



ArtS – Skills for the Creative Economy

R3.2: ArtS Definition of e-art space training and certification framework

WP3: Designing the curricula, certification and assessment

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Project information

Project acronym: ArtS
 Project title: Skills for the Creative Economy
 Agreement number: 2014 – 3174 / 001 - 001
 Sub-programme or KA: KA2 Sector Skills Alliances
 Project website: Arts-project.eu

Authoring partner: CESIE
 Report version: 1.0
 Date of preparation: 11.12.2015

Document history

Date	Version	Author(s)	Description
11.12.2015	1	CESIE	

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With the support of the Erasmus+ Programme of the European Union.

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1. Introduction

This document has been developed within the framework of the ArtS – Skills of the creative economy project. ArtS is a project co-funded by the **Erasmus+ Programme KA2 – Cooperation for innovation and the exchange of good practices, Sector skills alliances**.

The main aim of the project is to deliver a **joint vocational Training Programme** which responds to EQF/ECVET standards to provide low-skilled, unemployed and self-employed artists the opportunity to update their professional competences and acquire management, business and networking skills, connecting the desired qualifications/competences with a sets of knowledge, so that they can have an easily access to the labor’s market.

The main goal of this document is to compare the situation of the professional competences of artists which work in the field of cultural and creative sectors (CCS) in Greece, Italy and Spain identifying the current and future skill requirements of the CCS labour market and **integrating the specific labour market needs into the training units** which will provide the artists working in the CCS with the mix of skills needed for creative entrepreneurship.

CCS comprise those industries producing or distributing cultural and creative goods and services defined in 2005 by UNESCO as “activities, goods and services, which embody or convey cultural expressions, irrespective of the commercial value they may have”.

Beyond this broad definition, we have adopted a sector-based approach in order to take into account the specifics of each industry. So our report covers 7 sectors to provide an overview of the growth drivers and key challenges for each:

Sectors
Cultural Heritage
Craft
Performing ArtS
Literacy
Audio-visual& Multimedia
Visual Arts

Within the ArtS project the specific training and certification needs of the labour market per CCS sub-sector have been investigated and categorized through a **needs assessment survey** (R2.5) which the partners of the project have undertaken in the three countries involved (Greece, Italy, Spain), moreover a **state of the art and mapping competences report** (R2.6) has been delivered to analyse the current situation and trends in the CCS and define the most competitive and high valued skills for each subsector. This report is based on the findings of the previous

researches and analysis to give some advices and recommendations on how to develop a training programme which will addresses the specific target group's needs.

2. Cultural and Creative sectors: the state of the art

The **Mapping of the competences** (R2.6) realized in Greece, Italy and Spain shows that a diversity of skills can encourage creative firms to collaborate with each other, which will enhance the competitiveness of the environment. In this framework the mapping investigated the current situation and trends in the CCS and tried to define the most competitive and high valued skills. The three countries, characterized by an high-culture creativity, have strong similarities in terms of human, cultural and artistic resources, which are regarded as creative from a traditional point of view. But of course they also present some differences in terms of the employment in the different creative sectors and in relation to the spatial, social and economic dimensions of creativity. In all the countries the CCS not only possess strong innovation potentials themselves, but they also function as an important catalyst for innovations and knowledge-based growth in numerous other economic fields. They act as a cross-cutting sector, affecting value added chains both horizontally and vertically. For this reason the CCSs make a significant contribution to economic growth and employment (fast rate at which the sector has grown, the fact that it has stimulated new activities and created new and sustainable jobs, the spill over effects....).

A general problem in all the countries investigated is the necessity to foster the link between the **qualifications** that need to fit for purpose and serve the needs of candidates, employers and **the economy**. The occupational standards specify the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively.

Since in all European countries there are different qualification systems and levels, the **EQF** (European Qualification Framework) aims to establish a common reference framework as a translation device between different countries. This framework comprises general, higher and vocational education and training, and should lead to better transparency, comparability and portability of citizens' qualifications (e.g. diplomas, certificates etc.)

The EQF neither replaces nor defines national qualification systems nor qualifications. It does not describe any particular qualifications or individual competences, but describes the eight EQF levels via descriptors for the three categories "knowledge", "skills" and "competences". Also according to the ECVET Recommendation a joint training programme which responds to the ECVET standards has to be structured in **Learning Outcomes (LO)**

LO *"are statements of what a learner knows, understands and is able to do on completion of a learning process"*.

