

ECVET for the Creative Industries

Introduction to the ECVET for the Creative Industries project

ECVET for the Creative Industries (EfCI) project is a Strategic Partnership for Vocational Education and Training funded under Key Action 2 of the Erasmus Plus Programme, which funds European cooperation for innovation and the exchange of good practices.

The purpose of the EfCI project is to develop and implement methodologies for the European Credit System for Vocational Education and Training (ECVET) to a qualification that available in the United Kingdom – the Level 3 Award in Entrepreneurship for the Creative Industries – to enable it to be delivered and recognised in a wider range of European countries. The project will also enhance the existing qualification by developing and integrating an additional unit for ‘Creative Industries in Europe’.

The project is based around a partnership of organisations in five EU Member States – Ireland, Italy, Poland, Spain and the United Kingdom – operating within the context of broadly based local, regional, national and European networks of creative industries organisations, with whom they work as partners, clients and service providers on a diverse range of projects and activities.

THE ECVET FOR THE CREATIVE INDUSTRIES PARTNERS ARE:

IRELAND – CAPACITY IRELAND

ITALY – MATERAHUB

POLAND – STUDIO INNEO

SPAIN – THIRD SECTOR INTERNATIONAL (3SI)

UNITED KINGDOM – CAPACITY LONDON



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IO1: REVIEW OF VET PROVISION FOR THE CREATIVE INDUSTRIES

Introduction to IO1

EfCI incorporates a programme of desk based and primary research to support the development the Intellectual Outputs (IOs) that form the core content generated by the project, including: reviews of relevant Vocational Education and Training (VET) provision; development work to adapt the Level 3 Award in Entrepreneurship for the Creative Industries qualification to different national contexts; and development and piloting of a new ‘Creative Industries in Europe’ units that will be incorporated within updated versions of the course. This document is the working draft of IO1: Review of VET provision for the Creative Industries.

IO1 is based around National Level Reviews undertaken by each of the EfCI project partners designed to assess the availability and suitability of formal VET learning opportunities relating to the Creative Industries within the participating EU Member States. Findings are reviewed via transnational level analysis, comparing and contrasting between each country and assessing the suitability and relevance of the available provision at local, regional and national levels, as well as in the broader European context.

The National Level Reviews that form the basis of IO1 focus on identification of relevant VET courses in each participating member states and assessment of take up and outcomes in terms of total number of learners enrolled and qualifications achieved. The EfCI project partners have also reviewed the suitability and relevance of the available provision by obtaining input and feedback from VET learners, employers and local, regional and national stakeholders in relation to the suitability and relevance of relevant courses via structured questionnaires.

Capacity London was the lead partner for IO1 and cooperated with and supported the project partnership to develop agreed formats for the reports and questionnaires, with each partner responsible for the research and analysis required to develop the National Level Reports for their own countries, including:

- Desk research to identify the relevant qualifications available in each participating country and data relating to student enrolments, qualifications achieved and other related outcomes and results
- Development and distribution of questionnaires designed to obtain the views of VET learners, employers and relevant stakeholders in relation to the suitability and relevance of the available provision
- Analysis of the responses received reviewing the scale, quality and key characteristics of VET provision in each of the participating Member States

Defining the Creative Industries

Prior to commencing substantive work on IO1, the EfCI project partners agreed a definition of the Creative Sector, with the aim of maximising the consistency and comparability of the research within the participating Member States. Nonetheless, it is recognised that different approaches to data collection within each country will sometimes mean that the research undertaken as part of the EfCI project is not fully comparable at the transnational level.

Given that the existing qualification that forms the basis of the EfCI project was developed and first accredited and recognised in the UK, it was agreed that the project partners would use a definition of the Creative Industries established in the UK, which is as follows:

The UK's Department of Culture, Media and Sport (DCMS) recognises nine sectors within the creative industry: Advertising and marketing; Architecture; Crafts; product, graphic and fashion design; film, TV, video, radio and photography; some areas of IT, software and computer services; Publishing; Museums, galleries and libraries; and music, performing and visual arts.

Oxford Economics' 2008 report for the Western Development Commission, '*Baseline Research on the Creative Industries Sector in Western Region*', defines the creative sector as 'occupations and industries centred on creativity, for the production and distribution of original goods and services', including:

1. Creative application, which is primarily for selling, such as architecture
2. Creative expression, generally 'art for its own sake', such as music and painting
3. Creative technology, which involves technology-reliant creative industries, such as digital media and design.

The EY study "*Creating Growth: measuring cultural and creative markets in the EU*" which analyses 11 sectors of the cultural and creative industries (CCIs) throughout the EU28, demonstrates the major contribution of these sectors to growth and jobs in the European Union. Representing €535.9 billion in turnover and more than 7 million jobs, CCIs provide a vital economic function, as well as having some extremely valuable features for the economy's sustainability, as noted below.

- CCIs rely heavily on local work forces, making them a key component of local economic development.
- CCIs also attract young workers who are especially hard-hit by unemployment in the EU: they account for over 19% of those working in CCIs.
- During the recession (2008-2012), employment in CCIs grew by 0.7% per year, while overall EU employment decreased by 0.7% per year.

NATIONAL LEVEL REPORT: IRELAND

This National Level Report has been undertaken by **Capacity Ireland**, the Irish partner of the EfCI project. The report identifies and reviews vocational education relevant to the Creative Industries in Ireland. As well as identifying and analysing a range of relevant VET provision, the report also provides context through analysis of the broader vocational education system in Ireland and an overview of VET provision for the Creative Industries in Ireland.

Creative Industries in Ireland

Ireland has a number of recognised state bodies responsible for various creative industries in the country. The Arts Council of Ireland is the government agency responsible for developing the arts, through allocating funding, working with policy makers and generally promoting creative industries in the country. The Crafts Council and the Irish Film Board are also responsible for promoting and supporting their respective sectors. The National Campaign for the Arts is a prominent grassroots movement advocating for better arts provisions in the country. The Department of Arts, Heritage, Regional, Rural and Gaeltacht Affairs and the Department of Jobs, Enterprise and Innovation are dually responsible for investment in the sector.

Ireland is historically considered to be a creative country, with huge amount of art, literature, poetry, and music originating from such a small country. Despite economic depression during the 20th century these outputs persisted. Successive Irish governments have sought to capitalise on this reputation and develop Ireland's creative industries for economic gain. Arts funding received a boost in the 1990s as Ireland experienced sustained economic growth for the first time. The EU Lisbon Strategy 2000 identified creativity and innovation as a means to enhance competitiveness through quality and differentiation. The government's 2008 '*Building Ireland's Smart Economy*' policy identified creative arts and culture sector as an area of potential for innovation and sustainable economic growth. In 2013, The Department of Arts, Heritage and the Gaeltacht launched a charter placing responsibility on government departments and cultural institutions to promote the arts in schools. According to a 2015 report by the Whitaker Institute and NUI Galway, the creative sector for Ireland is €4.6 billion, accounting for approximately 2.8% of GDP, and creating employment of 76,862.

Creative funding suffered significantly following the 2008 economic crash, with the Arts Council alone losing €30 million of funding in the intervening years. Successive government strategies have failed to provide adequate funding or resources for them to succeed, especially in rural and marginalised areas. Arts and culture investment in Ireland currently remains at the bottom of the EU table, at only 0.1% of GDP.

However, creative industries are once again being looked to as a viable economic sector as well as an important factor in social development. Likely next Taoiseach (Prime Minister) Leo Varadkar has pledged to double arts, culture, and sports funding over the next seven years. The sector has been looked to as being potentially crucial for Ireland's economic future post-Brexit. In addition, globally, creative industries are being looked upon in a new light as one area of current human production that cannot be replaced by technology.

As part of celebrations of the centenary of the 1916 Rising last year, the country has seen an increased investment in culture and creativity in an effort to revitalise national pride and identity. As part of this, the Creative Ireland initiative was launched in



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December. This programme, based around an ambitious 5-year plan, recognises the importance of creative industries for wellbeing as well as the economy. It is a cross-government strategy that also endeavours to include private industry and NGO sectors.

There are five pillars to the programme: enabling the creative potential of every child; investing in artists, creative industries and national cultural institutions; unlocking the potential of film, media and digital sector; activating and empowering the creative potential of local communities; and amplifying and enhancing Ireland's reputation abroad as a nation rooted in creativity and culture. It includes provisions such as welfare payments for self-employed artists, as well as pledging to give every child access to tuition and participation in art, music, drama, and coding by 2022. (Full info: <http://creative.ireland.ie/>)

Creative industries remain centred around the Dublin area, along with the rest of the country's industry. Many multinationals, including web developers, architects, and other creative industries, locate in Dublin due to the availability of a skilled workforce and the low corporation tax. Creative Expression, as defined by the OE report, is the only area that perhaps does not follow this trend, primarily due to the unfeasible expense of living in Dublin for self-employed artists. Traditional Irish music and crafts, such as jewellery and knitwear, are a big industry in the Western region, especially for tourists.

Vocational Education and Training in Ireland

Vocational qualifications refer to specific work-related qualifications. These qualifications result from training in areas of skill and knowledge that enable or enhance learners' ability to perform a particular job. These qualifications may pertain to specific industries, such as construction or beauty, or they may be more general transferable skills such as management or communications. Learners may undertake VET qualifications as a requirement for a specific job, to further their education level and enable them to work towards a higher NQF qualification, or out of personal development and interest.

Ireland's education and training system is divided into four main sectors: primary, secondary, further (post-secondary non-tertiary) education and training (FET), and higher education. Vocational Education and Training (VET) is provided primarily within the FET sector, with some courses also available in higher education largely through Institutes of Technology, of which there are 14 across the country. Most VET in Ireland takes place within the state sector, although there are also many recognised private providers.

Irish academic and vocational qualifications are organised along EU guidelines in a 10-level system called the National Qualifications Framework (NQF). This is designed to enable easy identification of the level of knowledge, competence, and skill of any recognised qualification. For example, levels 1 and 2 refer to qualifications designed for young people and adults seeking to gain basic skills such as literacy and numeracy, often aimed at those with intellectual disabilities or low educational attainment. At the higher end of the scale, Level 10 qualifications refer to Doctoral or Higher Doctoral degrees. The NQF allows for straightforward international comparisons of qualifications – for example, an Irish Leaving Certificate (NQF Level 5) can be easily compared to a UK A-Level (UK Level 3).

(Full framework here: <http://www.nfq-qqi.com/index.html>)

Within this framework, vocational qualifications are awarded by either Institutes of Technology (ITs) or Quality and Qualifications Ireland (QQI). VET qualifications generally pertain to NQF levels 5 or 6, with some at level 7. As a reference, Level 5 includes the Leaving Certificate, the exam taken at the end of secondary education, and level 7 includes an ordinary bachelors degree.

Since 2013 Ireland has seen an increased emphasis on FET and VET training, as a response to growing unemployment and emigration since the 2008 economic crash, in an attempt to provide the Irish workforce with the skills and knowledge for the modern employment market. VET courses are increasingly viewed as a positive and viable career or educational move, as opposed to being perceived as symbolising academic failure as they have been historically. Accordingly, there are now over 22,000 FET courses available, receiving government investment of €638 million. In 2014, it was estimated that nearly 25% of people who completed upper secondary education went on to enrol in post-secondary non-tertiary education/training.

Many key legislative changes in this area were implemented under former Minister for Education Ruairí Quinn of Labour. Ireland's FET sector was managed by FÁS until this was replaced in 2013 with SOLAS, in an attempt to reform and reinvigorate the sector with increased emphasis on continued education and qualifications. SOLAS is funded by the Department of Education and Skills, and is responsible for research, delivery, and general management of Ireland's FET qualifications and providers. Also in 2013, the country's 33 Vocational Education Committees (VECs) were abolished and replaced with 16 Education and Training Boards (ETBs), which manage all state-

funded training on a regional level. There are also a number of industry-specific state providers such as Teagasc, for agricultural training.

Since the 2013 FET sector reform, FET/VET planning and provision is now coordinated and funded centrally in line with the five-year FET improvement strategy published in 2014 by SOLAS. These reforms have aimed to create a clear, integrated pathway for learners within the FET sector in Ireland, in response to the needs of learners and the labour market. SOLAS estimates that 339,000 people have benefited from their FET courses since 2013.

Quality and Qualifications Ireland (QQI)

QQI was established in 2012 as part of the Irish government's moves to improve FET and VET provision around the country. It combined the functions of the Further Education and Training Awards Council (FETAC), Higher Education and Training Awards Council (HETAC), National Qualifications Authority of Ireland (NQAI), and the Irish Universities Quality Board (IUQB).

QQI's role is to develop awards and standards, maintain quality assurance, facilitate the recognition of qualifications, and review education and training providers, amongst other related activities. QQI do not assist with the actual development of courses and programmes, they simply assess, monitor, and validate. There are a wide range of QQI validated courses and schemes available in different forms with different target groups, such as PLC (Post Leaving Certificate) courses for school-leavers, VTOS (Vocational Training Opportunities Scheme) for the long-term unemployed, and JobBridge, a national internship scheme.

All FET qualifications are composed of credits, the number of which pertains to the level of qualification. For example, a Level 5 award would involve 120 credits that may be broken into differently weighted components according to course specifications. Each component is assessed on a pass, merit, or distinction basis, as is the overall grade, which is calculated based on performance in each component.

VET Courses for the Creative Industries in Ireland

There is only one course in the country that is focused specifically on creative industries as a concept. However using the three-part breakdown as defined by OE there are a wide range of courses available in each individual area (creative application, creative expression, and creative technology) with much crossover.

