysis is that learners' perspectives and the construction of knowledge are molded by their previous experience. The process is believed to be reinforced through interpretation and reflection. The position relied on John Dewey's (1938) approach, as he asserted that learning makes more meaning when adults' reflections on their learning are linked to practical materials and life experiences. The theory is reinforced by David Kolb's studies in the 1970s, which also drew on the work of John Dewey and those of Kurt Lewin, and Jean Piaget. Specifically, learning was defined as "the process whereby knowledge is created through the transformation of experience" and experiential learning was described as a "combination of grasping and

transforming experience." (Kolb, 1984, p. 41) Learning theory suggests a four-stage learning process where one captures experience, both concrete experience and the abstract conceptualization of it, and then uses it as a guide to creating new experiences through reflective observation and active experimentation (Kolb, Boyatzis, & Mainemelis, 2000).

In general, experiential learning requires a hands-on approach like what is expected during the internship in which the intern is put at the centre of the learning experience. In conformance with principles of experiential learning, the interns are expected to participate actively in all of the work processes at the placement organisations as well reflect on every of their doings in order to conceptualise the experience gained before application to new situations. Colman (2022) advocated its suitability for the development of mechanical and leadership skills, process development and logical thinking. In other words, in the course of the internship, students on being confronted with real-world business challenges are expected to resolve them by drawing on past internship experiences and classroom knowledge as they are regarded as autonomous learners (Rios-Gonzalez, (2018) while the placement entrepreneur/administrator serves as facilitator, mentor and guidance.

On the theory of information capital, the theory is premised on the fact that access to information is crucial in the building of individuals and organisations or institutions as when put it into a framework of knowledge it is used to solve problems, form values, and make choices. Regarding the business environment, accessibility to reliable information significantly impacts the competitiveness of micro, small, and medium enterprises (MSMEs) in the global marketplace. The new concept of information capital is seen as an economic system whereby knowledge, information and services are considered more valuable than manufacturing. The technological revolution as a result of the application of computerized information systems is said to have turned around information capital (Cunha, Cunha, Matos, and Thomaz, (2015). Information capital (IC), comprises tangible and intangible elements (Zaytsev, Rodionov, Dmitriev, Kichigin, 2019) of production representing primary raw material and equally constituting a source of value such that the labour force are becoming information workers with the most creativity and outcome turning out to be information products (Cambridge, 2015). IC is characterized by: a combination of material resources, information systems and other technologies of an enterprise; composed of all accumulated, renewable, and liquid information resources that contribute to the increment of

potential or direct positive effects for the enterprise; and, involves external indicators outside the company. In other words, information environment of the entity can be influenced by external information capital quantified in terms of demand for goods and services of the enterprise and of its competitors (Zaytsev, Rodionov, Dmitriev, Kichigin, 2019). In the light of the present study, the place of posting will be expected to have array of information resources and technologies that are essential to manage modern LIS enterprises Bird, Chu, Oguz (2011) and on interaction with such interns would have gained experience for future use. So, assessment of resources and information environment of organisations should inform placement of LIS interns. Is this being considered? This is one of the issues the study will address.

Methodology

Research Design

The study adopted a qualitative research design of interpretivism research philosophy using an inductive method which allows for data collection through interpretation of the experiences, opinions and attitudes of the participants (Bhattacherjee, 2012). According to Paul (2005), the inductive research approach provides an opportunity for the researcher to develop a less structured approach, thereby enabling an effective comprehension of the phenomenon under study alongside the underlying research questions. It also affords the researcher the opportunity to have contact with the participants through interviews and observations (Bryman, 2015). The interviews were semi-structured, and based on an interview schedule. The questions actually used in the interviews changed in the interview process, but usage of a schedule helped ensure all key areas of the topic were covered.