The European definition of LO uses the terms:

- **Knowledge**--> is defined as the outcome of the assimilation of information through learning
- **Skills**--> are defined as the ability to apply knowledge and use know-how to complete tasks and solve problems
- **Competence**--> is defined as the proven ability to use knowledge, skills and personal, social and/or methodological abilities in professional and personal development

The national Mapping reports analysed the trend related to a list of crucial and critical transversal competences and skills, and according to the results within the CCS seem to be increasingly decisive a **mix of skills and the multidisciplinary** rather than the uniqueness of knowledge occupation-specific, often characterised by poor versatility

The complex of cultural and creative professions is denoted immediately for a specificity: in almost all of the skills tested, the recognition of the importance of each of them is far superior to the rest of the other professions. This may indicate a more **"demanding" sector**, as creative and cultural professional perform often highly specialized functions, **that require soft skills and ability to move in a varied "fields of knowledge"**. Of course the range of transversal skills vary a lot in relation to the different professions in the different creative and cultural sectors.

However the creative professionals interviewed stressed the importance of **entrepreneurial skills to their businesses**. More specifically, they suggest that the most relevant entrepreneurial/managerial skills for their industry are **communication skills** and **problem solving skills**, which they use every day in order to have meaningful communication with their customers and meet all of their needs. They consider **leadership skills**, communication skills, problem solving skills and **networking skills** very important to their businesses, as apart from the creative part they still have to run their companies and cooperate with clients and partners. They also need to possess **creative thinking** so as to be successful in their work. An international **export vision** is essential, especially for the firms that aim at international markets. In addition, they believe that they need leadership and networking skills, business plan vision, **administrative/financial skills** and readiness to take risks in order to grow and expand their firms. Creative professionals feel that readiness to take risks is the only way to succeed in this industry.

In all the countries under analysis a common data emerged: **the transversal and soft skills are gained mainly through learning-by-doing, on-site learning experiences and internships**. Creative professionals value lifelong learning initiatives and training courses, although such opportunities are rare and not always useful due to their theoretical approach. However, they consider attending courses, exhibitions and communicating with fellow creators in other countries extremely important, because this way they learn and grow.

3. Skills to be improved with the ArtS training programme

The main objective of the needs assessment survey (R2.5) was, not only to identify the types of skills and competencies considered most important for the sector, but also to highlight the similarities and differences in the three countries (Greece, Spain and Italy), based on six above mentioned distinct subsectors.

The three countries are similar since they are characterised by creativity, flexibility, fluid working environment, lack of resources, variability but they differ:

- (i) in relation to the particularities of each subsector in each country separately;
- (ii) in relation to the gap between the current situation and the future development of the various subsectors (level of skills and competences, financial situation, potential development, education and training, certification of professional profiles), as it should be formed in order to facilitate economic developing of creative and cultural sectors and jobs' creation.

Within the ArtS project the list of identified competences is very large but the creative business needs to be self- promoted, in this terms the entrepreneurial skills will be very important, as well as the protection of the property once launched in the market; but there were identified three cluster of **skills to be improved**:

- *Entrepreneurial skills*
- *Soft/Personal skills*
- *Knowledge of IT/New technologies or digital skills/Networking skills*

<i>Entrepreneurial skills</i>	<i>Creative skills</i>	<i>Soft skills</i>
<ul style="list-style-type: none"> • Cooperation/Team work • Communication • Problem Solving • Sense of initiative and entrepreneurship • Planning & organizing • Exploitation of new technologies and digital skills • Intellectual property protection • Sales and marketing 	<ul style="list-style-type: none"> • Sense of initiative, creativity and innovating thinking • Management and promotion of Brainstorming • Management of techniques of asking "What-If" questions • Management and organization of Role-Playing • Provocation Techniques 	<ul style="list-style-type: none"> • Personal management • Reliability • Flexibility/adaptability • Writing skills • Communication in a foreign language

To analyse these differences, the survey explored a set of 32 skills and competencies for each sub-sector and it selected:

- (a) **the most important skills and competences for the creative and cultural sector,** and
- (b) **the skills and competences** which need to be improved through vocational education and training programs for a simply access into labour’s market.

The table below shows the results:

Sector	Significant	for	the	Need for development
	sector			sector
Cultural Heritage	Creativity			Knowledge of the market
Craft	Creativity			Knowledge of the market
Performing Arts	Creativity			Digital skills
Literacy	Communicate			Creativity
Audio-visual& Multimedia	Creativity			Digital skills
Visual Arts	Creativity			Digital skills

As it is showed in the above table the **most important skills and competences**, identified for the sub-sectors according to the survey are the following:

- **Creativity:** Use your imagination to come up with new ideas or to solve problems, think of new, creative and different ways to do things when there are no obvious solutions available;
- **Communication:** Speak and/or write well and get your ideas across to other easily, listen/pay attention to what others are saying, without daydreaming or forming judgment about them, tell others why you do certain things the way you do or why you think the way you do, follow instructions well, ask questions when you do not fully understand instruction, look at things and make sense of them, figure out what makes things work, why there is a problem, etc.;
- **Business administration and management:** Break a problem down to see what is really going on, realistic calculation of the professional opportunities and timing, learn a new task and/or work in a different area with different co-workers, make good judgments about what to do in a difficult situation, even when the supervisor is not present, be accurate on your forecast and assess

properly all potential costs and income of your projects, manage to create mutually beneficial professional agreements through a specific strategy, arrange people/plan events/put things in order so that they run smoothly;

- **Digital Skills:** Be familiar with new technologies, using of computer as a working tool, ability to participate into digital social media, turn equipment on and off as well as how to use it safely and wisely.

The **skills and competences which need to be improved** through vocational education and training are:

- **Digital Skills**
- **Business administration and management**
- **Communication**
- **Creativity**

Digital skills and equipment operating are interrelated to this subsector and have attracted most of the responses regarding the need for further development through education and training.

Also, **creativity** has a very high level of selection. People from the audiovisual and multimedia subsector strongly believe that creativity is both a significant skill for the sector and a skill which need to be further developed through education and training

The remaining options could be categorized in two basic competences:

- **Business management:** manage budget, time management, knowledge of the market promotional skills;
- **Communication:** negotiation, communicate, interpret.

Additionally, **promotional and self-presentation skills** have represented at a high frequency into the list of skills and competences that need further development. Similarly, **coaching skills** are considered also important for development, especially in Cultural Heritage and Performing Arts (coaching skills could enrich some professional status by adding the professional quality of a trainer/coordinator of workshops/coach of artistic groups).

The results showed that the identified skills and competences that have been chosen, not concern **technical and vocational skills** in the narrow sense, but **transversal skills**. The transversal skills often described as **transferable skills**: *“they include the ability to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness, and demonstrate entrepreneurial capabilities. People need these skills to be able to adapt to different work environments and so improve their chances of staying in gainful employment”* (Unesco 2012).

They differ by **foundation skills** and **vocational and technical** skills, since they act as a basis of development for technical and vocational skills they can also be transferred in different working and learning environments.

According to the results it could be said that the transferred skills are assessed in a more positive way than the technical and vocational skills (in a narrow sense).

Moreover, the responders seem to believe that they have developed their transferable skills more into informal and non-formal learning environments than to formal education (42% of the total sample said that wasn't helped by the formal education, while 87% has working experience in general and 78% working experience in the field). Vocational and technical skills have developed more within the formal education than into the context of vocational education and training (67% didn't participate in a VET program). Since a very significant proportion of the creative and cultural sectors' professionals do not have formal education and/or vocational education relating to their professional profiles, a **need for certification of transferable skills and competences acquired in informal and non-formal learning environments is raising**. Moreover, the *experiential learning* (learning by doing and thematic workshops) approach is preferred by the most of respondents and it is considered more suitable for an optimal learning results.

Also the skills and competences needed to use **the ICT tools** could be considered as transferable skills which need qualification and integration into the professional profiles of the creative and cultural sectors.

According to the Needs Assessment results, **the several professional profiles of the creative and cultural sectors need to include a carefully designed combination of transferable and vocational and technical skills**. Vocational Education and Training sector should respond accordingly, given emphasis on educational courses that can keep this balance. Certification sector should focus on programs that integrate skills and competences developed both in informal and non-formal learning environment and formal education.

4. New pedagogical trends and methodologies

In addition to strong technical skills, many authors underline how creative industries requires not only transversal competences such as critical thinking, problem solving, communication and collaboration and self-promotion using the social network, but they need also innovative approaches in term **of learning and didactic strategies.**

The mapping undertaken in the three involved countries shows that the academic and not academic worlds try to move in this direction, but the way to be run is still very long, and experimentation of new strategies in particular those in coordination with the companies involved in the field is still at its primary phase.

In this context, the education systems have to equip students with the skills required for innovation and creative sectors, and some countries take this agenda very seriously, others seems to be less equipped.

This approach meets the more general problems of the development of creativity in the school system.

In general in the three Countries the reports show how there is **a lack of information** regarding the skills needed to enter the cultural and creative industries and develop careers, the range of occupations, and career progression. **For employers and practitioners, there is a need for information on training, development, business advice and support.**

Online learning and industry intelligence should exploit the potential of social media for training and skills relevant to individuals and creative businesses.

All the National reports affirm how the ArtS project can be considered as a first step that enables the identification of current and future skills needs and details of education provision in the Cultural and Creative sector. However, the national and EU research agenda should sustain and develop this work and assess the impact of skills development on productivity, service improvement, and innovation in the creative and cultural industries in the long run.