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Асоцијација на мали и средни
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ЗАЈАКНУВАЊЕ НА МЛАДИТЕ ГРАДЕЊЕ ВЕШТИНИ, КРЕИРАЊЕ ИДНИНА

Scope and services of the pilot incubator "Youth Hub for Success in Vocational Education: Guidance through Vocational Education and Training, Employment and Social Entrepreneurship"



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Introduction

This document outlines the scope and services of a comprehensive incubator designed to foster capacity building and informed policy-making in the areas of vocational education and training (VET), employment, self-employment and social entrepreneurship. The incubator will serve as a dynamic hub, connecting stakeholders, fostering innovation, and creating positive social and economic impact.

The pilot incubator "Youth Hub for Success in Vocational Education" focuses on providing a comprehensive platform for capacity building and policy development in the field of vocational education and training (VET), employment, self-employment and social entrepreneurship. This hub will serve as a central point for skills development, innovative ideas and policy influence in the field of VET.

The pilot incubator has been developed within the framework of the project "Empowering Youth: Building Skills, Creating the Future," which is funded by the European Union. This incubator will operate under the auspices of the Skopje Chamber of Crafts.

Mission, vision and core values

Mission: To provide practical support and opportunities for innovation, knowledge exchange and development in the field of vocational education and training (VET), employment, self-employment and social entrepreneurship.

Vision: To create an environment in which individuals and communities in the field of vocational education and crafts will develop through acquiring skills, fostering talents, and achieving social progress.

Core values

- **Innovation:** Embracing new ideas and approaches to solving emerging challenges and opportunities. Supporting young people who possess skills for innovative solutions and have an innovative business idea.
- **Collaboration:** Fostering partnerships and networks to leverage diverse expertise and resources.
- **Impact:** Prioritize initiatives that create significant social and economic impact.
- **Equality:** Ensuring equal access and opportunities for all people, regardless of their background.
- **Sustainability:** Promoting long-term sustainability and self-reliance for all stakeholders.



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Target group

Individuals

- Young people with completed secondary education, especially students from secondary vocational schools.
- Unemployed young people looking to acquire new skills, improve their employability and increase their opportunities for self-employment.
- Individuals interested in starting or expanding social entrepreneurial initiatives.
- Future entrepreneurs who want to start and develop their own business.

Organizations

- Vocational education and training (VET) institutions that aim to improve the quality and relevance of their programmes.
- Employers who are looking for qualified personnel and want to improve the skills of their workforce.
- Civil society organizations within vocational education and training schools, with a focus on supporting students and developing their careers.
- Non-profit organizations focused on social progress and community development.
- Government agencies and policymakers involved in workforce development and economic growth.

Social entrepreneurs

- Existing social enterprises that want to expand their activities and increase their social and economic impact.
- Individuals with innovative social business ideas who are seeking support for their realization.

Services

Skills development and training

Participation in the development of vocational education and training (VET) programs

Support to relevant institutions such as the Ministry of Education and Science, the Center for Vocational Education, the Bureau for the Development of Education and vocational schools for the development of VET programs through:

- Needs Assessment: Conducting research and analysis to determine the skills required by industries, labor market trends, and future professions.
- Curriculum design: Creating practical skills-based modules by incorporating interactive methods, case studies, and simulations.

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- Training of Trainers: Training and professional development for VET trainers to improve their teaching skills and pedagogical approaches.
- Program Evaluation: Continuous monitoring of the effectiveness of curricula through analysis of results and feedback from participants.

Self-employment and entrepreneurship training:

- Training in business planning, financial management, marketing, sales and customer service.
- Incubation programs for early-stage entrepreneurs.
- Mentoring and support from experienced entrepreneurs.
- Business planning: Development of business plans, financial management, marketing and sales.
- Self-employment: Strategies for the development and sustainability of business ideas.
- SWOT analysis: Assessment of strengths, weaknesses, opportunities and threats.
- Persona Map (Target Group Profiling): Defining target groups and customer profiles.
- Business Model Canvas: Business Model Mapping and Breakeven Analysis.
- SMART goals and action plan: Setting achievable goals and managing time effectively.

Social entrepreneurship trainings:

- Training for development and implementation of business models with social impact.
- Access to financial opportunities and resources for social enterprises.
- Networking and community building events for social entrepreneurs.
- Problem definition and analysis – Understanding the roots of problems
- Participants learn a structured approach to identifying the roots of social problems and developing solutions with significant impact.
- Ideation – Generating creative ideas. Sessions promote the generation and categorization of different ideas, using tools for the creative process.
- SCAMPER technique – Improving creativity. A module that stimulates creativity through modification of existing ideas, applying the SCAMPER methodology (Substitute, Combine, Adapt, Modify, Repurpose, Eliminate, Invert).
- Elevator Pitch and Pitch Deck – Presenting Business Ideas
- Training in creating a compelling concept for a business idea, developing a verbal and visual presentation for effective presentation to interested parties.