Procedure for Data Collection

Ten participants, identified as stakeholders, comprising three programme coordinators (current and past) in the Department, four interns (two serving and two graduates and three host-employers/entrepreneurs were sampled using purposeful and snowballing sampling techniques (Clark & Creswell, 2015). In this study, gathering data from stakeholders directly involved in making decisions associated with entrepreneurship education gave me a deeper understanding of

its implementation. Data was collected in the form of transcription (Braun and Clarke, 2006) of the twelve in-depth semi-structured interviews conducted by one interviewer (the researcher(s) through face-to-face (8 participants), or telephone calls (2 participants) where this was not feasible. The consent of each interviewee was sought and obtained. All interviews were audio-recorded and hand-written notes were taken when necessary. Accordingly, three identical semi-structured interview schedules reflecting the three categories, checked for trustworthiness by the three authors, were used. Being a semi-structured interview, responses to a previous question often led to follow-up question(s). It is noteworthy that questions asked were guided by the research questions.

Data Analysis, Findings and Discussion

Thematic data analysis technique was adopted All of the authors had to think through the data collected from the interviews and available documents to identify patterns and generate codes or identifiers in terms of key words that pointed to the research focus and tended to answer the research questions (Clark & Creswell, 2015). Each one had to read the transcripts sent by the interviewer thoroughly and severally to categorise sentences and phrases related to the research to make the codes. The codes were reviewed, edited, and upon reflection three main linked themes were identified from the analysis.

Research Question 1: How would you assess and describe the internship process of the University in preparing students for entrepreneurship in Library and Information Science considering emerging career opportunities and technologies? In answering the question, two themes were generated.

Theme 1: Link of academic internship purpose to entrepreneurial preparedness

First, internship (IT) in the present study is considered as a process rather than an act starting with defining of purpose and ending with evaluation which provides feedback to inform possible review of the process. The purpose of internship as expressed by the three groups seems to be close and that is, IT affords students opportunity to gain practical experiences.

Hence, in the view of a staff coordinator, Internship, which is SIWES, takes place in the first and second semester of the third year for six months. The essence is to expose students to practical

aspect of what they have been taught in the class and when they come back they give a seminar in the department (SC1: SIWESS Cordinator1). The view is in agreement with an intern's position that I was able to put what I've learned in class to practise for during the attachment (IT1 & IT2) and not at variance with a host organisation that we are happy to host students for practical (HO1: Host Oranisation 1). While the responses were in line with the intent that students are deemed to gain a hands-on real life library experience (Biden, (2023); Bird, Chu & Oguz, 2011; Jahan & Jahan (2019)) during internship, it is far from the internship purpose being linked intentionally to entrepreneurship preparedness. That is, an internship has the potential to foster a lot of interns' entrepreneurship skills (Febrianti, Kussudyarsana, Setyawan, Sholahuddin, & Maimun, 2023). In particular, Lu & Wang (2018) earlier showed that internships provide students with more confidence to identify opportunities and solve problems, enhance interpersonal and communication skills, and render interns more action-oriented. The question is, how does the weak purpose-entrepreneurship preparedness link influence LIS internship programme implementation?

Theme 2: Balance of professional/technical skills and interpersonal skills.

All of the stakeholders attested to the fact that internship in LIS organisations provides professional and technical skills and encourages the development of soft skills, attitudes and behaviours required in the place of work and can make a proficient entrepreneur. For emphasis, most of the students for LIS internship are usually posted to various forms of libraries such as public libraries, academic libraries and organisational libraries as well as organisations that provide information services including radio and television houses. Notwithstanding the placement, the two academic staff who were in charge of the internship agreed that, among others, interns being prepared as LIS entrepreneurs should acquire skills such as professional and technical skill, analytical and critical thinking skills, interpersonal skills, accounting and business management skills, self-directed learning skills, communication skills, knowledge of computer systems and applications (AS 1 & 2). The list is not at variance with the 21st century entrepreneurial skills specified in Tondo, & Ugba (2023) and as given by American Library Association (2021), namely, organisational skills, knowledge of the community, interpersonal skills, event planning, creativity, content knowledge, outreach and marketing, financial skills and evaluation.