1. Creative & Cultural Industries - Dublin Institute of Technology (DIT)

Training Provider	Dublin Institute of Technology (DIT)
Course(s) Offered	Creative & Cultural Industries
Level(s)	NQF Level 8 (Bachelors Degree)
Awarding Body	Dublin Institute of Technology
Target Groups	Applicants with any NQF Level 5 award to a required grade, including Leaving Certificate, QQI PLC, LCVP, or any other QQI recognised FET course.
Learner Numbers	20 approx.
Key Characteristics of the Learning Opportunities	<p>This 3-year full-time course is designed to produce graduates who can function as creative managers in the creative and cultural industry sector both nationally and internationally. It explores history, theory, and practise of national and global creative and cultural industries.</p> <p>By sharing classes with students from practice-oriented classes in art, design, music and media, learners on this programme will also gain a practical sense of creative practitioners, and their values, motivations and culture. Graduates essentially will be able to look into, understand, and work between professionals involved in creative development and those responsible for commercialising the results.</p>
Weblink	DIT website

2. Creative Design & IT Skills - Mullingar VTOS

Training Provider	Mullingar VTOS
Course(s) Offered	Creative Design & IT Skills
Level(s)	NQF Level 5
Awarding Body	QQI
Target Groups	Applicants must be over 21 at time of commencements. VTOS courses are aimed at the long-term unemployed. Must have completed a NQF Level 4 qualification or displayed the ability to do so.
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	<p>This 42-week course equips learners with the art, design and computer skills necessary to study Art and Design at 3rd Level and/or progress directly onto employment.</p> <p>Modules include communications, image processing, design, word processing, and combined materials. The course provides the learner with vocationally specific knowledge, skills and competence at this level, thus affording the learner the opportunity to progress to programmes leading to awards at level 6 or above; or enter into employment in this field.</p>
Weblink	Qualifax Site

3. Collaborative Arts - St. John's Central College, Cork

Training Provider	St. John's Central College, Cork
Course(s) Offered	
Level(s)	NQF Level 5
Awarding Body	QQI
Target Groups	No formal education or qualifications are required although applicants may have participated in primary and secondary education. Applicants will be expected to demonstrate a standard of knowledge, skill and competence equivalent to NFQ Level 4 when accessing a Level 5 programme.
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	This 35-week full-time course combines general work skills with creative design courses such as drawing. There are also communications modules to increase the learner's ability to pursue a career independently. Obtaining a level 5 qualification enables the learner to go on to further education or work in the field of design.
Weblink	SOLAS Website

4. HND Creative Media Production – Coláiste Dhulaigh/Ballyfermot College

Training Provider	Coláiste Dhulaigh/ Ballyfermot College
Course(s) Offered	HND & Diploma Creative Media Production
Level(s)	Higher National Diploma/ Diploma
Awarding Body	Pearson
Target Groups	Learners who have completed the Leaving Certificate and have an interest and experience in Media. A portfolio is required.
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	This 1 or 2 year programme consists of several awards that the learner can choose from, including Classical and Computer Animation, 3D Design, Ideas Generation & Development, and Television Operations. This course gives learners the skills to work in creative media production in TV, Film, Gaming, and other sectors.
Weblink	SOLAS website

5. PLC Creative Multimedia – Blackrock Further Education Institute

Training Provider	Blackrock Further Education Institute - BFEI
Course(s) Offered	PLC Creative Multimedia
Level(s)	NQF Level 5/6
Awarding Body	QQI
Target Groups	Learners who have passed 5 subjects in the Leaving Certificate and are interested in creativity, design, and

	media. Mature students are also actively encouraged to apply even without Leaving Certificate – other qualifications such as FETAC or evidence of relevant experience are fine.
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	<p>This course can be taken full or part-time achieving a level 5 after the first year, and a level 6 if studies are continued. Subjects taught include Image Processing, Advertising, Graphic Design, Project Management, and Web Authoring.</p> <p>Graduates will have the skills to pursue a career in creative industry fields such as Media & Web Design, Advertising, Television, etc. They will also be able to apply to university and enter directly into year 2 of relevant courses.</p>
Weblink	<u>Qualifax Website</u>

6. Arts Management – Dun Laoghaire Institute of Arts Design & Technology

Training Provider	Dun Laoghaire Institute of Arts Design & Technology (IADT)
Course(s) Offered	Arts Management
Level(s)	NQF Level 8 (Bachelors degree)
Awarding Body	IADT
Target Groups	Learners who have completed the Leaving Certificate or any equivalent FET or other QQI qualification at Level 5 or 6.
Learner Numbers	40
Key Characteristics of the Learning Opportunities	<p>This 4-year full-time course brings together the skills from business studies with those of management in the cultural creative industries. Modules include marketing, visual culture, cultural policy, as well as those focused on specific industries such as music and film.</p> <p>This course equips learners with the skills and knowledge to undertake careers in media production, theatre management, social media marketing, music management, etc.</p>
Weblink	Qualifax Website

7. PLC Arts with Business Management – Blackrock Further Education Institute

Training Provider	Blackrock Further Education Institute - BFEI
Course(s) Offered	PLC Arts with Business Management
Level(s)	NFQ Level 6
Awarding Body	QQI
Target Groups	Learners with an interest in arts and culture who want to pursue a career in business, or arts practitioners who are interested in learning about the business side of their field. Applicants must hold a NQF Level 5 qualification or equivalent.
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	<p>This 1-year course is designed to provide the learner with a diverse knowledge and understanding of the arts as well as core skills to perform as an effective administrator in this field. Modules include Arts & the Community, Sales & Marketing Management, Exhibition Techniques, and Theatre Studies.</p> <p>Graduates are equipped to work in creative industries such as art galleries, arts councils, theatres, etc., as well as progress into further studies with advanced entry into relevant courses.</p>
Weblink	Qualifax Website

NATIONAL LEVEL REPORT: ITALY

This National Level Report has been undertaken by **Materahub**, the Italian partner of the EfCI project. The report identifies and reviews vocational education relevant to the Creative Industries in Italy. As well as identifying and analysing a range of relevant VET provision, the report also provides context through analysis of the broader vocational education system in Italy and an overview of VET provision for the Creative Industries in Italy.

Creative Industries in Italy

The creative industries form a major element of the Italian economic and also have huge social and cultural significance with in both modern and historical Italy. Cultural and creative production interacts more deeply with the high number of products and services that – in times of a growing change in our consumption choices in terms of construction and representation of our personal and collective identity – end up acquiring a strong symbolic and cultural value, which continuously needs to absorb contents of different nature that go beyond mere advertising communication.

In the evolved economies there is a “grey zone” where the borderline between creative sectors and traditional manufacturing is indefinite and elusive. And it’s the width of this “grey zone” that characterizes the Italian model of cultural development. In the long-term perspective, this characteristic has resulted in the ability to make the most visionary and radical artistic imagination merge with the handcrafted knowledge, in an original and efficient way. In this way, style has become a community heritage thanks to production skills based on the solid knowledge of the processes and techniques often used in amazing and unexpected ways.

This is why a lot of Italian products – from the most characteristic and successful made in Italy ones – are considered to be examples of high quality that is not just “innate” but also more and more “perceived” thanks to their design, the strength of their label, and their ability to communicate and spread values of Italian society, way of living, and economy. It’s thanks to these connections that the made in Italy products have developed significant competitive niches on the international markets and also for being “meta products”, which are in demand not only for their merely functional and tangible characteristics, but mostly for the ability to define the way of being of the buyer.

Starting from these kinds of cultural and creative industries, the Italian cultural production system almost amounted to 460,000 enterprises in 2012 – equivalent to the 7.5% of national economic activities as a whole. On the rise by 3.3% compared to 2011, roughly three percentage points higher than the rest of Italian Industry.

To these businesses we owe an added value of 75.5 billion euro (5.4% of the total, which becomes 80.8 billion, 5.8%, if we include the public administration and non-profit organisations). These enterprises employ 5.7% of the country’s total workforce, nearly 1.5 million individuals: +0.5% in one year, compared to a 0.3% increase in unemployment in the general economy. The system’s exports have grown threefold in twenty years, and were worth 39 billion euro in 2012. And the commercial balance is active too, with a surplus of 22.7 billion, an absolute record since the introduction of the euro. It is also not surprising that the territories having a strong manufacturing vocation are among those that are giving the biggest contribution to this success.

But all this is not “only” an important countercyclical resource but also important to assess the cultural production system’s “multiplying ability”: to measure its driving

force on other areas of the economy. The results are stunning. Culture can boast, using a technical expression, a multiplier of 1.7: for every euro of added value it activates – in trade, in tourism, but also in constructions and agriculture – 1.7 euro. The 80.8 billion euro the cultural system as a whole produced in 2012, hence activating a further 133 billion, the direct and ‘induced’ together totalled 214.2 billion Euros – 15.3% of the national economy.

As we can see, this is a strategic sector with a considerable margin of growth that sees in the new Creative Europe Framework Programme 2014/2020 a stimulus for further development, thanks to the implementation of the expected 10% of financing destined to culture.

In the future Italy will be able to make the most of these new stimuli and resources in order to develop widespread cultural business activities by enhancing the specific characteristics of its productive and cultural system.

Political Responsibility for the Creative Industries in Italy

The Ministry of Cultural Heritage and Activities and Tourism (Italian: *Ministero dei Beni e delle Attività Culturali e del Turismo - MiBACT*) is the culture ministry of the Italian Republic.

MiBAC's headquarters are located in the historic Collegio Romano Palace (via del Collegio Romano 27, in central Rome) and the current minister is Dario Franceschini. It was set up in 1974 as the Ministry for Cultural Assets and Environments (Italian: *Ministero per i Beni Culturali ed Ambientali*) by the Moro IV Cabinet through the decree read on 14 December 1974, n. 657, converted (with changes) from the law of 29 January 1975, n. 5.

The new ministry (defined as "per i beni culturali" - that is *for* cultural assets, showing the wish to create a mainly technical organ) largely has the remit and functions previously under the Ministry of Public Education (specifically its Antiquity and Fine Arts, and Academies and Libraries, sections).

To this remit and functions it some of those of the Ministry of the Interior (State archives) and of the President of the Council of Ministers (state computer archives, publishing and diffusion of culture).

Legislative decree number 368 of 20 October 1998 set up the Ministero per i Beni e le Attività Culturali, with all the old ministry's remits as well as some new ones:

- promotion of sports and sports arenas
- promotion of shows, in all their forms

In 2006, the sport portfolio was reassigned to the new Dipartimento per le Politiche Giovanili e le Attività Sportive.

The ministry is principally concerned with culture, the protection and preservation of artistic sites and property, landscape, and tourism (Decree 181/2006). At the end of 2006, the ministry's departments were abolished and their responsibilities returned to the ministry itself.

In 2009 the Ministry's organisational structure underwent significant changes (Decree 91/2009): the coordination of ministerial functions is still entrusted to a Secretary General, the General Directorates have been reduced from nine to eight, with new denominations and a partial reshaping of their responsibilities.

The eight General Directorates continue to be technically supported by high level scientific bodies (Central Institutes).

The peripheral ministerial structure of Ministry of Cultural Heritage and Activities is provided for, in 17 out of 20 regions, by Regional Directorates for Cultural Heritage and Landscape and by the local Soprintendenze.

Vocational Education and Training in Italy

In Italy, the term vocational education and training tends to be ‘reserved’ for specific programmes primarily under the remit of the regions and autonomous provinces (such as leFP - vocational education and training).

Vocational qualifications refer to work-related qualifications. They are designed to enable the learner to acquire knowledge and skills that are required by the national occupational standards to be able to perform a particular job. A vocational qualification gives the learner a proof that he or she is adequately trained for a particular workplace once the programme is completed, especially if holding an occupational vocational qualification.

All young people have the ‘right/duty’ (diritto/dovere) (Law 53/2003, p. 7) to pursue their education and training for at least 12 years before reaching age 18. The aim is that young people should not leave education and training without a qualification. However, compulsory education lasts 10 years, up to 16, and includes the first two years of upper secondary general education or VET.

Young people finish lower secondary education at age 14. At this stage, learners sit a state exam to acquire a certificate (EQF level 1) which grants admission to the upper secondary level where young people have the opportunity to choose between general education or VET.

At upper secondary level, young people may opt for:

- (A) Five-year programmes which include the two last years of compulsory education and three years (under the right/duty of education and training) in:
 - (i) High Schools (*Licei*, providing general education programmes at upper secondary level);
 - (ii) Technical Schools; or
 - (iii) Vocational Schools.

High schools (*licei*) offer artistic, classical, linguistic, scientific, human sciences, music and dance strands. Within the artistic strand, learners can specialise in figurative arts, architecture and environment, design, audiovisual and multimedia, graphics or stage design in the second period. The qualifications awarded after successful completion of high school, technical and vocational school are at EQF level 4 and a state leaving exam at the end of them gives access to higher education;

(B) Vocational education and training programmes organised by the regions ; or

(C) Apprenticeship-type schemes (after age 15)

At post-secondary level, the Italian system features higher technical training (IFTS, ITS) and short programmes or courses (post-leFP and others). VET courses also exist at post-higher education level. Tertiary education is divided into higher education programmes at the university and higher education programmes at non-university institutions:

- (A) Universities: can be public or private and follow the three cycles of the Bologna structure: bachelor (laurea); master (laurea specialistica/magistrale); and specialisation or PhD programmes (masters universitario di secondo livello, dottore di ricerca);
- (B) Higher artistic and musical programmes (alta formazione artistica e musicale) which are non-university programmes based on the three-cycle structure.

Italian VET provision also offers opportunities in adult education and CVT.

VET Provision for the Creative Industries in Italy

Over the last twenty years, training in the sector of cultural management in Italy has been fragmented, undetermined and weak in the process of integration into the sector. Cultural organizations have progressively approached professional training in the cultural management sector and also the regional governments have tried to respond to the new requests by supporting a growing number of training initiatives, especially with the use of European funds.

