Live Skills project

Erasmus+ (Sector Skills Alliances for design and delivery of VET) - EACEA

Grant Agreement: 2016 – 3203 / 001 – 001 (Call: EAC/A04/2015)

Project Summary

The **Creative and Cultural Sector** plays a key role in promoting smart, sustainable and inclusive growth in Europe. It is, nevertheless, widely recognised that cultural professionals **lack important skills and competences** required to adapt to changing employment trends and make the most of new technologies and financing models in order to be able to drive the sector to innovation and growth.

Live Skills will **tackle identified skills shortages** and **respond to the demand for new skills** within two subsectors of the wider Creative and Cultural Sector: the **Audio Visual and Live Performance sectors**.

This will be achieved through the **design** and **piloting of three new innovative VET curricula in Arts Management, Digital and New Technologies and Cultural Entrepreneurship** for two professions in the AV & LP sectors, but, also adaptable to a broader range of professions and other subsectors of the wider Creative and Cultural Sector.

Led by the **British Council**, this Alliance is composed of **nine full partners across four countries (Bulgaria, Greece, Romania and the UK) and two European-wide associated partners**:

> **VET providers**: Belfast Metropolitan College (UK), Plovdiv School of Stage and Screen Arts (Bulgaria), AKMI group of Vocational and Education Providers (Greece)

> **Social partners**: BAROK - Bulgarian Association of the Employers in Culture (Bulgaria), FAIR-MediaSind – The Federation Culture and Mass-Media (Romania), IME GSEVEE - Institute of the Hellenic Confederation of Professionals, Craftsmen and Merchants (Greece)

> **Cultural organisations**: British Council (UK), NIRCT - National Institute for Cultural Research and Training (Romania)

> **Accreditation body**: EOPPEP - The National Organisation for the Certification of Qualifications & Vocational Guidance (Greece)

> **Associated Partners / Supporting organisations:** UNI MEI (UNI Europe – Media, Entertainment and Arts), FIM (International Federation of Musicians)

This project will bring together the industry and all relevant stakeholders to work closely at all stages of the project and develop new curricula which include **work based learning opportunities**, are **demand led** and **responsive to labour market needs**. It will also work with qualification bodies as well as policy makers to ensure the three curricula are **quality assured in line with EU transparency tools and transferable at European level.**

Live Skills will help enhance employability and mobility for cultural professionals and students; boost the sector's competitiveness and build a vibrant, robust and sustainable Creative and Cultural Sector for the future.

Background

There is a growing consensus as to the important role of cultural and creative industries in promoting smart, sustainable and inclusive growth in European regions and cities. CCIs have proved to be resilient to the crisis with innovative solutions contributing to growth and jobs. This increasing recognition of the sector's importance to economic growth has started to be reflected on the proliferation of relevant research, data collection, sectorial analysis and labour market intelligence across the EU – the level of employment, expected growth and skills needs in the CCIs.

Recently a new European Sector Skills Council for the Audio-visual and Live Performance sectors – **Creative Skills Europe** - has been formed and is collating and updating data on employment and skills needs, as well as developing awareness on initiatives for vocational education and continuous training. The findings of the reports published by **Creative Skills Europe** (2015-6) have very much informed the project's rationale.

The British Council has also recently set up a **new Cultural Skills department** to promote the importance of skills development for the cultural sector and lead the scoping of pilots across the globe. In 2014, the department undertook **a comprehensive research** to contribute to greater understanding of the skills gaps and shortages across the sector in four countries in Europe https://www.britishcouncil.org/sites/default/files/europe_-_research_summary_final.pdf

This project proposal was the result of **extensive consultation** among the partners over a period of more than one year. All partners have a solid knowledge of CCS both in their countries and at European level and share a **commitment to play a more significant role in learning provision** to ensure better skilled workforce which will help grow and sustain the sector downstream. At the same time, partners represent different operators and stakeholders in the CCS, **each one of them bringing a unique and different perspective**: public and private VET training providers in all four countries, a key cultural institution with an integrated VET provision role in Romania, social partners representing CCS employers in Bulgaria and cultural employees and trade unions in Romania, a research institute of the federation of Greek free-lance professionals and SME's as well as the national certification body in Greece, and an international cultural relations organisation, as the lead partner, with a strategic priority in EU to help increase youth employability.

Rationale

The project will address the following specific needs and challenges:

1. AV & LP are not enough entrepreneurial

The economic situation in Europe will continue to demand a more entrepreneurial approach to ensure the success of CCS in general and AV & LP in particular. Indeed, these sectors cannot rely exclusively on public funding anymore. In addition, we are witnessing a shift in employment trends with an increasing number of people working as freelancers, sole traders and in micro or nano-enterprises. It is therefore crucial to address the lack of

entrepreneurial spirit, commercial thinking, adaptability and risk taking through the development of business, finance and management skills.