It is noteworthy that all of the interns engaged in the study captured the skills learned as "management and social skills (SI1)", "management, professional and social skills (SI2)", "social

and library professional skills" (SI3), "organisational skills" (SI4) and "professional and technical skills". Superficially, the responses appear encompassing all relevant entrepreneurial skills. Further interrogation revealed that emphasis has been placed on professional skills in LIS which will enable them to provide conventional library and information services manually.

However, in one of the four organisations, the two interns therein had hand-on experience in the use of digital resources. Regarding acquisition of soft skills otherwise referred to as social or interpersonal skills, premium was placed on punctuality and timely submission of assignment under time management skills, communication skills, team playing and collaboration. For instance, IS3 remarked, "my superior frowns seriously at any of us coming late to work; there is a clock-in register where one fills in the exact time one comes to work and at 7.45 am a red line is ruled after the last name to identify latecomers; also, one dares not submit assignment given late". IS1 also shared her experience, "my supervisor often makes me work with two or three others on task given; perhaps to encourage interpersonal relationships and team playing as I learn much from the regular staff". All the interns opined that the recording of all training activities and other assignments in log book and completion of one ITF Form-8 to ensure proper assessment tend to sharpen their written communication skills and encourage diligence, honesty, and conscientiousness. Our observation is that virtually all the host organisations were not intentional in organising programmes related to digital application and could promote entrepreneurial soft skills especially those related to leadership skill, innovation and creativity, problem-solving and critical thinking, setting business goals, accounting and financial management, conflict resolution, counselling, fluency in spoken and written business English and ICT. Our observation lends credit to the demand of SI5 that "other skills aside from those related to provision of library services should be offered". Still, a self-directed intern like SI2 can learn these skills by being resolute and inquisitive. In his language, "I gained the skill of using digital platforms through private interaction with some staff".

Research Question 2: What are the gaps to be bridged to enhance the level of entrepreneurship preparedness? One theme was generated.

Theme 3: Internship resources and support system

An effective internship programme is founded on resource quality and a strong support system which should start from the preparation stage to the feedback stage and involve all stakeholders. In particular, Akomaning (2012) found out that the quality of the internal and external environment matters for the students to explore their learning potential to prepare them to enter the labour market with the knowledge and skills needed to be functional. At the preparatory stage, stakeholders should be familiar with the internship structure and sufficiently informed of their roles and responsibilities in the process. An instructive and informative SIWES Manual specifying the roles and expectations of participating employers, universities, students and every other stakeholder which was available on the website of the Industrial Training Fund (ITF) superintending over the programme. Incidentally, both employers and interns in the present, except the two programme coordinators in the Department, were not aware that the documents talk less of internalizing the content. They relied on the brief from the Department which the employers and interns affirmed. A notable lapse was that the interns' career interests were not sought before placement. The other is that the letter of introduction sent to the employer/host organisation through the student/intern did not indicate the level of support to be given to the interns. Perhaps, it is assumed that the employers already know what they should do based on their experience. The question is, what about newly enlisted host organisations?

On assuming duty, all interns agreed that they were warmly welcomed, provided orientation and acquainted with the new work environment. The orientation afforded clarification of expectations from the inception. It was also recorded that the host organisations provided guidance and support for the interns regularly. Regrettably, they admitted they were given limited opportunities for skill development, especially in the use of computers and current ICT, arising from inadequate training facilities and resources, and approaches-no workshops, no seminar, no tutoring, no challenging tasks but selected assignments, as examples; "just below our expectations, contrary to what we learned". It is very surprising that academic supervisors engaged are not teachers of LIS as expressed by the departmental internship programme coordinators in the Department. No wonder the interns did not feel the impact of the one-shot visit which ought to provide constructive feedback like every formative evaluation. As part of the structure of the programme, an evaluation form is filled by the interns and submitted to SIWES office while they present seminars in the Department which are assessed and credited as a measure of performance. Again contrary to the expectation of the interns the host organisations did not care to find out if they had a good

experience at the organisation in order to have valuable feedback not only for the improvement of the internship programme but the benefit of the organisation. At the same time exiting is not the end but the beginning of unending relationships between the parties.