Preparation for international craft skills competitions

Specialized training for competitions

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- **Analysis of criteria and standards:** Conducting training based on the specific requirements of international competitions, such as WorldSkills, EuroSkills and other relevant events.
- **Developing technical skills:** Opportunities for apprenticeships with an experienced craftsman for the purpose of intensive training in advanced techniques and technologies related to the specific craft or profession.
- **Match simulation:** Organizing local and regional competitions for practice in real conditions, simulating competition rules and time constraints.

Mentoring and support

- Connecting participants with experienced mentors who have previously participated in or been judges at international competitions.
- Organizing workshops to gain knowledge from experienced professionals and industry leaders.

Providing resources and equipment

- Access to state-of-the-art tools, machines and materials used internationally.
- Financial support for the purchase of materials and covering training costs through grants, donations and support from international organizations, the private sector and other relevant sources.

Soft skills development

- Training in presentation, working under pressure and teamwork, which are key to a successful performance.
- Conducting courses to improve language skills (especially English) for easier communication at international competitions.

Promotion and networking

- Organizing events to raise awareness about the importance of participating in such competitions.
- Connecting with international organizations and competition networks to facilitate applications and participation.

Continuous support and monitoring

- Providing ongoing support for participants after competitions, including career development advice.
- Sharing successes to motivate new generations of students to participate in the future.



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Employment services

Finding jobs:

- Organization of job fairs, career counseling and recruitment services.
- Building relationships with employers to facilitate employment.

Career guidance and counseling:

- Assistance in identifying career goals and developing career plans.
- Providing guidance on CV writing, interview preparation and job search strategies.

Workforce Development:

- Collaborate with employers to identify skills gaps and develop customized training programs.
- Promoting employer involvement in workforce development initiatives.

Policy research and advocacy

Policy Analysis:

- Conducting research and analysis of relevant labor market trends, VET policies, and entrepreneurship in the craft sector.
- Developing evidence-based policy recommendations to government and other stakeholders and public institutions.

Policy advocacy:

- Advocating for policies that support skills development, entrepreneurship and social impact in crafts.
- Participation in policy dialogues and consultations with government representatives and policymakers.

Innovation and technology

Technology integration:

- Research into the use of new technologies in VET and workforce development.

Innovation Center:

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- Creating space for experimentation, prototyping and collaboration for innovative solutions to social and economic challenges in craftsmanship.
- Support for the development and expansion of innovative social enterprises.

Steps for delivering services to potential users (clients)

1. First contact and information

The potential user learns about the incubator through various sources:

- **Physical visit:** The potential user comes to the premises of the Chamber of Crafts with a specific question, such as opening a craft business, self-employment, or developing technical skills. In doing so, he fills out a Statement of Interest in using the incubator's services.
- **Online presence:** The potential user visits the incubator's website or notices it on social networks through advertisements, posts, or news about organized trainings and programs.
- **Events:** The potential beneficiary participates in a local event, such as a job fair, seminar, or promotional campaign organized by the incubator.

In this phase, the Potential Beneficiary receives basic information about the incubator's mission, the services offered, and how to access them.

2. Initial assessment and consultation

The potential beneficiary schedules a meeting or virtual call with the incubator team.

- **Needs assessment:** After completing the expression of interest, the advisor asks detailed questions about the Potential Beneficiary's goals, such as:
 - Does he want to start a business?
 - Is there a need for training in new skills?
 - Is he interested in employment opportunities?
- **Analysis instruments:** The team conducts a SWOT analysis or questionnaire to identify strengths, challenges, and opportunities.
- **Service recommendation:** The Advisor directs the Potential User to a specific service or program (for example, entrepreneurship training, mentoring programs, or training for participation in competitions).

3. Formal registration and access to services

Once the appropriate service is determined, the Potential User registers for a program:

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- **Registration details:** The potential beneficiary fills out an application that includes goals, experience, and expectations from the program.
- **Information package:** The team provides him with a schedule of activities, learning materials, and a list of resources to use.
- **Adaptation:** If the Potential User has specific needs (e.g., accessibility, or customized content), the team provides appropriate support.

4. Learning and development

The potential beneficiary actively participates in trainings or programs:

- **Entrepreneurial development:** If the Potential User wants to start his own business, he is offered training for:
 - Developing a business plan.
 - Financial management.
 - Marketing strategies.
- **Social entrepreneurship:** Training on developing projects with social impact. The potential user learns about the SCAMPER technique, idea generation and presenting projects to potential partners.
- **Soft skills:** Development of communication, teamwork, time management and public presentation.