2. Skills Diversification & Lifelong learning needs are not fully addressed

CCS careers are not linear anymore and professionals have to diversify their skillset even more than before. This is particularly obvious in AV & LP sectors where we are witnessing a considerable degree of cross overs of professionals working interdisciplinary and moving between professional areas. It is therefore important to provide the tools for continuing professional development, supporting access to lifelong learning opportunities and updating of skills for existing professionals.

3. Digital shift and technological developments are changing the ways AV & LP works

The rapid technological and digital developments are radically changing the way many cultural activities and products are created, performed and shared with audiences, with a particular effect upon the AV & LP sectors. This multiplatform environment requires new skills to adapt, manage and exploit those new digital and technological tools.

4. VET education does not match industry needs

VET in AV and LP has not kept up with the above trends and tends still to train through programme-led courses which do not fully meet industry needs. In many EU countries partnerships with employers, training providers and industry groups to design and deliver jointly vocational training are still sporadic and ad hoc, along with a shortage of practical work opportunities and entry-into-the-sector initiatives for young people. A lack of access to relevant work experience and entry into the sector opportunities was recognised as a key issue. In particular, in Bulgaria, Romania and Greece it has been stated that in most cases entrepreneurial and digital skills are completely missing from relevant curricula.

Aims & Objectives

The **aim** of Live Skills is to tackle skills gaps in the CCS and more specifically in AV and LP sectors by addressing market needs for digital, new technologies, arts management and entrepreneurship skills, and thus to enhance the relevance of the initial and continuous VET systems in four EU countries to sector-specific labour market demands.

Specific objectives:

- **Analyse and interpret skills gaps, shortages, mismatches and needs in the AV & LP sectors** and identify common trends for the partner countries, through conducting a scoping analysis and state of play review which will inform and feed into our subsequent design and delivery of the curricula

- Respond to the **recognised need of the CCS** and in particular of the AV & LP to **enhance entrepreneurial, management, digital and new technologies skills** to boost cultural professionals capacity to drive innovation and growth

- **Prepare industry-ready professionals** and open new pathways to careers into the sector by integrating high quality work based learning and innovative methodologies

- Increase **cultural professionals and students mobility** by aligning to EU transparency tools and facilitating recognition of the learning outcomes

- Improve access to **lifelong learning** by mainstreaming equal opportunities, diversity and inclusion into design and delivery of training and making it openly accessible to wider and disadvantaged groups

- **Modernise VET** and exploit its potential to **drive economic development and innovation** by designing innovative vocational curricula for developing digital skills, arts management skills and entrepreneurship skills for EQF levels 3-5 for two specific professions within the AV & LP sectors identified after the scoping analysis phase of the project

- Strengthen the exchange of knowledge and practice between vocational education and training institutions and the labour market by **establishing integral mechanisms for consultation** and **active involvement** among all stakeholders at all stages of the project and **integrating work-based learning** in the joint curricula

- **Facilitate increased recognition** of qualifications at European level **within AV & LP sectors** by putting in place **robust quality assurance mechanisms and clear methodological frameworks and guidelines for accreditation**

What are the new and innovative elements/approaches

- The VET providers will impart best practice and first-hand experience of introducing **new curricula approaches and mentor peers** in other countries

- The unique aspect of involving a **wide range of stakeholders** to feed into the curricula so that influence is balanced out and outputs are **industry driven**

- The transversal nature of curricula allows for **content adaptability** in the future to a wider range of sub-sectors and related roles and professions in CCS

- The inclusion of well-structured **work-based learning** and **pre work training of both hosting employers and students** is an aspect which is lacking in most partner countries

- The inclusion of **live briefs** into work based learning is an innovative method for learners to gain a unique experience of real life scenarios

- By introducing innovative and **learner-led evaluation methods** we will ensure that learners have ownership of their individual learning progress.

- The establishment of a bespoke **Individual learning element** will allow flexibility for learners to access core curricula material and open up opportunities for participation to groups with limited access to training opportunities

- The **curricula** will offer modules and competencies which are **not yet included** in a country's current VET provision.

- Nurturing meaningful **relations with employers** at all stages of curricula design and delivery is a new approach for some of the partner countries.

- An **inclusive and cross-cultural approach** to education is adopted with the inclusion of virtual classrooms connecting students and peers across countries.

- **Equality, diversity and inclusion will be mainstreamed** into the design and delivery of the curricula with a particular focus on disadvantaged groups

Management structure

The project management structure consists of:

- A **Project Director** responsible for leadership, direction and project control, escalating when necessary to the Steering Committee. The Project Director participates and reports and advises the SC with regards to monitoring the activities and the allocation of manpower and for controlling the project's resources and budget.