This resulted in a general and transversal training offer on a local level, generating the creation of a considerable number of small courses (in terms of length) and not highly qualified or qualifying, creating a weak and schizophrenic framework.

Just as in other sectors, training has spread in different areas and levels with different results: some (few) have addressed the training activities towards a cultural development in and for the enhancement of their territory, whereas others (the majority) have favoured their needs in the short term of cultural organizations.

By looking at the academic sector and the university professional courses, we can see that the anomaly in Italy is even more evident because of the difference between the number of people employed in the cultural sector and the number of students enrolled in university professional courses. Despite having the highest number of students enrolled in cultural university courses, Italy has a low number of employees in the same sector.

An interesting training offer is supplied by the **Italian Publishers' Association** (AIE), aimed at both university students with an MA course organized in partnership with Milan University and the Alberto and Arnoldo Mondadori Foundation (FAAM) – the only post-graduate course specific to the publishing field and to professionals and businesses in the sector, for whom the professional *FormEDI* courses have been designed. For these professional courses, AIE carries out a requirements analysis using an international benchmarking system in ABPTOE (Association of booksellers and publishers), a monitoring on individual courses (number of participants/types of company/class assessment) and on feedback activities, starting from trends taking place in the sector and relative requirements, analysed also on an international scale. In 2010 the Association signed an agreement with Rome's *Tor Vergata* University that initially aimed at a sector survey focusing on the publishing market in Rome and the whole region of Latium and then at planning and supplying periodical seminars by AIE staff and co-workers as part of specific graduate courses. With respect to segments in the cultural sector, although the aim of the training courses is to transmit “transversal competences”, these take on different variations.

In the sector of performing arts, more attention is given to planning roles, whereas the sector of event organization (**Almed** training offer) points to the training of project managers and production directors for cultural planning and organization, and also to staff assistants for marketing and communication and institutional communication (both public and private), and assistants for sponsoring and fundraising.

The MA marketing and management course at **Lumsa** University offers places in the

creative sector, audiovisuals, and event organization management.

Holden school mainly addresses the narration sector by training editors, scriptwriters, writers and copywriters who can then work in publishing companies, advertising and radio companies, TV and Film production, theatre and start-up companies.

The MA course at **La Sapienza University** is specific for the training of Digital Cultural Collection Managers: experts in creating, collecting, managing and distributing digital material.

Today, design that starts from the culture code becomes above all the expression of the creative enterprise and is the one sector that is most characterized by contaminations from other sectors (food design, services design, fashion design and so on) where the tendency towards self-entrepreneurship with the creation of startups is very high. Milan's **POLI Design**, a Consortium of the Milan Polytechnic with the patronage of the Italian toy manufacturers association, now hosts the first ever course on toy design, which sets out to train, in terms of consortium of the Milan Polytechnic with the patronage of the Italian toy manufacturers association, now hosts the first ever course on toy design, which sets out to train, in terms of content and methods, a new generation of designers capable of managing complex design processes, coordinating the most diverse skills.

The Management Lab set up by **IED** (European Design Institute) is a container totally devoted to training on issues related to creativity management in business processes.

The courses of the **Centro Sperimentale di cinematografia** (Italian National Film School), finally, are directed at training talented young people who wish to undertake a career in the film industry.

*Some courses are listed at the end of the report as good examples of effective courses provided in the specific sector.

VET Courses for the Creative Industries in Italy

1. Visual Communication, Fashion, Design, Management – Istituto Europeo di Design

Training Provider	IED – Istituto Europeo di Design - Milan
Course	Three or one year course in Visual Communication, Fashion, Design, Management
Level	University training course
Award	Diploma
Target Groups	Professionals and graduates or undergraduate students

<p>Key Characteristics of the Learning Opportunities</p>	<p>For more than fifty years, the Istituto Europeo di Design has been operating in the fields of education and research in the disciplines of design, fashion, visual communication and management. Today, the IED is a constantly expanding international network that issues first-level academic diplomas and organises three-year courses, Masters courses, continuous professional development and advanced training courses. Since 1966, the IED has developed innovative and diversified teaching methodologies, focused on synergies between technology and experimentation, creativity, strategies and integrated communication, market issues and a new form of professionalism. Partnerships with leading enterprises are a fundamental factor in the IED's educational strategy, featuring both at every stage throughout the didactic process and in the special events held to mark the end of every academic year.</p>
<p>Weblink</p>	<p>http://www.ied.edu/about-ied/an-international-network</p>

2. Fondazione Fizzcarraldo - Turin

Training Provider	Fondazione Fizzcarraldo - Turin
Course	seminars and post - graduate courses on a wide range of subjects, including cultural management, project development, strategic planning, marketing and fundraising, cultural cooperation and networking, local development strategies
Level	Lifelong training
Award	Certificate
Target Groups	professionals and public officials concerned with Museums, heritage and performing arts
Key Characteristics of the Learning Opportunities	<p>Fondazione Fizzcarraldo is an independent centre for planning, research, training and documentation on cultural, arts and media management, economics and policies, at the service of those who create, practise, take part in, produce, promote and support the arts and culture.</p> <p>The Foundation aims to contribute to the development, diffusion and promotion of innovation and experimentation in the aforesaid fields of activity, also through the systematic search for collaboration agreements and synergies with local, regional, national and international authorities and bodies.</p> <p>The documentation and all materials related to the activities of the Foundation are placed at disposal of the community and of all those concerned.</p>
Weblink	http://www.fizzcarraldo.it/en/foundation/

3. ALMA Mater - University of Bologna

Training Provider	ALMA Mater - University of Bologna
Course	Second-cycle Master's degree programme in Innovation and Organization of Culture and the Arts
Level	Higher level
Award	Master's degree
Target Groups	Graduate students
Key Characteristics of the Learning Opportunities	<p>GIOCA (Graduate degree in Innovation and Organization of Culture and Arts) is an interdisciplinary programme aimed at forging the skills of worldwide art institutions' future leaders. It focuses on applied management knowledge, change processes in arts organizations, and the impact of public sector and public funding transformation in the cultural sector. It is based on a strong interdisciplinary approach comprising business studies, organization, marketing and humanities. The class, composed of half European and half Non- European students, is the ideal environment where to grow students' ability in team working, where to gain an international perspective and where to enhance entrepreneurial skills.</p> <p>GIOCA program is one of the most recognized players in high-quality university education at a European and international level, and it is part of a network of international degrees in the arts management field. Among almost ten international partnerships with universities from all around the globe, GIOCA offers as well Double Degree Program with the top rated Carnegie Mellon University, Pittsburgh (USA).</p>
Weblink	http://corsi.unibo.it/gioca/Pages/default.aspx

4. Master of Arts in Business Management - Unilink Campus, Rome

Training Provider	Unilink Campus - Rome
Course	Master of Arts in Business Management
Level	Higher level
Award	Master's degree
Target Groups	Graduate students
Key Characteristics of the Learning Opportunities	<p>The Link Campus University's Master of Arts in Business Management shapes professional figures to be aware and have advanced competences within the business economics , business organization and innovation fields. Including:</p> <ul style="list-style-type: none"> • Ability to apply defined methodologies to the strategic and operative business' problem solving. • Ability to apply an international approach to control and programming of all entrepreneurial functions. • Ability to develop the mastery to ideate a business, and to elaborate functional sector's solution. <p>Since the courses are taught in English by a faculty that is well integrated in the job world, the student can have a theoretical and practical approach to his/her future career. The faculty also provides the students with skills needed to become business managers and entrepreneurs and students to engage in internships that provide them with many professional outlooks:</p> <ul style="list-style-type: none"> • To become a manager or to engage in other executive roles within the small, medium, large businesses' context • Managerial, organizational and counseling companies. Also, taxation and finance companies • Entrepreneurial business within the field • Economical study centers within banks, entrepreneurial organizations and public administrations • Business activities
Weblink	http://linkinternational.eu http://linkinternational.eu/courses/business-management/

5. Cultural Management - University of Applied Sciences and Arts of Southern Switzerland

Training Provider	University of Applied Sciences and Arts of Southern Switzerland (SUPSI) -
Course	Two years master course in Cultural Management
Level	Lifelong learning
Award	Master of Advanced Studies SUPSI in Cultural Management
Target Groups	Professionals and cultural operators
Key Characteristics of the Learning Opportunities	The University of Applied Sciences and Arts of Southern Switzerland (SUPSI) is one of the nine professional universities recognised by the Swiss Confederation. Founded under federal law, SUPSI offers more than 30 Bachelor's Degree and Master's Degree courses, characterised by cutting edge education which unites classical theoretical-scientific instruction with a professional orientation. Great care is given to research, carried out in key sectors on competitively acquired projects with large European and national agencies or mandated by organisations and institutions.
Weblink	http://www.supsi.ch/fc/offerta-formativa/advanced-studies/mas/cultural-management.html

Other courses relating to creative industries in:

Art and Restoration, Tourism, Culture, Leisure and Sport do not offer courses lower than Degree or Masters level.

- Fine Arts and Restoration school of Florence
- DAMS - Department of Drama, Art and Music studies of Bologna
- University of Parma <http://www.unipr.it/ugov/degree/3704>

NATIONAL LEVEL REPORT: POLAND

This National Level Report has been undertaken by **Studio Inneo**, the Polish partner of the EfCI project. The report identifies and reviews vocational education relevant to the Creative Industries in Poland. As well as identifying and analysing a range of relevant VET provision, the report also provides context through analysis of the broader vocational education system in Poland and an overview of VET provision for the Creative Industries in Poland

Creative Industries in Poland

In spite of being used for many years in documents and scientific publications, the official definition of term “creative industry” in Poland is **still in the stage of development**, separating from other forms of industry, and hasn’t been officially specified in our national legislation yet.

The state of Polish creative industry is comparable to the other European countries (considering as number of people working in this area, as its GDP percentage). In 2008 creative industry in Poland has produced 27,5 billion PLN (2,5% GDP), in 2013 it has increased into **50 billion PLN (3,5% GDP)**. We are a significant exporter of creative products and services (especially when it comes to the design). Its meaning in national economy is unquestionable and it is treated as source of innovation, development and economic growth.

Of course, employment within creative industries is generally more centralised than it seems to be for other sectors, it tends to emerge in bigger cities and richer regions. It seems obvious, that it should be treated by government as priority, yet national authorities doesn’t seem to be so keen on promoting the sector. More active role in the issue is played by local authorities, like for example, West Pomeranian Province, which after realizing that the insufficient funding seems to be the biggest obstacle that creative industry has to face, has created a strategic program “Creative Industries and Free Time Industries”.

The list of problems facing entities of the creative industry is long, and differs a little in regional terms. For example, in Kujavia-Pomerania and Pomerania, key problems are: lack of funds for development and daily operation, strong competition, unpredictable demand, red tape and legal provisions, as well as lack of support from business-environment institutions (Grochowski et al. 2012). The problems indicated by entities from Silesia include, first of all, a limited demand for such services, difficulty with market survival resulting from this type of demand and lack of management-related knowledge, as well troubles with financing an entity’s current development (Buchholtz et al. 2012).

When it comes to employment within creative industries, dominating role in structure of employment is played by sections related to artistic creativity and literature, and functioning cultural institutions such as: libraries, museums, theatres or galleries. Almost **75 percent** of the product of the cultural sector was produced by **publishing, programming and libraries, museums and historic buildings**. The first two industries, has contributed in 2008 more than half of the added value of the entire

cultural sector. By contrast, in 2008, less than 47 percent of people working in creative sector in Poland, work in these sections related to artistic and cultural activities. Another 17.5 percent of people involved in the publishing sector. Up to 14 percent of people worked in the sale of newspapers, books, music and video.

Creative sector in Poland is still expanding. In 2018, two UNESCO Creative Cities in Poland – Krakow and Katowice – are planning on joining their forces to host the prestigious Annual Meeting of the UNESCO Creative Cities Network (UCCN). The **Creative Cities Network** is a UNESCO program, launched in 2004, with the aim to promote cooperation between cities that base their sustainable development strategies on the creative economy.

The first Creative City in Poland was **Kraków**, which earned the titled of **UNESCO City of Literature** in 2013 as the first Slavic and second non-native English-speaking city in the literature sub-group. **Katowice**, a member of the UNESCO Creative Cities Network since 2015, is the first **UNESCO City of Music** in Central-Eastern Europe.

Vocational Education and Training in Poland

Polish VET system is provided at upper secondary and post-secondary non-tertiary levels. VET at higher education level is in the scope of responsibility of the Minister of Science and Higher Education.

At upper secondary level, students can gain vocational qualifications in a 3-year basic vocational school (ZSZ – Zespół Szkół Zawodowych) or in a 4-year upper secondary technical school (Technikum). VET students may take external exam(s) confirming vocational qualification, which is conducted separately for each qualification specified in a given occupation. After passing an exam, students may also upgrade their skills, or requalify, at vocational qualification courses leading to qualifications.

At post-secondary non-tertiary level, graduates of general and technical upper secondary schools can gain vocational qualifications in a post-secondary school (szkola policealna), where learning process last about 2,5 year.

Polish VET at technical schools and post secondary schools is mainly school-based with the share of practical training in total VET program of 50%, whereas in basic vocational schools the proportion of practice to theory is 60% to 40%. After passing each external exam confirming vocational qualification, students obtain a certificate confirming one particular qualification.

Adult Learning and Continuing VET

Since 1st September 2012 existing basic vocational and technical schools for adults are being replaced by more flexible system of VET courses for adults organized mainly by IVET schools, continuing education centers and practical training centers.

