

ERASMUS+ / SECTOR SKILLS ALLIANCES IN VOCATIONAL EDUCATION AND TRAINING

LIVE SKILLS PROJECT OVERVIEW



- **Project Brief**
- **The Partnership**
- **Rationale & Objectives**
- **Key Outputs**
- **Lessons learned**
- **Outreach & Sustainability**



LIVE SKILLS PROJECT: STATUS

Erasmus+ / Sector Skills Alliances in vocational education and training

- **Start:** 01-12-2016 / **End:** 30-05-2020 (3.5 years)
- **Total Budget:** 1 512 448 EUR
 - EC Grant:** 1 123 906 EUR + **Partners Co-funding:** 388 613 EUR
- **Target sector:** Audio-visual & Live Performance; wider Creative & Cultural Sector
- **Why:** Big potential & proven resilience; CCS professionals lack important skills which hold the sector back
- **Aim:** Address skills gaps in AV and LP sectors and market needs for new skills

LIVESKILLS PROJECT: RATIONALE

- **AV & LP are not entrepreneurial enough** – changing employment trends + economic unfavourable climate
- **Skills Diversification & Lifelong learning needs** – not linear careers anymore, cross overs and interdisciplinary working – up skilling, re skilling, multi skilling
- **Digital shift and technological developments** – need for new skills to adapt, manage and exploit new digital era
- **VET education does not match industry needs** – weak & sporadic partnerships with employers + a shortage of practical work opportunities



OBJECTIVES

- Design of new curricula to enhance **entrepreneurial, management, digital and new technologies skills**
- **Analysis of skills gaps & needs** to inform the design of the curricula (sector + country specific)
- Create work based learning opportunities to prepare **industry-ready professionals**
- Increase **cultural professionals and students mobility** (by facilitating recognition of the learning outcomes)
- Improve access to **lifelong learning** by mainstreaming equal opportunities, diversity and inclusion
- Establish **integral mechanisms for consultation & involvement** among all stakeholders

THE PARTNERSHIP

VET partners

BMC (UK): Belfast Metropolitan College

NIRCT (RO): National Institute of Research and Cultural Training

PSOFSA (BG): National High School for Stage and Film Design

AKMI (GR): Institute of Vocational Training



Social partners

BAROK (BG): Bulgarian Association of Employers in Culture

FAIR Media-Sind (RO): Federation Culture and Mass-Media

IME GSEVEE (GR): Small Enterprises' Institute of the Hellenic Confederation of Professionals, Craftsmen and Merchants

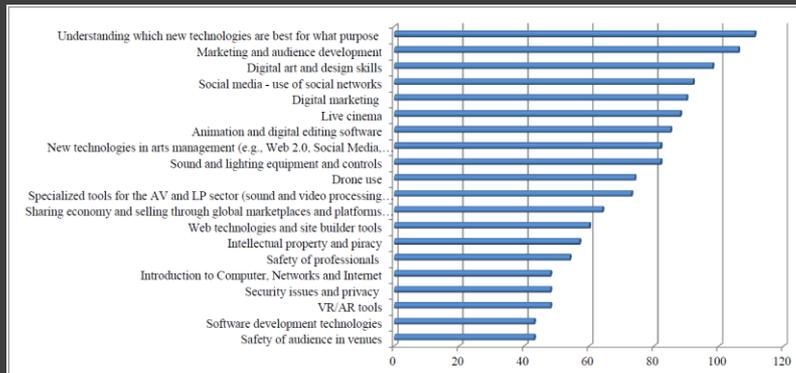
Accreditation body
EOPPEP (GR)

Coordinator:
The British Council (UK)

MAIN OUTPUTS: IN A NUTSHELL

>> Mapping of skills needs in the Creative and Cultural Sectors (BG, GR, RO, UK)

Table 2. Skills in Digital and New Technologies	Important skills				Skills in Shortage			
	BG	GR	RO	UK	BG	GR	RO	UK
Drone use		X						
Live cinema								
Understanding which new technologies are best for what purpose		X		X				
Social media - use of social networks	X	X	X		X	X	X	X
Digital art and design skills		X	X		X	X		X
Sharing economy and selling through global marketplaces and platforms (Collaborative consumption, Crowdsourcing)		X		X	X	X		
Introduction to Computer, Networks and Internet	X	X	X		X			
New technologies in arts management (e.g., Web 2.0, Social Media, Websites, Videos, Podcasting, Livestreaming, Mobile Technology)	X		X	X	X			
Digital marketing		X	X				X	
Web technologies and site builder tools								X
Security issues and privacy								X
Animation and digital editing software		X						X
Software development technologies				X				X
Specialized tools for the AV and LP sector (sound and video processing lights etc)	X		X					X
Intellectual property and piracy	X		X					
Sound and lighting equipment and controls							X	
VR/AR tools		X						X
Safety of professionals		X		X				X
Safety of audience in venues		X						X



>> EU & Country Policy recommendations

UK

- In view of the well-established and rapidly growing Audio Visual and Live Performance sectors in the UK, training opportunities should be developed for both entrant and established practitioners. Such courses should focus on soft and transferable skills, whilst complementing existing courses that cover technical skills.
- In line with the above recommendation, it is important to support the development of entrepreneurial skills for both entrant and established film editors and sound engineers in the UK, inspiring them to set up and manage their own businesses, as well as encouraging them to be more intrapreneurial within established businesses.
- It is recommended that free access to training and learning materials should be available across the Audio Visual and Live Performance sectors and that unions and other stakeholders should be able to guide individuals to these learning materials.
- Life-long learning opportunities should be increased and promoted through flexible modes of delivery that can reach existing practitioners.