Conclusion

The thematic analysis of the LIS internship process highlights several critical insights and areas for improvement in linking academic internships to entrepreneurial preparedness. Firstly, while the primary purpose of internships is to provide students with practical experiences, there is a noticeable gap in intentionally aligning these experiences with entrepreneurial skills development. Internships are primarily designed to offer hands-on library experience, which, although valuable, does not explicitly target entrepreneurial competencies. The stakeholders, including students, academic departments, and host organizations, recognize the importance of professional and technical skills gained through internships. However, there is a lack of emphasis on developing entrepreneurial skills such as problem-solving, innovation, leadership, and business management. The existing structure tends to focus more on traditional library skills and less on the entrepreneurial mindset required for emerging career opportunities.

Additionally, the resources and support systems in place for internships are found to be inadequate in fostering entrepreneurship readiness. Effective internship programs should involve comprehensive preparation, support during the internship, and feedback mechanisms to ensure continuous improvement. The current state of resources and support does not fully enable students to explore their entrepreneurial potential.

Likely Implications:

Without an intentional focus on entrepreneurial skills, students may graduate with limited abilities to innovate and adapt in a dynamic job market, leading to increased graduate unemployment as they struggle to create or secure job opportunities. Ineffective internship programs could result in missed opportunities for meaningful collaboration between academic institutions and industries, weakening the overall impact of internships. This lack of preparedness for entrepreneurial roles may diminish institutional reputation, affecting enrollment and funding opportunities, and

subsequently, slow down new business creation and innovation, impacting broader economic progress. Additionally, the inadequate use of digital resources during internships can prevent students from fully leveraging technology to enhance their entrepreneurial skills. Moreover, without clear guidance and feedback, students may feel disconnected from the learning process, reducing the overall effectiveness of the internship experience.

Recommendations

Based on the findings, the following recommendations were made to enhance the internship process in LIS studies, with a focus on building stronger entrepreneurial capacities:

- The purpose of internship should go beyond providing practical experience but to also should focus on developing entrepreneurial skills. In order to achieve this, organising department should prepare structured training modules covering essential areas such as opportunity identification, problem-solving, innovation, and business planning on entrepreneurship which students should be familiar with before going for the internship programme.

- It is also essential to ensure that students' career interests are considered before internship placements. Tailoring placements to match students' entrepreneurial aspirations can enhance the relevance and impact of the internship experience.

- The host organisation should develop a comprehensive programme which provide a balanced emphasis on both professional/technical skills and interpersonal skills. This balance is essential for fostering entrepreneurial capabilities. Furthermore, training sessions on soft skills such as leadership, teamwork, communication, and time management should be incorporated into the internship. These soft skills are critical for entrepreneurial success and should be deliberately cultivated during the internship period.

- A robust support system should be integrated into the programme: quality of resources available for internships at the host organisation should be improved; clear roles and responsibilities should be outlined, and all parties should be adequately informed and engaged throughout the internship process; comprehensive orientation sessions at the beginning of the internship and ongoing guidance throughout the period are necessary to ensure that interns are well-prepared and supported in their entrepreneurial learning journey; implementing a more effective evaluation system where academic supervisors

with LIS expertise provide constructive feedback is also crucial and regular and meaningful evaluations can help interns understand their progress and areas for improvement.

- A continuous feedback loop where insights from past internship experiences are used to improve future programmes should be created. Collecting and analysing feedback from interns, host organisations, and academic supervisors can help refine the internship structure and content. Engaging with alumni who have successfully transitioned into entrepreneurial roles can provide valuable perspectives on how to better prepare current students for entrepreneurial careers.

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