Apprenticeship for Adults is in the scope of responsibility of the Minister of Labour and Social Policy. The aim of this particular active labour market programme is to improve employability of unemployed and job seekers, by helping them to confirm their skills and qualifications formally.

VET Provision for the Creative Industries in Poland

The Polish Government, educators and society don't really consider vocational education in creative production as a priority, rather they **promote VET in the field of science (physics, chemistry, engineering) and IT** due to large investments in industry and lack of engineers on the market. Young people are encouraged to study e.g. physics and chemistry and the government introduced special benefits for students of these faculties. Furthermore, there has always been a huge range of VET schools and courses in so-called practical professions like: builder, welder, hairdresser, waiter etc.

Most of VET training in Poland are covered by national institutions. The only respected certification is provided by the Ministry of Education. The most significant institution is **Zakład Doskonalenia Zawodowego** (Center for Vocational Training) - the main education and training provider, which offers training courses in variety of fields. The center provides training courses which include examination (on internal level) and issuing of certificate. The program of the training is adapted to the needs of labor market and in fact it is recognized on the labor market.

Apprenticeship training organized in small and medium enterprises, mainly in handicrafts. After passing the external exams in crafts, apprentices obtain apprentice certificate (świadectwo czeladnicze) or, if their employer does not belong to the Polish Craft Association, they pass exams at Regional Examination Boards and obtain diploma confirming vocational qualifications.

Only in our region (Subcarpathian province), the Center for Vocational Training has 22 schools, with about **18 thousand graduates every year and more than 800 different training courses**. Even though number of provided courses are pretty impressive, it is impossible to find more than 10 courses that would somehow be connected with creative industries. And not even one of them brings up the entrepreneurial issues of working in those fields.

VET Courses for the Creative Industries in Poland

Training Provider	Kujawsko-Pomorski Fundusz Pożyczkowy
Course	Practical Seminars on three topics: 1. An image. Brand in crisis 2. New product, new market 3. Funding and entrepreneurial tools for entrepreneurs
Level	Intermediate / Higher
Award	
Target Groups	Employers and entrepreneurs of the creative industry
Key Characteristics of the Learning Opportunities	The Kujawsko-Pomorski Loan Fund proposes participation in practical seminars and conferences to employees and entrepreneurs of the creative industry, and those interested in starting a business in the creative industry who declare their knowledge and theoretical preparation for doing business, but lack practical experience.
Weblink	http://www.iph.torun.pl/aktualnosc-8-264-Bezplatne_szkolenia_dla_branzy_kreatywnej.html

Training Provider	Uniwersytet Otwarty Uniwersytety Warszawskiego
Course	Artistic creativity for everyone
Level	Intermediate / Higher
Award	
Target Groups	University students
Key Characteristics of the Learning Opportunities	This is a universal creative course aimed at all interested. The course discusses the factors that support creative thinking as well as those that inhibit them, because in today's world being creative and creative is very useful both in the professional (regardless of the industry) and private field.
Weblink	http://g1.uo.uw.edu.pl/kursy/kultura_i_sztuka/artystyczna-kreatywnosc-dla-kazdego

Training Provider	Preducation company
Course	Writer WORKSHOP - creative writing course
Level	Intermediate / Higher
Award	Certificate
Target Groups	The course is aimed at fiction writers who want to develop a literary workshop and start publishing.
Key Characteristics of the Learning Opportunities	Course The writer's workshop develops practical skills related to writing skills. It discusses all the stages of creating a literary work, from research and planning, building scenes and storylines to building credible characters and developing your own style. The course is based on the experience and knowledge of American and Polish creative writing teachers. Recalled examples of literary workshops come from outstanding works of world literature, according to the principle that a good writer learns from the best.
Weblink	http://www.preducation.pl/?page_id=2

Training Provider	AnimaTricks Szkoła Animacji 3D
Course	3D animation
Level	Higher
Award	Diploma
Target Groups	The educational offer is aimed at people with basic knowledge in the field of drawing, animation, computer graphics or already working in the graphics, animation, film industry, production, computer games, special effects etc.
Key Characteristics of the Learning Opportunities	Practical training in 3D animation and special effects. The school enables the artistic development of animators and 3D graphics and the acquisition of skills and qualifications sought in the film, computer games, animation and 3D graphics. In addition, the works of the audience take part in international festivals and reviews of young artists.
Weblink	http://animatricks.pl/

Training Provider	Fundacja UMCS
Course	Creating websites using XHTML and CSS
Level	Higher
Award	Certificate
Target Groups	This course is not only for beginners, but also for experienced webmasters who want to refresh their knowledge.
Key Characteristics of the Learning Opportunities	The course aims to familiarize participants with the syntax and elements of XHTML and CSS. The course consists of a theoretical part, through which the participant learns key issues in creating web pages using these technologies, and the practical part, where the acquired knowledge will be used for self-realization of the website.
Weblink	http://fundacja.umcs.lublin.pl/tworzenie-stron-internetowych,kurs,Lublin,2,14,89.html

Training Provider	GOWORK PL
Course	Interior design course
Level	Higher
Award	Certificate of completion of the course issued on the basis of the Regulation of the Minister of National Education
Target Groups	This course is for all interested
Key Characteristics of the Learning Opportunities	The interior design course focus primarily on practical design and drawing instruction, so that after completing the course participants are ready to create and execute the project by themselves. Course covers issues related to ergonomics and construction law, design documentation, lighting and interior design, interior design and non-residential interior design as well as interior design, materials and decorating.
Weblink	http://www.gowork.pl/kursy-i-szkolenia/kursy-architektura/kurs-projektowania-wnetrz-140h-362

Training Provider	Ministry of Culture and National Heritage
Course	Museum management academy
Level	Higher
Award	Certificate of completion of the course
Target Groups	This course is for museum managers
Key Characteristics of the Learning Opportunities	The result of the program is to: strengthen the management and creative skills of museum staff, create a group of leaders in specific specializations, build a system of information on them for the needs of the national human resources, create conditions for the development of institutions and gather and analyze information on raising the competencies of their employees.
Weblink	http://www.mkidn.gov.pl/pages/posts/akademia-zarzadzania-muzeum-1920.php

Training Provider	Ministry of Culture and National Heritage
Course	Artistic Craft Course
Level	Basic
Award	Certificate of completion of the course
Target Groups	<p>The Artistic Craft Course is part of the project "Ladder - climb to a better life"</p> <p>It is addressed to:</p> <ul style="list-style-type: none"> - unemployed, - inactive (due to disability, childcare, etc.) - mothers returning to work after maternity leave, - people over 45, - people who want to achieve professional success.
Key Characteristics of the Learning Opportunities	The Artistic Craft course is designed for people who are going to start their own business related to artistic handicraft, or want to use the acquired skills for hobbyist purposes.
Weblink	http://edustacja.pl/pl/szkolenia/30647/kurs-rekodziela-artystycznego.php

Training Provider	GOWORK PL
Course	How to appear in Social Media, marketing and PR company 3D
Level	Basic
Award	Certificate of completion of the course
Target Groups	Course is addressed to people who have not had any public relations experience before, and who would like to start a career in this field, as well as marketing and advertising specialists, managers, spokespeople, business owners and graduates / students interested in PR.
Key Characteristics of the Learning Opportunities	The knowledge obtained on the course is the expertise that will prepare participants to manage their social media accounts. Certainly, thanks to this dose of knowledge, they will be able to conduct social marketing in such a way that it will bring financial results. Training prepares for work as a marketer in marketing, promotion, sales and PR departments, in companies where social media are used as a marketing tools.
Weblink	http://www.gowork.pl/kursy-i-szkolenia/kursy-marketing-i-pr/kurs-social-media-marketing-i-pr-firmy-3d-603

NATIONAL LEVEL REPORT: SPAIN

This National Level Report has been undertaken by 3Si the Spanish partner of the EfCI project. The report identifies and reviews vocational education relevant to the Creative Industries in Spain. As well as identifying and analysing a range of relevant VET provision, the report also provides context through analysis of the broader vocational education system in Spain and an overview of VET provision for the Creative Industries in Spain.

Creative Industries in Spain

Creative Industries have been defined as ‘industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property’ (UNCTAD, 2008). Creative Industries have in recent years quickly become one of the most promising business sectors worldwide. The interest in creative industries accelerated due to a combination of globalisation of communications and recent advances in digital technology. Creative industries are also seen to foster productive knowledge-based economy and higher quality of stable employment (Pratt & Hutton, 2012). Following the effects of the current economic crisis and austerity international institutions, local and national governments have entered creative industry developments into their agendas as a possible response to the recession (Pratt, 2009).

Jobs within this industry are secure positions of employment as a significant part of these jobs require employees with a high level of training and, therefore, these are jobs of a certain quality and stability. It has been noted that due to this is, there has been a particular emphasis on the policies deployed by the central city government, which has been playing the most active role in the promotion of creative industries in Spain (Hutton, 2009; Kolenda & Yang Liu, 2012).

According to data provided by the General Treasury of Social Security (2009), the creative economy in Spain includes 64,484 businesses and 706,871 workers which represents 3.7% and 4.1% of the respective totals. There is a clear predominance of services like advertising, architecture, design, etc (52.4%), compared to cultural industries (38.2%) and, to heritage and arts (9.4%). The latter is also termed ‘traditional creative industries’, like Italy and France in the past Spain were seen as being more specialised in ‘traditional creative industries’ however there has been a shift change in recent years.

Employment within creative industries are generally more centralised than other sectors, there tends to ‘main creative hubs’ that emerge in cities; London, Paris, Madrid, Milan, Barcelona. With regards to employment in Spain, nine of every ten creative economy jobs are located in urban areas, especially; Madrid, Barcelona and Bilbao, Madrid contains the largest concentration of creative industries in Spain. Spain occupies an intermediate position in terms of the importance of the creative economy in the EU, with 3.8% of the employed population working in this sector against the 4.4% EU average (Eurostat 2009). Sevilla was ranked the 8th highest city out of 25 growth regions in Europe between 2001 and 2006 with 7.78% creative and cultural industry growth, average annual employment growth between 2001-2006 for Spain was 2.78% (Nielsén, 2010). The Spanish government recognised that the creative industry needed to be supported, in 2012 Marca España was created. Marca España ‘is a long term State policy, aimed at strengthening our country’s image, both among Spanish citizens and beyond Spanish borders’ supporting the development of the creative industries sector.

Seville plays a leading role as an administrative and economic centre of southern Spain, with highly developed sectors in the city, specialized technical services such as architecture, engineering, and the creative and cultural industries, which have demonstrated their great potential (UNESCO, 2010). In terms of employment the most important creative and cultural industries in Andalusia are television and radio, Seville has been recognised by the UNESCO Heritage register for its promotion of the history and art of its music. Seville most famous music festival, the Bienal de Flamenco. Within Seville the following are showing great potential in their development; the art market, the performing arts, design industries and architecture (OECD, 2010). Due to the scope for expanding entrepreneurial activities, the support provided from the government and well-preserved historical centre.

Vocational Education and Training in Spain

Spain is divided into municipalities, provinces and autonomous communities. In relation to VET there are different levels of political and administrative responsibilities and activities within each territory level.

The Ministry of Education, Culture and Sport (Ministry of Education or MEC) is responsible for developing and implementing government policy in VET programmes in the education system, whereas the Ministry of Employment and Social Security (Ministry of Employment or MEYSS) is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET). The autonomous communities have responsibilities for VET, consisting of developing and applying basic regulations and in regulating non-essential aspects of the VET system. Likewise they have executive and administrative powers to manage the education system in their own territory.

The National System for Qualifications and Vocational Education and Training (*Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP*) forms the umbrella for VET programmes, which lead to formal qualifications, awarded either by education or employment authorities.

Although further education in Spain is almost an exclusively academic path, there are some alternative, less traditionally academic ways in which a learner can prepare for a university degree, delivered in independent educational centres and regulated by *La Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* — commonly known as the ‘Wert’ law, abbreviated as *LOMCE*.

LOMCE (Law for the Improvement of Quality in Education) aims to revitalize professional learning as an option for personal development in accordance with the rest of the educational system in Spain. In doing so, the programme intends to modernize its structure and adopt an approach similar to neighbouring countries with much lower levels of youth unemployment, by involving companies in the learning process and giving a higher consideration to the requirements of the different professional sectors.

Vocational training forms part of the educational system in Spain, allows for progression within this system, and prepares students for the professional world of work. Training occurs in a series of cycles – *Formación Profesional Básica* (basic

level), *Grado Medio* (intermediate level) and *Grado Superior* (advanced level), structured in professional modules that make up the theoretical and practical content, appropriate to the various professional fields. Vocational training in Spain can be undertaken in different subject areas and professional fields leading to the title *Técnico Superior* in the chosen specialisation.

Formación Profesional Básica (FPB), the cycle of basic professional training was established by LOMCE and introduced for the first time in the academic year 2014-2015. This new educational cycle was created to replace the training programme of initial professional qualification *Programas de Cualificación Profesional Inicial (PCPI)*. Although FPB was introduced as a substitution, it has different characteristics to its predecessor and gives participants the opportunity to obtain a diploma accredited by the official educational system of Spain. FBP aims to change the public perception of this educational pathway and to establish it is a first-choice training alternative, which is valued and accepted as equivalent to other studies of this character and level.

This type of training allows for progress in the educational system and offers equal access to public and private employment through a professional qualification that has the same weight as graduating with a diploma in compulsory secondary education - *título de Graduado en Educación Secundaria (ESO)*. It is free of charge and takes two academic years to complete. It comprises of 2000 hours of theoretical and practical training, of which 240 hours must be invested in practical training (working in a company, etc).

