

Main Results

- CCI is a dynamic sector in Slovakia, which grew at a constant pace in recent years. The sector relies on the talent of Slovak artists and creators recognised internationally, including video games developers, film directors, writers.
- In relation to the structure of the sector and employment, the large majority of Slovak CCIs (98%) is composed of micro and small enterprises with less than 10 employees.
- There are no regular apprenticeship programmes in CCIs in Slovakia
- WBL in CCI in Slovakia is based on ad-hoc project-style cooperation, requiring strong motivation from both sides (VET provider and employer)

Case Study Results

- Introduction of a new form of school-company cooperation
- Lack of data on in-company training
- Few cases of cooperation between secondary/tertiary schools and companies or institutions
- External education/apprenticeship usually coordinated by students themselves
- Under supervision of experienced mentors/tutors/experts in the field

Case Study Results

Case study 1: IKEA Bratislava (artform: Interior design)

- Cooperation between Vocational Education and Training Centre at the Design school and IKEA Bratislava
- Interior design students from Design school go on a practical internship where they are encouraged to create a roomset in the Ikea showroom under supervision of experts from IKEA and the head of the department of Interior Design at the Design School

Case Study 2: Woven (artform: Architecture)

- Summer school coordinated by students individually
- Educational event in form of a summer school aimed at architects and designers, students from Slovakia and abroad
- Team work under the leadership of experienced tutors

Case Study 3: Adient Technological Centre in Trenčín (artform: Industrial design)

- Cooperation between Secondary Art School in Trenčín and Adient Technological Centre in Trenčín
- One-year internship at the Adient Technology Centre where the students design their own car seats
- Students are guided by engineers from Technology Centre in Trenčín and designers from Adient's global centre in Germany





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

Key features:

- Strong motivation to support young people, professional background, willingness to cooperate with obsolete VET system

Key Skills/Competencies:

- Professional skills relevant for the particular sub-sector, overview of the sector, good understanding of the VET system in Slovakia, empathy, determination, risk acceptance

Role and profile:

- Motivated volunteers who are willing to support young people in the CCI context
- Welcoming young people into their context, establishing cooperation with the VET provider, supervising young people's creative activities and providing feedback to young people and their VET providers

Issues specific to the CCIs

- Heavy fragmentation of the sector
- Problem with access to finance – sector is operating on project-based form (short term), need to move to enterprise-based form (long-term)

Role of CCI employers

- CCI employers only rarely participate in cooperation with VET providers, since their time and resources are consumed in struggle to support their own living, they do not have long-term commitments with education bodies
- CCI employers establish ad-hoc short term collaborations with education providers, that are also very helpful for the young people
- Many active artists are (part time) teachers/trainers at educational bodies

Role of the Vocational Education and Training provider

There are no regular apprenticeship programmes in Slovakia anymore, although the term „apprentice“ is used (and often fully incorrectly and under the influence of tradition) also now.

Slovak VET system is marked by a relative lack of work-based learning and weak labour market outcomes among school-based VET programmes. Moreover, demographic decline and strong competition from academic education are putting pressure on the system. Recent legislation has sought to tackle these challenges by introducing a dual style apprenticeship system. In 2015, a new VET Act (61/2015) was adopted. It was initiated by employer representatives, particularly from the automotive industry. The act supports closer school-company partnerships and encourages the shift to labour market demand-driven VET. Although the reform has been inspired by German-speaking countries, Slovak dual VET is different. However, with the novelization of the VET Act in 2018, the CCIs opted out of the dual system. They continue ad-hoc cooperations with employers. In many cases the learners have to find their „host“ employer themselves in order to pass a subject called „practice“.

Young people's needs

- **Benefits of CCI apprenticeships for young people:**
 - Gaining practical skills and valuable contacts, overview of the state-of-the-art in the sector, job-readiness
- **Barriers preventing young people from starting apprenticeships:**
 - Lack of opportunities, high competitiveness in the sector
- **Measures needed to counteract the barriers and support young people's needs:**
 - Create pathways for connecting the VET and practice,
 - Motivate both sides (VET providers and employers) to participate in exchange and support of young people
 - Life-long learning support for VET teachers/trainers to be able to support young people in this field
 - More coordination within the CCI in order to provide support for young people