- A **Project Co-ordinator** responsible for the day-to-day delivery and the necessary administrative and financial support to the Project Director, the Steering Committee, the Advisory Board and the consortium; will be responsible for the project dissemination activities including online platform management

- A **Steering Committee** as the ultimate decision-making body, involving one representative per partner. The members of the Steering Committee will be authorised by their organisation to take decisions on their behalf.

The Project will also benefit from three Advisory Bodies:

- The **Advisory Board** will be established to provide strategic advice and industry informed insights on the full range of activities undertaken within the project, including identification and interpretation of skills needs, employment and labour trends, European and international best practices in education provision, innovation in learning and teaching methodologies. The Advisory Board members will also act as advocates of the programme at high level meetings and with key European stakeholders, ensure the project is responding to EU trends, challenges and policies and contribute to the mainstreaming and sustainability of project results. It will be formed by recognised specialists at European level with expertise in either skills provision or the Audio-Visual and Live Performance sectors, both from within the consortium and external organisations with European wide reach. Our associated partners also have a seat in our Advisory.

- Four **National Stakeholders Committees** will be set up and will be composed of the key stakeholders in each country - employers associations, regulatory and accreditation bodies, trade unions and professional associations, sector skills councils (only the UK has sector skills councils within the group of participating countries), representatives from students associations and youth organisations, VET experts and recognised practitioners of the sector. The Committees will play an active role throughout the project and will be a valuable source of expertise

and country specific insights. Their input and views will ensure the curricula are targeted, demand-led and industry informed.

- Members from the two bodies above, namely the Advisory Board and the National Stakeholders' Committees, will form an **Evaluation and Quality Assurance Panel** in the form of a working group with a specific role in advising on the planning, monitoring and evaluation of processes and outputs, ensure the coherence of the curriculum with the EQF and ECVET as well as with the country specific needs in skills and competencies in the target sector and quality assure the core curriculum and its country adaptations. The Evaluation and QA Panel will work in close collaboration with the Project Director and WP leads on Quality Assurance and Evaluation respectively.

Each partner will be responsible for the effective delivery of work assigned to them, for reporting to the Project Manager and taking part in the Steering Committee meetings. In addition, the WP Leads will ensure the successful and timely management and implementation of the respective work package in collaboration with other involved consortium members.

The project management role is entrusted to the British Council having a substantive track record in management and implementation of large-scale projects across a wide portfolio in arts, creative industries, education, science and society.
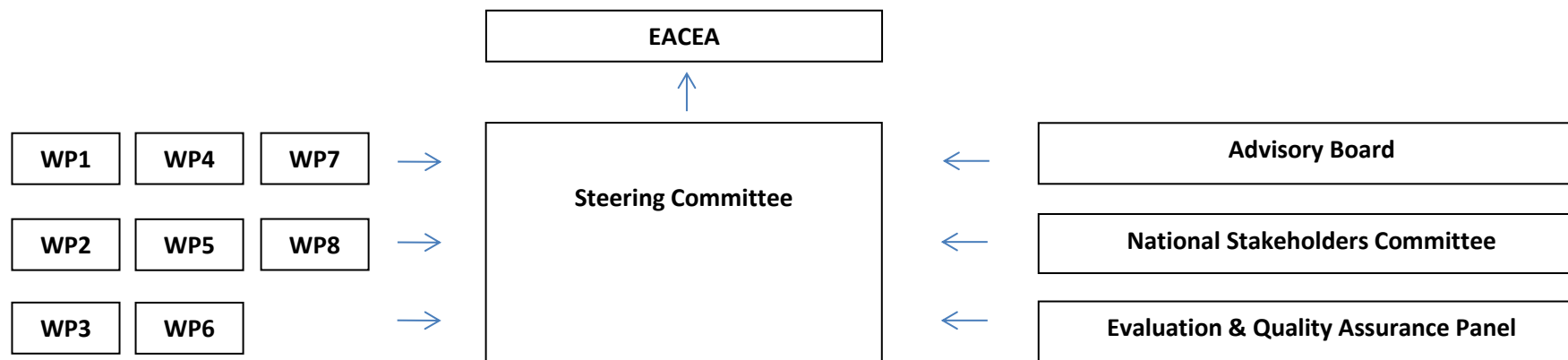
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 │ WP1 │ │ WP4 │ │ WP7 │ →    │                  │  ←   │     Advisory Board        │
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 │ WP2 │ │ WP5 │ │ WP8 │ →    │    Committee     │  ←   │ National Stakeholders     │
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 │ WP3 │ │ WP6 │      →       │                  │  ←   ┌──────────────────────────┐
 └─────┘ └─────┘             └──────────────────┘      │ Evaluation & Quality      │
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Work Plan *(September 2017 update)*