ROMANIA

- In Romania although the workforce is highly educated from state or private universities, there seems to be a lack of vocational training of technicians. The few existing VET programs do not give enough attention to transversal skills, such as communication, collaboration, problem solving skills, risk management and teamwork.
- In this respect, such skills are usually obtained through informal on-the-job training therefore lacking any certification.
- It is found that the necessary attention is not paid to counselling and career guidance.
- The need to protect intellectual rights has become essential in the cultural field, so there is a need for deep knowledge of the legislation in the field.
- Promote more intense, systematic and wider cooperation between artistic, academic, and scientific institutions and public-private initiatives in support of creative projects.

BULGARIA

- The Audio-visual and Live Performance sectors need to be further developed and supported in Bulgaria, by strengthening the institutional mechanisms, structures and programmes to supporting the sectors' actors, which in turn can lead to increased collaboration with European stakeholders and enhanced engagement with European policies.
- In an ongoing era of digitalisation and recognising the added-value and potential that new technologies have in the development of the AV & LP sectors (including through their considerable dissemination & outreach potential), their use and promotion should be further increased at all levels while paying particular attention to intellectual rights.
- As sectors able to act as economic drivers at country level (promoting innovation, supporting the development of SMEs, upskilling professionals and young learners, increasing cultural exchanges and many more), the AV & LP sectors ought to be further supported and developed, ensuring a regular pace of development that can contribute to the economy of the country with jobs creation, innovation, social cohesion, and cultural exchanges.