General entry requirements for this basic VET qualification are:

- Upon start of the course candidates must be 15 years of age, or expected to complete them by the end of the same calendar year, and not exceeding 17 years of age at the time of entry or during the course.
- Candidates need to have completed the first cycle of ESO (up to Level 3)
- Candidates need to be recommended by ESO teaching staff

In 2014, almost all VET Diploma programmes were updated and adapted to the requirements of the productive sectors and additionally, some new Diploma programmes have been developed. Thus, the current Catalogue of VET Diploma programmes within the education system includes 175 Diplomas:

- 21 Basic VET Diploma programmes
- 64 Intermediate VET Diploma programmes
- 90 Higher VET Diploma programmes

Formacion de Grado Medio is the intermediate level of the vocational training system in Spain. From intermediate level, course candidates can continue to the advanced level of vocational training – ‘Grado Superior’, which is the equivalent to a UK Level 3 college qualification, also known as a ‘bachillerato’. General entry requirements for this qualification are:

- Diploma in ESO (Educacion Secundaria Obligatoria) and proof of successful completion of the final exam.
- To have previously obtained a diploma in ‘Formacion Profesional Basica’
- Candidates lacking the necessary qualification are required to take an entry examination
- Candidates older than 17 who do not have the necessary entry qualification are given the option to undertake an entry level course

Students who complete their intermediate degree in vocational training have the possibility of obtaining the *Título de Bachiller*, after successfully passing the final examination of *Bachillerato* in relation to the core subject of their specialisation.

The *Grado Superior* is the highest degree of vocational training available in Spain. Upon successful completion, students are given the title *Técnico Superior*, which allows for admission to a university degree. General entry requirements for this qualification are:

- To have obtained a college degree - ‘Bachillerato’
- Candidates aged 19, lacking the necessary qualifications for eligibility, would be given the option of undertaking an entry-level examination. This examination might have total or partial exemptions, depending on the previous training and professional experience of the candidate.

The *Formacion Profesional Dual (FPD)* is a new educational path recently introduced within the Spanish vocational training system. This dual vocational training programme is designed for young people who do not want to go into full-time academic education (further or higher education), but still want to gain extra qualifications that are work-related. This type of training is divided between the educational centre and the training company, with a certain number of hours or days spent with each institution.

Within this type of vocational training there are certain variations and differences:

Exclusive training through an educational centre: This type of FPD provides theoretical education in a classroom, which is then applied through practical experience in a company.

Training with the participation of the company: When the company supports and facilitates the educational process by collaborating with the educational centres, and provides them with the necessary facilities or experts to deliver, wholly or partially, given modules or the practical training which forms part of these modules.

Training in authorised or accredited companies: This consists of the delivery of certain theoretical or practical modules in a company, complimentary to what is being taught in the training centre.

Training shared between the company and the training centre: Participants receive their theoretical and practical training, in different proportions, by both the training centre and the company. The company must be authorised by the *Administración educativa* (the educational administration) and/or be accredited by the corresponding *Administración laboral* (labour administration) to be able to deliver this type of training. It must also be registered as an official partner of the training centre for the delivery of this type of professional and education formation.

Exclusive company-based training: Training is fully delivered by the company in accordance with the provisions of article 18.4, in which case the company becomes an authorized training centre.

In addition, there is the option for distance learning, facilitating the participation of people with disabilities or those who are disadvantaged because of their geographical location. In all instances, the validity of the remote participation is the same as for its face-to-face counterpart. However, students are required to undertake their final examination at an institute of secondary education (*Institutos de Educación Secundaria*), and there are several schools in the different provinces of Spain, which are registered as such.

The new changes introduced in the VET educational system have created more flexibility not only in the vertical progression in VET, but also horizontal flow between different educational levels. The law now allows students awarded with a basic VET diploma to also obtain an ESO diploma by fulfilling certain requirements (passing the relevant core subjects and the final exam of compulsory secondary education). Equally, students awarded with intermediate or higher VET Diplomas may obtain *Bachillerato Diploma*.

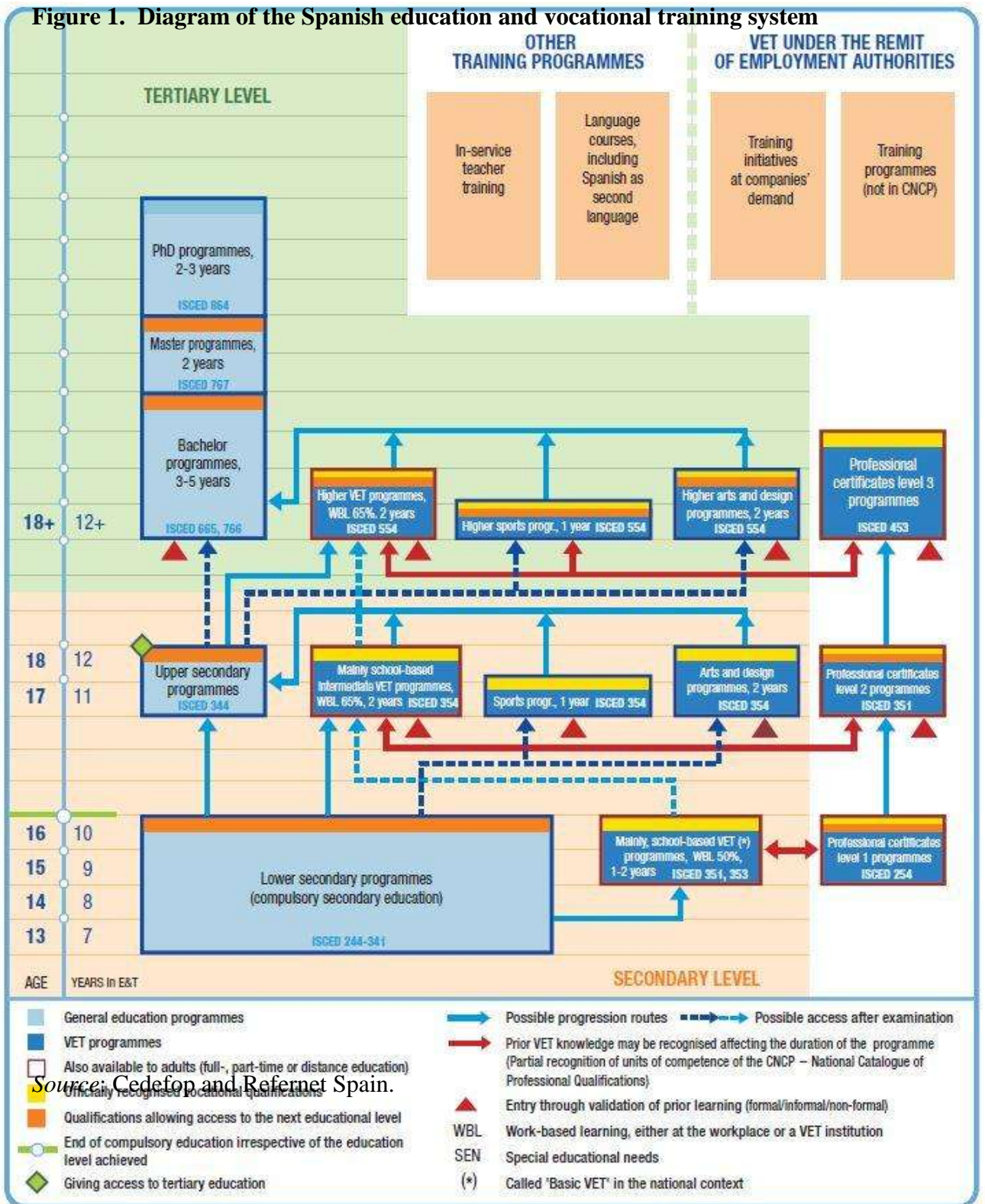
The above reviewed vocational training framework, which forms part of the official educational system in Spain is, to date, the only known form of vocational training. In Spain, there is no existing equivalent to the VET awarding organisations and institutional frameworks, which exist in the UK. There is a national registry of professional qualifications (NCP) and vocational training (SNCFP), regulated by the ministry of education, which indicates all the courses subject to recognition and accreditation - *Catálogo Nacional de Cualificaciones Profesionales (CNCP)*. It should

be noted that CNCP is not an official list of formal qualifications or diplomas; it describes the occupational standards of over 600 professions, and it is a reference tool that must be used to develop the formal qualifications that award and certify vocational qualifications offered by either the education or the employment administrations.

On the other hand, there are independent organisations, companies and training centres which offer professional formation and training that is not regulated by any governmental framework or official institution (not officially approved by the Ministry of Education). Therefore, training provided by independent/private institutions might be accepted for positions in the private sector, but only candidates with certification in one of the courses listed on the national register would be considered suitable for enrolling for a university degree and appropriately qualified for occupations in public administration.

The VET courses described above are classed as non-formal learning. Non-formal learning in VET is essentially any training programme not directly affiliated to official formal qualifications levels, to acquire an education certificate (ESO - Lower Secondary Education) and Bachillerato (upper secondary education). In some cases, VET training is provided for employees as part of their professional development. Such initiatives are managed and organised by the company by contracting a training provider or by authorising an employee to attend official training provided by a specialised institution. Formal or non-formal training, depending on the needs, is occasionally provided through the collaboration of companies with one another to make joint training programmes.

Figure 1. Diagram of the Spanish education and vocational training system



VET Provision for the Creative Industries in Spain

Examples of VET provision relevant to the Creative Industries sector in Spain are scarce and accredited qualifications are not generally available and only relatively recently was a VET quality network established to support local governments, promote vocational training and education, and foster the relationship between the relevant educational centres.

The Creative Industries sector in Spain constitutes a potential labour market and is currently experiencing a period of increased activity. A considerable amount of institutional resources are being invested and growing numbers of public and private initiatives are starting up. According to the European Agency for Special Needs and Inclusive Education, about 80% of educational expenditure in Spain is financed by the government and only 20% comes from private funds.

Due to the way the Spanish educational system functions, a substantial number of bachelor and masters degrees related to the Creative Industries sector are being introduced at educational institutions across the country. However, the marginal amount of private funding available has, to some extent, constrained the establishment of a wider network of independent educational centres dedicated to providing independent vocational courses for the sector. Social investment is at an early stage of development. This becomes apparent through the little discussion on the topic, the scarce data available on the sector's most recent development as well as in the unavailability of VET courses and the rather young VET system.

However, the number of people employed in the Creative Industries sector in Spain has been growing rapidly over recent years that this has started to stimulate a growing demand for relevant VET courses in the field. Research shows that there is a varied and growing availability of courses for those who want to either set up a company or improve certain aspects of their pre-existing Creative Industries business. Courses in Spain are varied with a tendency of delivering rather shorter courses, some lasting a day or even a matter of hours. Cost-wise, there is a proportionally greater availability of free courses in Spain as a result of government funding but there is less of an emphasis on accreditation, certification and recognition.

Currently there are no official awarding bodies and learners are either given individual certificates by the training centres or, in large number of cases, certificates are not given at all. There is a fairly balanced mix between courses that are taught face-to-face and those completed via an online platform, although online courses might prevail in quantitate if more precise statistical data was available.

Creative Industries Courses in Spain

The information provided in the tables below provides basic information about the range of Creative Industries learning opportunities currently available in Spain, providing details of the training provider, courses offered, awarding body (where applicable), target groups and learner numbers. Descriptive analysis of the key characteristics of each learning opportunity is also provided, although it is noted that the purpose of this element is not to provide the type of detailed and comprehensive information that is already available online but rather to identify the key differentiating factors of each learning opportunity as they relate to the EfCI project.

1. Web Design and Creativity - Cámara de Comercio, Industria y Navegación de Sevilla

Training Provider	Cámara de Comercio, Industria y Navegación de Sevilla
Course	Expert in Web Design and Creativity - 175 hours (Experto en Diseño Web y Creatividad)
Level	Intermediate / Higher
Award	
Target Groups	Active professionals with more than 5 years of work experience in the sector.
Key Characteristics of the Learning Opportunities	<p>The Seville Chamber of Commerce launches a new edition of the Expert in Graphic Design and Creativity, responding to the current job market that requires professionals in the communication industry with graphic design skills.</p> <p>The objective of this course is to provide the theoretical basis and practical knowledge to all those who will practice as communication professionals: webmasters, advertisers, journalists, creatives, designers and, in short, all communicators.</p>
Weblink	http://en.camaradesevilla.com/formacion/curso/196/

2. 3D Studio Max V9 Para Animacion – Chamber of Commerce Seville

Training Provider	Chamber of Commerce Seville
Course	3D Studio Max V9 Para Animacion - 20 hours (Animación)
Level	Intermediate
Award	Diploma
Target Groups	Active professionals with more than 5 years of work experience in the sector.
Key Characteristics of the Learning Opportunities	Create virtual scenes and animations to obtain photorealistic finishes and spectacular special effects. To students who demonstrate proficiency and complete the course, the Chamber of Commerce of Seville will grant them the corresponding DIPLOMA accrediting their participation in it.
Weblink	http://en.camaradesevilla.com/formacion/curso/262/

3. Indesign CS2: Diseño Editorial – Chamber of Commerce Seville

Training Provider	Chamber of Commerce Seville
Course	Indesign CS2: Diseño Editorial - 30 hours (DISEÑO DE PUBLICACIONES IMPRESAS)
Level	Intermediate
Award	Diploma
Target Groups	Active professionals with more than 5 years of work experience in the sector.
Key Characteristics of the Learning Opportunities	Obtain results of the highest quality in the design of documents intended to be reproduced in print. Improve the control of texts, images and illustrations, create publications of any type: books, posters, brochures, magazine.
Weblink	http://en.camaradesevilla.com/formacion/curso/306/