Months		2017												2018												2019								
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
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WP1 Project management (BC)

T1.1	Setting up and inception
D1.1	Project Management Structure
D1.2	Partnership Agreement
T1.2	Coordinating and reporting
D1.3	Project Management Workbook
D1.4	Progress & Final reports X 2
T1.3	Communicating and meetings
D1.5	Project meetings
D1.6	Six Month Internal Partners reports
D1.7	Internal confidential working space

WP2 Scoping Analysis and State of the Art Review (GSEVEE)

T2.1	Building a common framework
D2.1	Harmonised scoping analysis framework
T2.2	Mapping the skills gap and identifying common trends
T2.3	Conducting countries specific validation of findings
D2.2	Face to Face interviews
D2.3	Online survey
T2.4	Conducting an european consultation
T2.5	Analysing the findings and making recommendations
D2.4	Final report & recommendations
D2.5	E-Learning kit
D2.6	Skills chart

WP3 Core curriculum design (BMC)

T3.1	Designing a common approach & Framework
D3.1	Methodological guide for the articulation of learning outcomes
T3.2	Designing core content of VET curricula
D3.2	Core curriculum Plans X3
D3.3	Final Curriculum outlines X 3
T3.3	Designing methodologies and modes of delivery
D3.4	Outlines of methodologies and modes of delivery X3
T3.4	Desiging assessment standards
D3.5	Assessment standards documents
T3.5	Desiging supporting materials and ressources
D3.6	Training ressources for trainers, learners, employers

WP4 Curricula delivery (AKMI)

T4.1	Adapting the curriculum to the countries's specific context
D4.1	Guidelines and methodological framework for curricula adaptation
D4.2	Country Adaptation workshops X 4 x 3 curricula
T4.2	Training trainers, employers and learners
D4.3	Train WS the trainers, employers and learners X 4
T4.3	Piloting the 3 curricula in each country
D4.4	Country Pilots X 4 X 3 curricula
T4.4	Assessing and fine-tuning of Curricula
D4.5	Curricula Assessment methodology
D4.6	Evaluation and Recommendation report for Curricula changes
D4.7	Final Curricula X 3

Updated: 25/09/2017   Live Skills/LIVSKI

Months	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
T5.1 Development and Application of Quality Assurance Plan																																				
D5.1 Quality Assurance Strategy and Management Plan																																				
D5.2 QA report (mid term and final)																																				
T5.2 Quality assurance for design and implementation of VET curricula																																				
T5.3 Guidelines for licensing the curriculum																																				
D5.3 Checklist and profile for assessors																																				
T5.4 Accreditation of Curricula (Greece & UK) / Guidelines																																				
D5.5 Guidelines for curricula accreditation plans in 2 countries / Accredication in 2 countries																																				
D5.4 Long term procedure for Curricula QA																																				
WP6 Evaluation (NIRCT)																																				
T6.1 Recruiting External Project Evaluator																																				
T6.2 Developing Project Evaluation Strategy																																				
D6.1 Evaluation Strategy																																				
D6.2 Evaluatioon Roadmap																																				
D6.3 Evaluation Tools and M&E templates																																				
T6.3 Implementing Project Evaluation Stategy																																				
D6.4 Evaluation report																																				
WP7 Dissemination and Communication (BC)																																				
T7.1 Developing a Dissemination and Communication Strategy																																				
D7.1 Dissemination and Communication Plan																																				
D7.2 Contacts Database																																				
T7.2 Designing and running an online project platform and social media networking																																				
D7.3 Project online platform																																				
D7.4 Social media accounts																																				
T7.3 Developing project identity and promotional materials																																				
D7.5 Promotional Materials																																				
T7.4 Participating in events and presentations																																				
D7.6 Presentations X 3 and Publications X 3																																				
T7.5 Organising events																																				
D7.7 Info days X 4																																				
D7.8 Live briefs																																				
D7.9 International conference																																				
WP 8 Exploitation and Sustainability (BAROK)																																				
T8.1 Developing Exploitation and Sustainability Strategy																																				
D8.1 Exploitation and Sustainability Strategy																																				
D8.2 Open access																																				
T8.2 Identifying potential users for the new curricula																																				
D8.3 Beneficiary Mapping Plan																																				
T8.3 Organising support for adapting and transferring teaching materials																																				
D8.4 Teasing workshops X4																																				
T8.4 Securing commitment of respective education authorities																																				
D8.5 Demonstration workshops X4																																				
T8.5 Informing and Influencing future policy and practices in VET in performing arts																																				
D8.6 Policy Dialogue																																				

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