



Main Results

The apprenticeship mentor works at the interface of the education / training area and the professional labour market.

In Poland, the internship mentor is usually a person employed in a company, which accepts an intern for internship, who takes care of the intern (independently from their professional duties). An effective and high-quality apprenticeship requires great support, both content-related and organizational, from the supervisor / mentor. The apprenticeship supervision is a responsible and time-consuming activity, which indicates that these duties should not be fulfilled as part of ordinary professional activities. The apprenticeship supervisor / mentor / coach should, as far as possible, be delegated to work with the intern and rewarded for their work.

It is necessary to change the perception of the role of the apprenticeship mentor - a person performing this function should meet specific content-related, interpersonal and personal criteria, which should be precisely defined and codified.

Apprenticeship mentors / coaches should be able to acquire / build their competences in order to be able to perform the duties in an effective and responsible manner. They should be able to exchange experience and opinions with other mentors.

It is necessary to widely disseminate knowledge about EU criteria in the field of the European Framework for Quality and Effective Apprenticeships, which will allow the unification of apprenticeship organization rules, formalization of basic internship effects and the definition of mutual rights and obligations.

Case Study Results

100 students of AFA in Katowice undertake professional internships - the main objective of the project is to improve practical skills of students in the field of graphic design and design by their participation in high-quality 3-month internships corresponding to the needs of the economy, labour market and society.

NOSPR Academy - it is an original scholarship and mentoring programme that prepares young musicians to play with an orchestra and to function in the contemporary music market. It includes individual lessons with NOSPR musicians and the care of mentors.

Let's practice in culture - the project allows students and graduates to gain their first professional experience in the cultural sector, while organisations get a chance to attract new members to their teams. The internship within the project lasts between 160 and 320 hours.



by PIXELES



Key features, role and profile of the Apprenticeship Coach in the CCI

The task of the apprenticeship coach / mentor is to lead the intern from the comfort zone created by the school/university to the real challenges of the world of the modern labour market.

At the same time, the internship supervisor should have strongly developed soft skills, such as communication, empathy, teamwork skills, leadership, the ability to motivate and delegate tasks, which situates them closer to coaching rather than mentoring.

An ideal internship supervisor should combine professional skills and competences of a mentor and a coach.

Issues specific to the CCIs

The apprenticeship mentor is expected to **be familiar with the industry** (cultural and creative sector/subsectors) in which the intern works, as well as to have knowledge about the labour market and how it functions (entrepreneurial knowledge and skills).

Role of CCI employers

The employer should be responsible for:

- appointing an internship supervisor
- implementation of the individual internship program
- guaranteeing the intern with a suitably equipped workplace
- providing the intern with healthy and safe conditions for the implementation of the internship
- keeping internship documentation

Role of the Vocational Educational Training provider

The program framework of apprenticeship / interns adopted by the legislation in Poland covers four basic areas:

- getting to know oneself, one's own resources
- planning one's development and making informed decisions about the educational and professional path
- knowledge of qualifications and competences in the labour market
- planning with regard to forward-looking professions, education and the labour market

In every case the program should be adapted in content and form to the age of the participants.

Although there are some differences in formal requirements resulting from the specificities of individual entities, the basic requirements to be apprenticeship coach / mentor include:

- qualification in the field of vocational counselling and qualified teacher status
- qualification in any field of study with obligatory postgraduate studies in vocational counselling and qualified teacher status

Young people's needs

Benefits of CCI apprenticeships for young people: gaining experience in the industry, having the opportunity to learn about work in an interesting position from the beginning, establishing professional contacts and increasing the competitiveness of their professional CV and portfolio, and developing their design skills and knowledge of computer programs.

Barriers preventing young people from starting

apprenticeships: limited number of interesting offers, reluctance of companies to share their experience with students, reluctance of companies to accept interns who have no experience.

The financial system is also an important barrier - unpaid or low-paid internships can discourage trainees, especially when confronted with better-paid seasonal jobs.

Barriers also appear on the part of mentors - lack of opportunities to exchange experiences with others, lack of training in government-supported internship programs or lack of support from lawyers in the area of copyright.

Measures needed to counteract these barriers and support young people's needs:

The apprenticeship coach / mentor should perform a preliminary analysis of mutual expectations of and potential benefits for both parties, which would allow better matching of the internship offer not only to the needs but also to the trainee's capabilities.