4. Economy And Management Of Museums And Cultural Spaces – Centro de Formación Permanente

Training Provider	CFP Centro de Formación Permanente
Course	Economy And Management Of Museums And Cultural Spaces Economía Y Gestión De Museos Y Espacios Culturales
Level	Formación Continua
Award	1,300 ECTS Credits
Target Groups	Individuals interested in receive training on subjects that concern museums and other exhibition centers, public administrations, companies in the cultural sector, or foundations.
Key Characteristics of the Learning Opportunities	To introduce the students in the strategies and techniques of direction, planning and management of a cultural space. To obtain knowledge to develop museum-museographic projects. Provide tools needed to manage a museum or cultural space. To know the importance of the museological plan as a basic working tool and to understand the criteria for its elaboration. Explain the museographic project as a management and coordination document. Develop communication strategies and techniques in the network. Acquire a legal and administrative knowledge base for work in museums, cultural centers or exhibitions.
Weblink	http://www.cfp.us.es/cursos/fc/economia-y-gestion-de-museos-y-espacios-culturales/2374/

5. Development Of The Technical Code Of The Building with Applications – Centro de Formación Permanente

Training Provider	CFP Centro de Formación Permanente
Course	Development Of The Technical Code Of The Building with Applications Desarrollo Del Código Técnico De La Edificación con Aplicaciones
Level	Formación Continua
Award	25,00 ECTS
Target Groups	Individuals interested in gaining knowledge and practice in of the interface of the different applications, both for the input of data and for the analysis and calculation carried out by the application, as well as the generation of the necessary documentation to be able to conform the projects
Key Characteristics of the Learning Opportunities	THE DIPLOMA OF EXPERT IN THE DEVELOPMENT OF THE TECHNICAL CODE OF THE BUILDING WITH APPLICATIONS BIM has as main objective to facilitate the knowledge and the use of computer programs developed by CYPE INGENIEROS, for the justification of the provisions of the TECHNICAL CODE OF THE BUILDING in the projects and works Of building, as well as the integration of them in the BIM environment. The objective of the course is to achieve an integration of theoretical knowledge acquired during academic training with the methods of analysis and calculation implemented in computer applications, all through real examples of buildings that have been or will be executed soon.
Weblink	http://www.cfp.us.es/cursos/feu/desarrollo-del-codigo-tecnico-de-la-edificacion-con-aplicaciones-bim/3331/

6. Art and Emotions: Didactic and Arteterapeutic Applications – Centro de Formación Permanente

Training Provider	CFP Centro de Formación Permanente
Course	Art and Emotions: Didactic and Arteterapeutic Applications Arte Y Emociones: Aplicaciones Didácticas y Arteterapéuticas
Level	Curso de Extensión Universitaria
Award	
Target Groups	Anyone interested in the course. Artists, psychologists, mediators, caregivers, health professionals, teachers, however it is not necessary to have knowledge about art.
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> -To understand the therapeutic, preventive and / or palliative possibilities of artistic creation. -Know through experience different ways of using art as a tool for personal development and contact with one's emotions. -Explore the range of creative didactic resources, through the knowledge of artistic processes of other cultures and artists or artistic movements. -Discover the possibilities of the imagination as a resource for personal enrichment and communication with others. -Stimulating self-confidence and appreciation of the power of one's own expression and respect for the creative and emotional processes of peers. -Generate experiential spaces very playful, that favor shared reflection, In climates of respectful and solidary coexistence. - Provide tools to improve emotional life and strengthen self-esteem through positive visions that favor facing difficulties, increasing security in one's abilities.
Weblink	http://www.cfp.us.es/cursos/feu/desarrollo-del-codigo-tecnico-de-la-edificacion-con-aplicaciones-bim/3331/

7. Creation of Coeducative Stories to Change the World – Centro de Formación Permanente

Training Provider	CFP Centro de Formación Permanente
Course	Creation of Coeducative Stories to Change the World Creación de Cuentos Coeducativos para Cambiar el Mundo
Level	Curso de Extensión Universitaria
Award	
Target Groups	Anyone interested in the field.
Key Characteristics of the Learning Opportunities	<ol style="list-style-type: none"> 1. Promote a space for training, involvement and reflection on equality and co-education from the creation of children's stories. 2. Encourage creativity and critical thinking through the ideation and elaboration of stories that contribute to the construction of egalitarian values. 3. Encourage the creation of coeducational stories and provide the basic tools to convert them into didactic material. 4. To create the conditions for the graphical elaboration of the histories
Weblink	http://www.cfp.us.es/cursos/eux/creacion-de-cuentos-coeducativos-para-cambiar-el-mundo/835/

8. Community Manager: Networks, Communities and Social Media Marketing – Centro de Formación Permanente

Training Provider	CFP Centro de Formación Permanente
Course	Community Manager: Networks, Communities and Social Media Marketing Community Manager: Redes, Comunidades y Social Media Marketing
Level	Expert Course
Award	15,00 ECTS Credits
Target Groups	Minimum level of training to access university studies or professional experience in the field of Social Media, Information Technology, Communication or business management.
Key Characteristics of the Learning Opportunities	To assimilate the basic principles on which the Social Web is based and to identify the trends of change that have the greatest impact in relation to entrepreneurship and business management. To give students the opportunities for personal and professional development offered by new digital technologies and the Social web phenomenon and online marketing. Develop technical skills in the management of tools and web applications related to the management of corporate presence on the web. Approach to the business reality of success stories related to the phenomenon of Social Media and the web 2.0.
Weblink	http://www.cfp.us.es/cursos/feu/community-manager-redes-comunidades-y-social-media-marketing/3324/

Other courses relating to creative industries in; Art and Restoration, Tourism, Culture, Leisure and Sport do not offer courses lower than Degree, honours or Masters level.

Tourism of Meetings, Organisation of Congresses and Events - MOCE - 500 hours
Masters Cámara escuela de negocios
Eco Efficient Rehabilitation of Buildings and Neighborhoods
CFP Centro de Formación Permanente

University of Seville
Anthropology: Management of Cultural Diversity, Heritage and Development
Architecture and Historical Heritage (Higher Technician)
Tourism Management and Planning.
Artistic Heritage and Latin American Exposure
Communication and Culture
Sculpture and History of the Arts
Conservation and Restoration of Cultural Heritage

Other Formation Level found -
Redacción de Textos

Dred
40 hours

Técnico Diseño Gráfico y Autoedición Adis Formación
ADIS Training
50 hours

Diseño Gráfico bajo
Linux Activa Sistemas
28hours

NATIONAL LEVEL REPORT: UNITED KINGDOM

This National Level Report has been undertaken by **Capacity London** the United Kingdom (UK) partner of the EfCI project. The report identifies and reviews vocational education relevant to the Creative Industries in the UK. As well as identifying and analysing a range of relevant VET provision, the report also provides context through analysis of the broader vocational education system in the UK and an overview of VET provision for the Creative Industries in the UK.

Creative Industries in the UK

The term 'Creative Industries' encompasses a wide range of productive activity and therefore, the idea has been interpreted in a number of ways over the years. Generally, definitions focus on ideas such as originality, artistry and vision, all of which underpin creative endeavours to some degree. A widely-accepted definition is that provided in UNESCO's 2013 Creative Economy Report, which described creative industries as "forms of cultural production and consumption that have at their core a symbolic or expressive element. However, the term itself is also used interchangeably with descriptors; creative industries have also been termed 'cultural industries', 'creative economy', and in Latin America and the Caribbean they are referred to as the Orange Economy.

The specific industries that come under these umbrella terms are also open to debate. John Howkins, author of 'The Creative Economy', claims that the creative economy comprises advertising, architecture, art, crafts, design, fashion, film, music, performing arts, publishing, R&D, software, toys and games, TV and radio, and video games. Others, such as David Hesmondalgh, goes further and claims that education industry, including public and private services, should also be considered as creative industries

It has also been suggested that there should be a distinction between industries which are open to mass production and distribution (film and video; videogames; broadcasting; publishing), and those that are primarily craft-based and are meant to be consumed in a particular place and moment (visual arts; performing arts; cultural heritage).

The creative industries make a significant contribution to the UK's economy on an annual basis and in the last decade alone, it has constituted the fastest-growing sector in the country's economy. As such, the creative industries also make up a substantial proportion of the job market in the UK; the sector includes an estimated 2.9 million jobs or 1 in 11 of all UK jobs. When referring to the 'creative economy' in terms of the labour market, this includes jobs which fall into two categories: jobs in the creative industries and creative jobs in non-creative organisations.

The importance of the sector in the UK economy is also reflected in the country's Gross Value Added (GVA). In 2015, the creative industries accounted for £87.4 billion of this, roughly equivalent to £10 for every hour. Furthermore, this contribution has been steadily growing over recent years; between 2010 and 2015, GVA rose by 34% in the creative industries, compared to 17.4% in the economy as a whole during this period. In total, the UK's creative industries contribute almost £90bn net to the country's GDP.

Creative Industries within the UK have always had a global outlook, and export overseas has had a huge role to play in the success of the sector. In 2014, Creative

Industries accounted for 9% of all UK export services, and grew by an impressive 10.9% between 2013 and 2014. And this is set to grow; UK industry, in partnership with the UK government, has created a growth strategy which aims to increase creative services exports to £31 billion by 2020.

Unsurprisingly, the main creative hub of the UK is centred around London. Forbes.com named the city the most influential one in the world, thanks to its “combination of efficiency and access to capital and information”. As well as this, the Creative City Index, produced by the ARC Centre of Excellence for Creative Industries and Innovation (based in Australia), ranked London in top place.

Entrepreneurialism

A high level of entrepreneurialism permeates through the creative industries in the UK, which complements the deeply-entrenched position they have within public institutions such as museums, galleries and national academies. As such, there is a higher than average rate of people working for themselves or in companies of five or less people than there are in other sectors. For example, within the performing arts sector, this rate stands at 88% compared to the national workforce average of 76%.

Furthermore, the UK has developed cutting-edge programmes in cultural entrepreneurship and leadership, the aim of which is to train and nurture the next generation of business leaders in the Arts and Culture sector. One of the most prominent examples of this is the Clore Leadership Programme which is aimed at developing and strengthening leadership across the cultural and creative sectors. The first of its kind in the UK, the CLP is funded by both private philanthropy and public funding and is aimed at practitioners in the visual and performing arts, film and digital media, libraries, museums, archives and heritage, and cultural policy. In the last 10 years, over 250 fellowships have been awarded and nearly 1000 ‘leaders’ have attended short courses provided by the programme.

Government Funding and Initiatives

Government funding can be a critical factor in affecting the growth of a particular creative industry within the UK; the film industry, for example, is proof of how beneficial this can be. The UK Film Council was set up in 2000 with the purpose of promoting the economic and cultural prominence of British cinema. One of its initiatives was to set up a special tax relief to offer breaks to films being produced in the country or for films which are considered culturally British – to enable this, a special scoring table was developed to rate films according to certain criteria. On the contrary, the computer game industry does not have access to similar tax credits and therefore many companies have thus moved their production abroad, particularly to countries such as Canada where such tax breaks do exist.

The Creative Industries Council (CIC) is a joint forum between the creative industries and the government which was established in June 2011 and includes partners such as Google, Facebook, the Publishers Association and the British Council. The Council focuses on areas where there are barriers to growth which affect the sector, such as access to finance, skills, export markets, regulation, intellectual property and infrastructure.

The CIC launched Create UK in 2014 as a growth strategy for the UK creative industries. It incorporated contributions from business leaders, government agencies and industry body representatives to set out an action plan for the next five years.

The 2016 strategy refresh, Create Together, focused on accelerating success in the areas of business growth, job growth, exports and inward investment. In particular, the refresh focuses on nurturing international trade relationships.

Regional initiatives also help to bolster engagement in the creative industries. For example, Creativity Works is a training programme supported by the Mayor's Fund for London, which aims to increase access for young people into the creative industries. Its focus is on increasing access to the sector and employability for 17-24 Londoners at risk of long-term unemployment. Creativity Works runs sector-specific work experience placements as well as general employability workshops and mentoring from industry experts within the creative sector. Courses include film, design, and fashion, and are organised occasionally and advertised on <https://www.createjobslondon.org/get-trained/creativity-works/>. The programme is initially funded from 2014 to 2017.

New Industries

Creative Industries as a broad sector is in a permanent state of evolution and Createch, an innovative hybrid of creativity and technology, is a prime example of one of the most cutting-edge and relevant developments that has come about in recent years. On June 13th, the first 'Createch' conference will take place in London, the aim of which will be to provide a definition of Createch, identify Createch's potential to contribute to economic growth and job creation, and set out the global proposition for the UK's Createch sector. This emerging industry incorporates virtual reality, artificial intelligence and augmented reality and opens up new possibilities for the next generation of creatives.

Vocational Education and Training in the UK

Vocational education and training (VET) is offered at most levels of the qualifications frameworks in the UK, starting at Entry Levels and continuing throughout Levels 1 to 8 (an overview of the levels within the UK education system is available via this link: <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>).

Although it is noted that a separate qualifications and credit frameworks exist in England and Northern Ireland from the ones in Scotland and Wales. VET is offered on a full-time and part-time basis and students may attend training on a block-release or day-release basis from employers or attend evening or weekend learning.

There are around 200 awarding organisations in the UK and several thousand accredited qualifications. Awarding organisations design and award qualifications while education and training providers deliver learning. VET providers include secondary schools, school sixth forms, sixth form colleges, further education colleges and higher education institutions. Further education colleges represent the largest group of VET providers offering education to learners that are 16 years or older, including a large number of adult learners. VET qualifications are offered through work-related Business and Technology Education Council qualifications, national vocational qualifications/Scottish vocational qualifications and other recognised vocational qualifications. School-based programmes that combine general academic study with vocational elements exist alongside broad vocational programmes and specialist occupational programmes that may take place both in a school setting and the work place.