5. Mentoring and support

The potential beneficiary receives individual support from mentors:

- **Regular sessions:** Mentors provide guidance on solving specific problems, give feedback on progress, and assist with important decisions.
- **Practical advice:** Mentors direct the Potential Beneficiary to useful resources, financial opportunities, or relevant contacts.

6. Networking and promotion

The potential user participates in link building activities:

- **Networking events:** Attending workshops, conferences, and trade shows where you connect with industry leaders, potential partners, and investors.
- **Promotion:** The incubator organizes exhibitions or announcements about the success of clients, promoting their skills, businesses or projects.



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7. Final phase and achieving goals

The potential user completes the program or training and receives:

- **Certificate** for acquired skills.
- **Action plan:** Concrete steps for the next phase, such as starting a business or entering the job market.
- **Filling out a statement:** The potential user fills out a statement for using services from the incubator.

8. Continuous support and monitoring

The Incubator remains in contact with the Potential Beneficiary:

- **Feedback:** The team monitors the Potential User's progress and seeks feedback on the services.
- **New opportunities:** The potential user is invited to new trainings or programs that can improve his success.
- **A platform for success:** The Potential User's successes are promoted as motivation for other participants.

This process provides continuous value, making the Potential Beneficiary part of the incubator community and an example of success in craftsmanship, self-employment, or social entrepreneurship.

Illustrative scenarios for potential incubator users

Scenario 1: Visiting the Chamber of Crafts to Open a New Business

One potential client, Aleksandar, a talented woodworker, decides to formalize his craft and start a business.

1. Initial visit to the Chamber of Crafts

Aleksandar visits the Chamber of Crafts seeking information on how to start his own business. At the entrance, he is greeted by a coordinator who directs him to the incubator's advisory team. The advisor explains in detail the incubator's services: assistance in developing a business plan, registering the business, management and marketing training, as well as mentoring support.

2. Laying the foundations for a business plan

Aleksandar is scheduled for an individual session with a business consultant. During the session, he defines his business goals, customer profile, and required resources. The

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consultant helps him create a SWOT analysis and introduces him to tools such as the Business Model Canvas.

3. Involvement in trainings

Then, Aleksandar signs up for financial management and marketing training. During the training, he learns how to manage his accounting documentation, create a realistic budget, and how to promote his business through social media.

4. Business registration

With the support of the incubator's legal team, Aleksandar registered his craft business. They helped him prepare the necessary documentation and guided him through the registration process with the relevant institutions.

5. Long-term support

After opening the business, Aleksandar continues to have access to mentoring sessions. His mentor helps him overcome initial challenges, such as improving sales and inventory management.

Scenario 2: Getting to Know the Incubator Through Social Media

Maria, a young person with an interest in social entrepreneurship, sees a sponsored post on Instagram about the incubator's trainings.

1. Reaction to the advertisement

In the announcement, the incubator offers a free webinar on an introduction to social entrepreneurship. Interested, Maria fills out the registration form and receives an invitation to the webinar.

2. Participation in a webinar

Maria participates in a webinar where she hears about opportunities for developing social enterprises. She learns how to use the SCAMPER technique for idea generation and how to create an Elevator Pitch.

3. Next steps

After the webinar, Maria contacts the incubator for additional information. She receives an invitation to a series of social entrepreneurship trainings. In the trainings, she learns how to identify a social problem, design a solution, and create a business model with social impact.

4. Applying for mentoring support

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After completing the training, Marija applies for mentorship. Her mentor helps her finalize her business documents, as well as prepare her for a presentation to potential investors.

5. Networking and promotion

Marija attends events organized by the incubator where she promotes her ideas, making new contacts with social entrepreneurs and organizations that support social initiatives.

Scenario 3: Job Fair Participant

Ivan, a young carpenter looking for work, attends a job fair organized by the incubator.

1. Initial contact at the fair

At the incubator booth, Ivan talks to a representative who introduces him to the soft skills training offered by the incubator and the technical skills offered by the incubator associates (as well as the opportunity to apprentice with a craftsman from the craftsman pool). He is also presented with the opportunity for career counseling mediation. Ivan is interested and registers for career counseling.

2. Individual career counseling

In consultations with the intermediary career counselor, Ivan identifies his professional goals and receives the tools to improve his CV and prepare for interviews.

3. Specialized training

Ivan is directed to join technical skills training where he learns new techniques and tools in carpentry, which increase his competitiveness in the job market.

4. Finding a job

The incubator connects Ivan with employers through its network. After an interview, he gets a job at a reputable furniture company.

5. Continuous support

After employment, Ivan continues to participate in workshops and networking events organized by the incubator to upgrade his skills and advance his career.