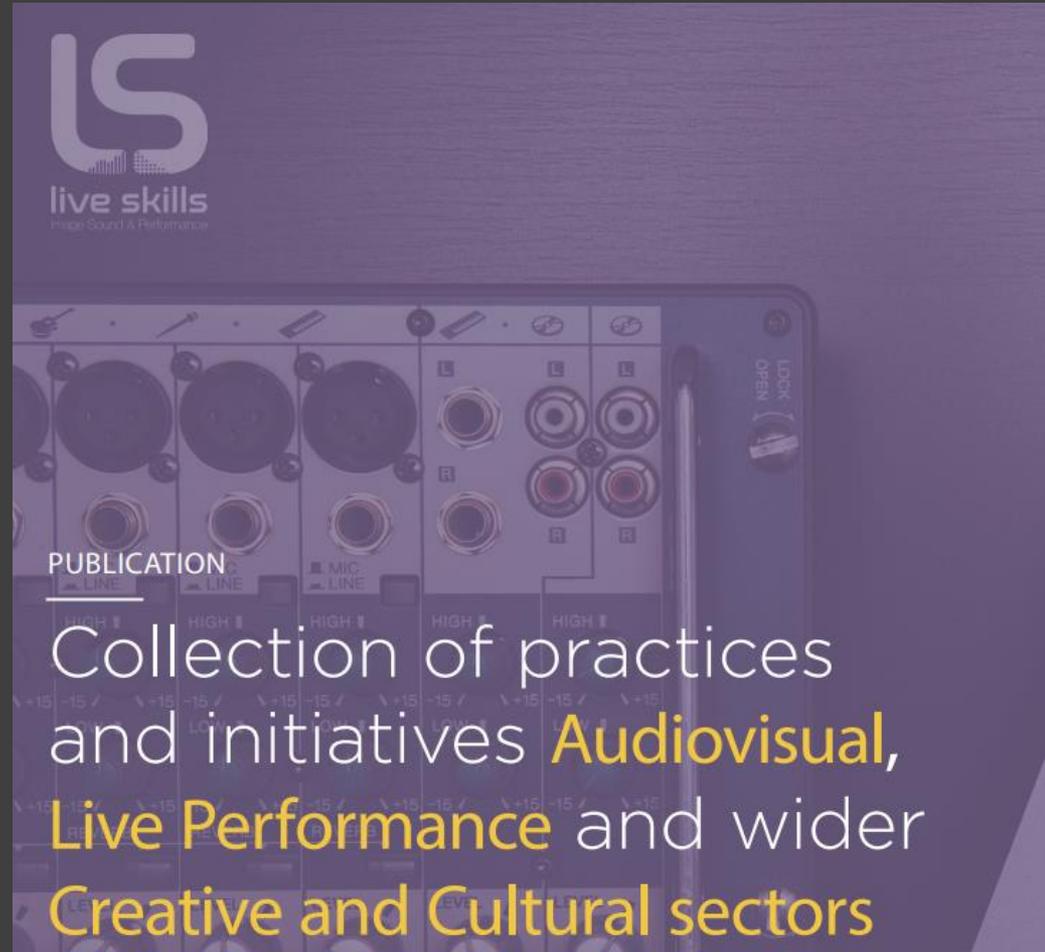
GREECE

- The overall outlook of the Audio-visual and Live Performance sector in Greece shows that the cultural and creative sector was affected in a more intense way from the recession in the Greek economy.
- The sector in Greece was highly dependent from public funding and was affected by governmental budget cuts.
- The fall in consumption as a result of an almost 30% downturn of GDP had also a negative effect on the demand side for creative and cultural products and the respective fall in advertising and media productions was the final blow in the sector.
- Since 2016, the Ministry of Education has been conducting major reform of the VET system, considering challenges raised by the financial crisis, and started the implementation of a coherent national strategic framework for upgrading VET and apprenticeships (NSF, April 2016), with the aim to promote and enhance the social role of VET; to upgrade and expand apprenticeships; strengthen links between VET and the labour market; increase VET quality; and promote VET attractiveness.
- Vocational education and training in the sector, provided mainly from the private

- sector, is a fast-growing industry and manages to respond in the rising demand.
- However, development of transversal digital and entrepreneurial skills in the vocational training is underperformed.
- Increasing the provision of work-based learning schemes, with a special focus on apprenticeships, is a good basis towards the acquisition of the required knowledge, skills, and competences by young people to perform under the new cultural and creative era that is being shaped. This process also requires closer communication between the VET providers and the industry/ employers in order to increase ownership and commitment.
- Since 2016 a reform has established a new pathway, a one-year apprenticeship programme at post-secondary level to offer upper secondary VET graduates the chance to acquire labour-market-relevant skills and to support labour market entry.
- Formal on-the-job training is provided as part of vocational training courses, but it seems that trainees are not always occupied on their field which leads to low adding value of the traineeship.
- Based on the quantitative and qualitative research we conducted in Greece, an essential step has been taken towards a more thorough evidence-based design of policies and action in the Audio-visual

MAIN OUTPUTS: IN A NUTSHELL

Collection of inspiring initiatives across Europe with local, regional, national or cross-country examples of capacity building, skills development, peer-to-peer learning, collaboration projects >>>



<https://www.live-skills.eu/methodological-guide>

MAIN OUTPUTS: IN A NUTSHELL

3 new curricula

a collection of almost **200 learning resources** available via creative commons on:

Arts Management

Cultural Entrepreneurship

Digital and New Technologies

These resources are at introductory level, and during piloting we've seen learners and employers from wide areas of **creative and cultural industries** use them – so it's broader than AV and LP.

Methodological Guide: Developing a curricula using the Learning Outcomes (LO) approach available on

<https://www.live-skills.eu/methodological-guide>

THE PILOT PHASES



1 month of F2F classes and blended learning

F2F, online individual & collective, Cross-country



1 month Work-Based Learning (WBL)



>>> Reached 100+ learners and professionals in each country (BG, GR, UK)

>>> 200+ professionals and learners (RO)

>>> Worked with 50+ employers across all countries

OUTREACH & SUSTAINABILITY

>> Outreach:

All resources available on <https://www.live-skills.eu/>

Presentation in other events & synergies set up: 20+ presentations in large fora such as

Going Global 2019, National Social dialogue committees, Conferences organised by Ministries of Culture, EC Committees, other cultural skills alliances' events, Capital of Culture events, other EU projects, Cultural managers National Conference in Bucharest

- ▶ **Taster workshops** for VET providers, **Demonstration workshops** for education bodies & career advisors & **Policy dialogue symposia**

Work in progress for curricula transfer to other colleges and countries

LESSONS LEARNED

- **Validation and accreditation** process: to initiate from the early stages of the project as it can take more than the project's duration
 - Alternatives to consider: sectoral formal (Open College Network) or informal recognition (RO & BG sectoral stakeholders (unions, public body in charge of VET etc)
- **Creation and Review of learning resources by multiple partners** very time consuming and overly complicated?
- **Recruitment and commitment of both learners and employers for a long period**
- Level of familiarity with ECVET / learning outcomes approach varies from country to country
- Country specific context and legal requirements around WBL, curricula certification can be very different

HIGHLIGHTS

- **A true learning journey and collaborative project for all partners**
- **Increased know how within the partnership**
- **Informal creation of country teams working together across all aspects of the project and stepping in for one another**
- **Stronger links of VET providers with cultural organisations and the sector**
- **Cross country virtual classes and peer learning**



Co-funded by the
Erasmus+ Programme
of the European Union

LIVE SKILLS

THANK YOU!

WWW.LIVE-SKILLS.EU

TWITTER: @LIVE_SKILLS

FACEBOOK: WWW.FACEBOOK.COM/LIVESKILLSPROJECT