Adult and continuing education forms part of the formal education system in the UK, but is also offered as informal and non-formal training by employers and training providers. Trade unions, employer organisations, sector skill councils and other social partnerships are involved in adult education provision, development of learning resources and anticipating labour market needs. Employers are encouraged to become more closely involved in skill development.

There is a complex institutional framework in the UK VET sector with the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS) sharing policy-making responsibilities in England. Furthermore, whilst there are similarities between the systems in England, Wales and Northern Ireland, the Scottish system is different in many ways to those of the rest of the UK. Different governance, regulation and quality assurance bodies exist in England, Scotland, Wales and Northern Ireland. The qualifications market in the UK is jointly driven by government policies and private interests. This has led to a large choice of qualifications and awarding organisations.

The UK has experienced increased youth unemployment in recent years and VET systems are subsequently under review to improve quality and relevance of VET to labour market needs. There is an aim to increase VET graduates and employees with intermediate skill levels as well as to decrease young people leaving school with low basic literacy and numeracy skills. Initiatives such as raising the age of compulsory participation in education or training to 18 years are being implemented in England and a place in education or training up to this age is already guaranteed in Scotland. Further challenges in England include a move to consider only 'good-quality' vocational qualifications as equivalent to general academic secondary subjects in terms of the school ranking exercise. It is hoped that more students will study subjects considered relevant in the labour market as a result and that this will help prepare

young people for a fast-changing world, as today's young people change jobs more frequently and technology advances quicker than ever.

Creative Industries VET Provison in the UK

Educational provision for the creative industries within the UK is internationally renowned for being exceptional in the quality of both the courses on offer, as well as the academic institutions in which they are taught. For example, there are a number of highly recognised art schools (such as the Liverpool Institute of Performing Arts and the Royal Academy of Arts), over 80 RIBA-validated architecture schools and the UK was a leader in developing dedicated digital design and games development courses.

There is also a vast amount of shorter vocational courses available in all areas of the creative arts for those wishing to get an introduction to certain areas or enhance their already-existing skills. However, many of these courses are not accredited in any way and, despite charging a fee, only offer a 'certificate of attendance' to learners upon completion. Accredited courses tend to be both longer and more specific, e.g. a year-long Level 3 diploma in graphic design.

In recent years, industry professionals have collaborated with Creative Skillset to assess and accredit the courses currently available which are best-suited to preparing young people for a career in the creative industries. These courses tend to be directly related to a specific industry (e.g. film production, fashion design, video games) and courses of the highest standard received the Creative Skillset Tick, an industry-recognised stamp of quality.

Creative Industries Courses in the United Kingdom

The information provided in the tables below provides basic information about the range of Creative Industries learning opportunities currently available in the UK, providing details of the training provider, courses offered, awarding body (where applicable), target groups and learner numbers. Descriptive analysis of the key characteristics of each learning opportunity is also provided, although it is noted that the purpose of this element is not to provide the type of detailed and comprehensive information that is already available online but rather to identify the key differentiating factors of each learning opportunity as they relate to the EfCI project.

1. Level 2 Award in working at Festivals and Music Events – Creativity Works

Training Provider	Creativity Works
Course(s) Offered	Festivals
Level(s)	Level 2
Awarding Body	Creativity Works
Target Groups	Young people not in education or training
Learner Numbers	40
Key Characteristics of the Learning Opportunities	This 10-week programme aimed to provide young people from London with the skills to work in festivals and music events. One aspect of the course included trips to the setup of Glastonbury festival with talks from its founder, teaching learners about what is involved in the organisation of a festival of this scale, and getting them involved in providing some creative input.
Weblink	https://www.createjobslondon.org/get-trained/creativity-works/past-creativity-works-programmes/creativity-works-festivals-2015

2. Short Courses in Creative Industries – City University London

Training Provider	City University London
Course(s) Offered	Short Courses in Creative Industries
Level(s)	N/A
Awarding Body	N/A
Target Groups	Anyone wanting to further their skillset for a career in the creative industries, generally those new to the industry or who want to refresh their knowledge for the modern market.
Learner Numbers	Up to 20
Key Characteristics of the Learning Opportunities	City University London offers a range of non-accredited short evening courses in the creative industries including Major Event Management, The Business of the Visual Arts, and Building a Career in Adventure & Travel Journalism. Each course runs over 10 weeks 3 times a year.
Weblink	http://www.city.ac.uk/study/short-courses/creative-industries

3. Level 2 Diploma in Skills for the Creative Industries Art & Design – Blackpool & The Fylde College

Training Provider	Blackpool & The Fylde College
Course(s) Offered	Skills for the Creative Industries Art & Design
Level(s)	Level 2 Diploma
Awarding Body	AIMAWARD
Target Groups	Learners who have not completed their full potential or qualifications at school with an interest in Art & Design - primarily young school leavers but also those who want to increase their knowledge and skills in this area and return to education.
Learner Numbers	Dependent on demand
Key Characteristics of the Learning Opportunities	This 1-year course is designed to equip learners with the skills with a fundamental understanding of the materials, techniques and processes used in the art and design process. It is a preparation for undertaking a Level 3 course in any creative industry sector or Level 3 creative apprenticeship.
Weblink	https://www.blackpool.ac.uk/course/va1fe64

3. Creative Enterprise FdA – Bath College

Training Provider	Bath College
Course(s) Offered	Creative Enterprise FdA
Level(s)	Level 5 Foundation Degree
Awarding Body	Bath College
Target Groups	Learners who have completed A-Level or equivalent qualification
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	In this 2-year course, learners develop skills and knowledge of creative and managing their own creative enterprise, through practical experience of managing in-house creative organisations such as theatre or talent management companies.
Weblink	https://www.bathcollege.ac.uk/product/creative-enterprise-fda-subject-to-validation

4. Skills for Work: Creative Industries

Training Provider	Various
Course(s) Offered	Skills for Work: Creative Industries
Level(s)	SCQF Level 5
Awarding Body	SCQF
Target Groups	<ul style="list-style-type: none"> ▪ Pupils from mainstream schools or other education establishments ▪ School leavers ▪ Adult returners to education ▪ Learners in employment who wish to enhance their career prospects ▪ Learners participating in 16+ programmes ▪ College students wishing to develop their skills and knowledge in the Creative Industries ▪ Trainees participating in preparation for entering employment ▪ Individuals involved in voluntary activities
Learner Numbers	Depends on provider
Key Characteristics of the Learning Opportunities	Learners will gain an awareness of the opportunities and jobs in the different sectors — and they will develop transferable employability skills specifically relevant to the Creative Industries sector
Weblink	http://www.sqa.org.uk/sqa/45507.html

5. Entrepreneurship for Creatives – Central Saint Martins

Training Provider	University for the Arts London - Central Saint Martins
Course(s) Offered	Entrepreneurship for Creatives
Level(s)	N/A
Awarding Body	N/A
Target Groups	Artists and other creative people who are seeking to develop or enhance their business skills in order to prosper in the current market, especially in digital formats
Learner Numbers	Depends on demand
Key Characteristics of the Learning Opportunities	This is a 4-day course costing £495. Through a series of workshops, you will learn how to focus, create a vision, negotiate a freelance commission, construct different types of networks, understand essential legal aspects such as Intellectual Property and help you to achieve your goals. There will be sessions on idea generation, publicity stunts, innovation, trend forecasting, crowdfunding, presentation and creating an inspired sales pitch.
Weblink	http://www.arts.ac.uk/csm/courses/short-courses/business--management-and-science/entrepreneurship-for-creatives/

6. Making Creativity Work – Creative Skillset

Training Provider	Creative Skillset
Course(s) Offered	Making Creativity Work
Level(s)	N/A
Awarding Body	N/A
Target Groups	Unemployed adults over 19 who are starting out in their creative careers with an ambition to work in the screen industries
Learner Numbers	Depends on demand
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • Learn about the UK's fastest growing industries • Understand what employers want and how to show you've got what it takes • Know where to look for work and which roles might suit you best • Learn how to become a Freelancer • Understand what employers want and need • Access to industry events • Gain a recognised <u>Production Safety Passport</u> • Receive the support you need to register as self-employed and apply for live jobs • Network with other freelancers and industry professionals • Kickstart your career at our exclusive recruitment event
Weblink	https://app.hiive.co.uk/opportunities/making-creativity-work-start-your-career-in-the-screen-industries/b4382b5d-ca32-4a61-90cf-82bc53a67309/#/

7. Preparing to Work in Creative Media – Level 2 Certificate/ Level 3 Certificate

Training Provider	Various
Course(s) Offered	Preparing to Work in Creative Media
Level(s)	Level 2 Certificate/ Level 3 Certificate
Awarding Body	ABC Awards
Target Groups	School leavers or anyone interested in a career in creative media
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	<p>The ABC Level 2 Certificate in Preparing to work in Creative Media is designed to give pre-entrant learners the generic skills and knowledge required to enter employment within in the Creative Media industries. The ABC Level 3 Certificate in Preparing to work in Creative Media recognises the application of a range of Creative Media user skills, knowledge and understanding.</p> <p>Learners develop their understanding of employment opportunities and career paths within the sector, their ability to promote themselves to potential employers, skills and understanding of the technologies associated within the sector skills and ability to plan and manage their own workload, presentation skills as a form of communicating information about ideas, and as a form of self-promotion, understanding of the different stages of a project, understanding of the importance of Health and Safety and the legal implications, and awareness of the importance of continuous professional development.</p>
Weblink	http://www.abcawards.co.uk/qualifications/qualification-by-sector/art-design-and-creative-industries/level-2-certificate-in-preparing-to-work-in-creative-media/

8. VET levels 1-3 in creative industries

Training Provider	Gateshead College
Course(s) Offered	Various subjects in the creative industries
Level(s)	Levels 1-3
Awarding Body	UAL
Target Groups	School leavers, 19+
Learner Numbers	N/A
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • A range of vocational qualifications across the three levels. • Practical, theoretical and professional skills • Opportunity to develop real-world skills and experience by spending part of the study time with key industry partners • Future-proofed qualifications • External experts delivering industry-relevant workshops, masterclasses, talks etc
Weblink	http://www.gateshead.ac.uk/courses/full-time/creative-industries/

9. SCQF levels 1-8 in Creative Industries

Training Provider	Edinburgh College
Course(s) Offered	Various subjects
Level(s)	SCQF Levels 1–8
Awarding Body	Various, including UAL
Target Groups	16+
Learner Numbers	Variable
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • knowledgeable staff with expertise in specialist areas with industry experience. • curricula designed to meet the needs of industry and • continual commitment to the highest academic standards and excellence in learning and teaching
Weblink	http://www.edinburghcollege.ac.uk

10. Vocational short courses for Freelancers

Training Provider	BECTU
Course(s) Offered	Various day or two-day courses
Level(s)	n/a
Awarding Body	BECTU
Target Groups	Freelance workers in media and entertainment union
Learner Numbers	varies
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • For members and non-members of BECTU • Social Media for Business; Beyond Redundancy; Finance for Freelancers; Maximising online presence etc • Taught by BECTU trainers at BECTU centres • not accredited by independent qualification provider/assessor
Weblink	www.bectu.org.uk

11. Post-graduate certificate in Creative Professional Development

Training Provider	University of Portsmouth
Course(s) Offered	PgCert Creative Professional Development
Level(s)	Post graduate
Awarding Body	University of Portsmouth
Target Groups	University of Portsmouth graduates
Learner Numbers	n/A
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • Develop leadership and management skills • Benefit from a flexible approach to study • Learn about key themes including research, professionalism, enterprise, planning and project management • Get insight into working for an existing employer or setting up your own business • Find out about creative and industrial practices useful for your own career development • Attend the Faculty of Creative and Cultural Industries' guest lecture and events programme • Have access to our library's electronic resources 24/7, including thousands of ejournals and newspapers
Weblink	https://www.port.ac.uk/study/courses/pgcert-creative-professional-development

11. Creative Enterprise – Professional Diploma

Training Provider	University of Portsmouth
Course(s) Offered	PgCert Creative Professional Development
Level(s)	Level 4
Awarding Body	UAL
Target Groups	18+
Learner Numbers	n/A
Key Characteristics of the Learning Opportunities	<ul style="list-style-type: none"> • to provide students with the skills, knowledge and understanding necessary to develop their careers as creative professionals. • To provide students with an opportunity to cultivate their employability by developing their creative enterprise skills, expanding their industry contact base while developing their start-up projects and professional practice. • Develop and demonstrate enterprise and entrepreneurial skills necessary to the creative industries • Develop and define their artistic ambitions and creative ideas • Build up their professional practice and independently initiate their creative projects • Achieve a nationally recognised Level 4 qualification
Weblink	https://www.harlow-college.ac.uk/study-options/vocational-courses/item/creative-enterprise-media-graphics-illustration-fashion-promotion-photography-professional-diploma-2019-20?category_id=12

TRANSNATIONAL LEVEL REPORT

The work undertaken for Intellectual Output 1 has consisted of National Level Reports composed by each member of the ECVET for Creative Industries Partnership that assess the availability and suitability of formal VET learning opportunities relating to the Creative Industries in each of their countries. This has been achieved by identification of relevant VET courses in each participating member state and assessment of take up (and where available, the total number of learners enrolled and qualifications achieved), with findings summarised in each report. Each individual report also consists of an analysis of the nature and role of the Creative Industries within each individual member state. This report will then review the responses on a transnational level, and will conclude with a comparative analysis at both national and European level.

European Context

It is important to note that ECVET qualifications of the type developed by the ET for Creative Industries Partnership that use a credit system based around units, learning aims and assessment criteria do not exist in isolation but need to be considered in the context of the relevant Qualification Frameworks and the related processes for accrediting and recognition of qualifications.

