

Main Results

While we can trace policies towards VET and can map the inclusion, cohesion and access of said policies, we also acknowledge the lack of systematic approach to providing apprenticeships in the CCIs and of recognition of the role of the Apprenticeship Coach in the process. This is suggestive of the need to use a pragmatic approach in helping increase access and diversity and improve entry routes to the creative industries for young people.

- Help train AC's to support the promotion and delivery of more Apprenticeships in the Creative and Cultural Industries.
- Understanding the **socio-economic and political context, economic development prognosis, and history of the educational system** and overview of the context and needs of the CCI and of how to support young people and employers in developing better and more effective apprenticeships.
- Evaluation of the **economic, legal framework and policies, opportunities and future potentials.**
- Innovative model in providing function and redefining the role of the Apprentice Coach (AC) in the process / focusing on Socio Cultural Space Centar-Jadro - a hybrid institution based on the model of civil-public partnership where the managing team function as in house coaches for the vocational training programs designed for young aspiring artist, technicians and managers in culture.
- Consolidating the economic indicators regarding the unemployment among youth and how it affects directly and indirectly the CCI. One of the important indicators that suggest the vulnerability of youth in the labor market is the "Employment and Social Reform Program 2020" report of the Government where it is section 3.1.2 is dedicated to "Improvement of the unemployment situation, especially with the most vulnerable categories (youth, long-term unemployed and others)" which is very important to P4CA strategically.
- Working closely with our case studies to define apprentice coaching and tools needed for effecting coaching. Mainly evolving through the relationship of mentor - mentee , a bi-directional relationship that needs time and context to evolve.

Case Study and Results

- **Case study: Socio Cultural Space Centar-Jadro / In house Apprentice Coach: Jasmina Bilalovic**

Ongoing at SCS Centar-Jadro is the program for human capacity-building in technical skills, in the framework of which it recruits and sends participants to the Workshop of Technical Production (consisted of 5 modules, taking place in the fall/winter period) in the kin institution Pogon, in Zagreb Croatia. Being a very young institution, KSP Centar Jadro needs to further develop capacities in different areas, and one of these is the technical production of events. With this initiative the aim was to not only redefine the economic, political, cultural and other needs of the independent culture sector but to also take on the structures that are inherently tied to the change of political discourse needed to give the independent culture sector more democratic capital.

- **Case Study: LUDUS A-GENDER LABEL / In house Apprentice Coach: Dragan Hristov**

Ludus is a sustainable a-gender label that makes garments from natural fabrics like cotton, silk, linen, wool and up-cycled leather with minimum or no waste in the production cycle. Conceptually driven, Dragan Hristov (a contemporary art graduate at the Academy of Fine Arts - Brera in Milan) designs collections based on emotions, constructing mostly monochromatic and minimal looks and sculptural silhouettes that reflect the gender shifts in our societies today. Apprentice training programs include: Handcrafted:mk project and The Slowscales showroom, both contributing involving young participating brands for which they provide the necessary mentorship and aid in an informal and amicable manner.

- **Case Study: Press to Exit's New Project Production Educational Apprentice Program / In house Apprentice Coach: Dorotej Nesovski, independent educational trainer, former participant (2017/18)**

The program mentors young artists in developing their work ethic and skills necessary to succeed in the contemporary art world. One program participant and current coach is Dorotej Neshovski (Skopje 1989) is an artist, educator and mentor who graduated from the Faculty of fine arts in Skopje, Sculpture Department in 2012. He is one of the founders of the art group SEE, established in 2012, and has exhibited at numerous group exhibitions in Macedonia and abroad. He took part in Press to Exit's New Project Production Educational Apprentice Program in 2017/18."He is author of the "Art is not what you want" (Private Print, Skopje, 2017) an art book on drawing, presented in Skopje, Berlin, Tokyo and Paris.





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

Through our research we established that the main features/ characteristics of an Apprentice Coach are:

- Dedication and desire to transfer knowledge
- Professionalism but also strong personal approach
- Desire to learn and grow professionally and personally.

Key Skills/Competencies:

- Excellent people skills, managerial and organizational excellence, strong creative side, conceptual thinking, adaptability to unpredictable situation, sensitivity for individual situations, professional guidance and camaraderie.

Role and profile:

- A qualified trainer that brings a positive outlook and pragmatic, supportive approach to developing solutions in partnership with clients,
- A live-learning pedagogue promoting life-long learning and apprenticeship programs at all levels with a focus on investment and impact with effective quality and compliance, leadership and governance.

Issues specific to the CCIs

- Policies towards VET and can map the inclusion, cohesion and access of said policies,
- Lack of systematic approach to providing apprenticeships in the CCIs and of recognition of the role of the Apprenticeship Coach in the process.
- Need to use a pragmatic approach in helping increase access and diversity and improve entry routes to the creative industries for young people.

Role of CCI employers

- to continuously design and implement reforms, policies, projects and activities that shall lead to increased employment, presence on the labor market, increased employability etc.
- to improve the efficiency and the relevance of the various levels and forms of education and trainings of the population belonging to various ages and various target groups, acquiring knowledge, skills, competences which shall be competitive and shall respond to the current and future demands, trends and challenges on the labor market.
- active consultation and inclusion of the local self-government, social partners within these processes, mainly - the representatives of the business community etc. will in the focus.

Role of the Vocational Educational Training provider

The VET role is to provide apprenticeships which give a young trainee a competitive edge in the CCI sector. VET's role is to offer a hands-on, real-world work experience, that can help launch a career in the CCI as a visual artist, curator, sound or video technician or any other carrier in the creative commercial business enterprise. VET's can be artists, art historians, curators, galleries, museums, non-profits, art collectives, community organizations, art publications, and more.

Young people's needs

- **Benefits of CCI apprenticeships for young people:**
- **Opportunities to gain new skills and employability benefit**
- **Barriers preventing young people from starting apprenticeships:**
- **CCI employers not providing opportunities that are standardized and**
- **Low pay and lack of job security**
- **Measures needed to counteract the barriers and support young people's needs:**

Law on Labor Relations (in articles 56, 57, 58 and 59) to be upheld by CCI Employers. These articles refer to the duration of the apprenticeship (maximum one year), performance and cancellation. The Apprenticeship can last up to one year, unless otherwise stipulated by law. The apprenticeship may be proportionally extended if the apprentice works on a shorter working time than full-time, but for a maximum of six months. At the end of the apprenticeship, the apprentice must take an exam, which is an integral part of the internship and is taken before the expiry of the internship. For the duration of the internship, the employer must not cancel the employment contract to the apprentice, except in case of an employer's termination procedure.