At the European level, the work of the ET for Creative Industries partnership has been undertaken in the context of the work towards developing the European Qualifications Framework (EQF). The EQF was initially adopted in 2008 and since then has facilitated a significant shift towards a learning outcomes-based approach. All EU Member States are currently working towards National Qualification Frameworks (NQFs) for Vocational Education and Training (VET) that are based around learning outcomes and thus able to support credit-based qualifications. However, there are significant variations between countries as to the extent of progress regarding the development and implementation of these NQFs, including within the Member States represented within the ECVET for Creative Industries Partnership.

National Level Report Summary: Ireland

Ireland has a long tradition of creative expression that has been supported by successive Irish governments who recognised the importance of the contribution the Creative Industries could make to sustainable economic growth. However, following the 2008 economic crash, funding and resources suffered significantly and today Ireland remains at the bottom of the EU table for investment in Arts and Culture.

Recently, though, Creative Industries are once again being viewed as important to both economic and social development and potentially crucial to Ireland's economic future post Brexit. Dublin is the hub for Ireland's Creative Industries and industry as a whole though the city's high cost of living means traditional crafts and music are a big industry in the Western region of the island, where the cost of living is more affordable.

Events such as the celebrations of the centenary of the 1916 Rising, have brought an increased investment in culture and creativity in an effort to revitalise

national pride and identity with a recognition of the importance of Creative Industries for wellbeing as well as the economy. The Creative Ireland initiative launched in December 2017 involves public, private and third-sector organisations and among its objectives, seeks to develop creative potential from every child to local communities and to invest in artists and Creative Industries.

Despite this revived commitment to investment in and the development of Creative Industries along with, since 2013, an increased emphasis on FET and VET training, which is coordinated and funded centrally, there is currently only one course in the country that focuses specifically on Creative Industries as a concept. There is, however, a wide range of courses available in each individual creative area, with much crossover. In 2012, the government created Quality and Qualifications Ireland (QQI) to develop awards and standards; maintain quality assurance; facilitate the recognition of qualifications; and review education and training providers, amongst other related activities – but not actually develop courses and programmes.

Irish vocational qualifications are organised along EU guidelines in a 10-level system called the National Qualifications Framework (NQF): this allows for easy comparisons of qualifications between different countries. Usually VET qualifications are usually NQF 5 and 6 with some at level 7. Since 2008, there has been an increased take up for VET courses in Ireland as a viable alternative to more academic higher education pathways.

National Level Report Summary: Italy

The Creative Industries form an important component of the Italian economy and also have huge social and cultural significance for both modern Italy and historically. In 2012, 460,000 cultural and creative enterprises produced 7.5% of the total of national economic activity, which had grown by 3.3% compared to the previous year. This represented the highest growth within all of Italian industry and these enterprises employed nearly 1.5 million individuals. More importantly is the Creative Industries' multiplier effect on other areas of the economy: trade, tourism, construction and agriculture. For 2012, the multiplier of 1.7 meant that added to the 80.8 billion euro generated by the cultural sector was a further 133 billion of indirect benefit. The Creative Europe Framework Programme 2014/2020 and its expected 10% of financing destined for culture, will stimulate further development of this strategic sector.

In Italy, VET tends to operate at a more local and regional level than a national one and the qualifications are work related. These types of courses are designed to enable the learner to acquire knowledge and skills that are required by the national occupational standards to be able to perform a particular job. Over the last twenty years, training in the sector of cultural management in Italy has been fragmented and weak though regional governments have tried to respond to the new requests by supporting a growing number of training initiatives, especially with the use of European funds. These courses tend to be localised, short in duration and not highly qualifying, so the framework is not robust. Moreover, the majority are focused on specific organisations rather than local cultural/economic/social development (a minority). The academic training at

university level is very popular but despite having the highest number of students enrolled in cultural university courses, Italy has a low number of employees in the same sector.

National Level Report Summary: Poland

While the term creative industry has been used for many years in Poland, its official definition has not yet been officially specified and it is still in the process of 'separating' from other forms of industry. In 2013, Creative Industries generated 50 billion PLN and are a significant exporter of creative products and services, especially design. However, while its importance to the national economy is undeniable, national authorities do not seem to be so keen on promoting the sector. While employment within Creative Industries is generally more centralised (in bigger cities and richer regions) than it seems to be for other sectors, it is mostly regional authorities that recognize the sector's potential benefits to local economies and development.

Across the country, the Creative Industries face similar problems: principally, lack of funding and lack of management/business expertise. However, competition; fluctuating or lack of demand; and red tape and legal provisions are also recognized as obstacles to growth of this sector.

Employment within the Polish Creative Industries is dominated by opportunities related to artistic creativity, literature and cultural institutions: In 2008, two-thirds of economic output was produced by publishing, programming and libraries, museums and historic buildings. The creative sector in Poland is still expanding: the UNESCO Creative Cities of Krakow (for literature) and Katowice (for music) both base their sustainable development strategies on the creative economy.

VET exists at a national level for young adults in vocational schools, technical schools, and post-secondary (non-tertiary) levels and for adults in IVET schools, continuing education centres and practical training centres. However, The Polish Government, educators and society don't consider the provision of VET in Creative Industries to be a priority; attention is much more aimed at science and IT and the trades such as building, welding, hairdressing. For handicrafts, apprenticeships are offered on the job in SMEs. In the Sub Carpathian region for example, out of 800 courses offered in 22 VET centres, only 10 could be somehow connected with Creative Industries and not even one of them brings up the entrepreneurial issues of working in those fields.

National Level Report Summary: Spain

In 2009, the creative economy in Spain included 64,484 businesses and 706,871 workers with a clear predominance of services like advertising, architecture, design, etc (just over half), compared to cultural industries (over one third). As with Italy and France, Spain historically specialised in heritage and arts (also termed 'traditional Creative Industries'), however there has been a shift change in recent years and these industries now account for less than one tenth of creative industry occupations. Recognising that Spanish Creative Industries

needed to be supported, the government created 'Marca España' in 2012, aimed at strengthening the country's image, both within Spain and beyond its borders.

In Spain, nine of every ten creative economy jobs are located in urban areas, especially in Madrid (containing the largest concentration of Creative Industries in the country), Barcelona and Bilbao. Seville was ranked the eighth-highest city out of 25 growth regions in Europe between 2001 and 2006 with creative and cultural industry growth just under three times the average annual national employment growth in the same period. Seville is the leading administrative and economic centre of southern Spain, and also is a hub for creative and cultural industries. It has been recognised by the UNESCO Heritage Register for its promotion of the history and art of its music but, due to factors including support provided by the government, the art market, performing arts, design industries and architecture are all showing signs of development.

VET in Spain can be either formal or informal. The former exists within the education system and within the national employment system, with the Ministry of Education concerned with the former and the Ministry of Employment with the latter. VET programmes come under an umbrella of a system that exists at a national level and lead to formal qualifications. A recent reassessment of the provision of education, LOMCE, will: revitalize professional learning in Spain; involve companies in the learning process; and factor in the requirements of different professional sectors to training, with the aim to reduce Spain's youth unemployment to become more in line with that of neighbouring countries.

These changes have created a new basic qualification that aims to change public perception of the VET pathway. Following on are opportunities for intermediate and advanced levels of VET. There is also another VET pathway designed for young people who do not want to go into full-time academic education with a part of the training being offered in a training company.

National Level Report Summary: United Kingdom

The Creative Industries make a significant contribution to the UK's economy on an annual basis and in the last decade alone, it has constituted the fastest-growing sector in the country's economy. As such, the Creative Industries also make up a substantial proportion of the job market in the UK; the sector includes an estimated 2.9 million jobs or 1 in 11 of all UK jobs. The importance of the sector in the UK economy is also reflected in the country's Gross Value Added (GVA), which, between 2010 and 2015 almost doubled compared to the economy as a whole during this period. In total, the UK's Creative Industries contribute almost £90bn net to the country's GDP.

There is a high level of entrepreneurialism permeates the Creative Industries in the UK and a majority of people working in them are sole traders or part of SMEs with five staff or less. Cultural entrepreneurship and leadership training is dynamic and pioneering such as the Clore Leadership Programme funded by government and philanthropists. Government support is crucial and highly beneficial to the success of and local development of Creative Industries – the

British Film Industry is a prime example. The UK also has the Creative Industries Council, which focuses on areas where there are barriers to sector growth. The main creative hub is centered on London, but there are regional initiatives too .

The UK has a complex institutional framework for VET, with Department for Education and Department for Business, Innovation and Skills sharing policy-making responsibilities. Educational provision for the Creative Industries at tertiary level within the UK is internationally renowned for being exceptional in the quality of both the courses on offer, as well as the academic institutions in which they are taught. There is also a vast amount of shorter vocational courses available in all areas of the creative arts for those wishing to get an introduction to certain areas or enhance their already-existing skills. However, many of these courses are not accredited in any way and, despite charging a fee, only offer a 'certificate of attendance' to learners upon completion. Accredited courses tend to be both longer and more specific.

Transnational Analysis

The Creative Industries concern the production and distribution of original goods and services and range from architecture and advertising, crafts production, fine art and music to technology-reliant activities such as digital media and design. Throughout Europe, they have a vital economic function but also, because of a frequent dependence on local, younger work forces, they are a key component of local and sustainable economic development. During the 2008-12 recession when overall in the EU, the level of employment fell, these areas experienced growth.

Despite an increasing importance to GDPs and to employment in the partner countries, there is wide variation in both governmental support for the Creative Industries as well as training opportunities. In the partner countries, such opportunities are largely non-accredited and/or region or country-specific, with the consequence that such training as exists does not serve to help workforce mobility in this sector.

Creative Industries Today:

Around the world, Creative Industries are being looked upon in a new light as one area of current human production that cannot be replaced by technology. Creative Industries have in recent years quickly become one of the most promising business sectors worldwide. The interest in Creative Industries accelerated due to a combination of globalisation of communications and recent advances in digital technology. Creative industries are also seen to foster productive knowledge-based economy and higher quality of stable employment. Following the 2008 crash and subsequent austerity, international institutions, local and national governments have entered creative industry developments into their agendas as a possible response to the recession.

National & Local Creative Industry Initiatives:

Whereas some countries' governments, such as Ireland's, have come to recognise the value of the sector to economic and social development as a whole, others such as Poland's are giving it scant financial support. Still, the importance of Polish Creative Industries is considered comparable to the other European countries (both in number of people working in this area, and in its GDP percentage). Ireland has implemented a 5-year plan to invest in and promote the sector and even recognizes the value of the sector to individual wellbeing.

All the Member States of the Partnership have a historical context of traditional Creative Industries, but these usually play a more minor role today compared to digital media, design and other service areas such as architecture and advertising. Nevertheless, each of the partner countries celebrate their respective design and creative traditions and see this as an important foundation upon which their national creative identity is based.

Geographical Spread of the Creative Industries

Across Europe, employment within the Creative Industries is generally more centralised than other sectors, with main creative hubs emerging in cities. This was certainly the case in the partner countries. Some cities were identified as having a focus on certain creative sectors, for example Kraków, Katowice and Łódź (literature/crafts, music and design respectively) and Seville (especially the history and art of its music), whereas others, such as Dublin, Warsaw and London, being larger cities, are home to a broad spectrum of Creative Industries. In general, digital media, design, architecture and Creative Industries with more of a technological focus are found in urban centres.

There is also regional differentiation: for example in Poland, the southern and western regions are much more economically developed as a whole due to Poland's geo-political history. The eastern and northeastern regions remain economically in their shadow even today and provide very little opportunities for CCI employment in particular. Italy too has quite a regional bias and in Ireland, small, mostly craft-based businesses, as well as artists and musicians are often found resident in the west of Ireland, where the cost of living is inherently more affordable.

Vocational Education Training (VET):

At the European level, as noted above, progress with the development and implementation of NQFs across the ECVET for Creative Industries Partnership Member States of Ireland, Italy, Poland, Spain and the United Kingdom varies significantly and is also a fluid situation subject to ongoing developments.

For example, Ireland and the UK have fully developed NQFs within which all vocational qualifications are organised around units, learning aims and assessment criteria. This facilitates a high degree of mutual recognition of Irish and UK qualifications – for example, the Entrepreneurship for European Creative Industries qualification developed by the ECVET for Creative Industries Partnership is recognised as a Level 3 Award by Ofqual in the UK and as a Level 5

Minor Award by Quality and Qualifications Ireland (QQI). Of course, the shared use of English across the VET systems in both countries is significant factor here, making processes such as mutual recognition of qualifications much easier than in the context of VET systems using different languages.

The NQFs within the VET systems in Italy and Spain are not yet at implantation stage and do not support the development, accreditation and recognition of credit-based qualifications based around learning outcomes. However, it should be noted that in Italy there are variations between processes for accreditation and recognition of qualifications at regional and national level, with regional authorities offering potential options for the accreditation of ECVET based qualifications of the type developed by the ECVET for Creative Industries Partnership.

Poland has developed an NQF for VET and was beginning to implement this during the early stages of the ECVET for Creative Industries Partnership. This meant that at the outset of the project it was assumed that it would not be possible to achieve accreditation and recognition for the qualification developed from the perspective of the ECVET for Creative Industries Partnership within the Polish VET system. However, this was a fluid situation and the progress made with the implementation of the Polish NQF meant that this did become possible during the project's lifetime.

All of the partner countries have a VET system that offers qualifications relevant to the Creative Industries, though this it is not always a formal or accredited training, supported by the government. Often, where it exists, VET is very localised. In Italy and Poland, there is no national structure or real framework, whereas in the UK and Ireland, both formal and non-formal training is available and accredited. Similarly, Spain has a very developed and flexible VET framework compared to Italy and Poland, but still there is no national accreditation body as there is in the UK and in Ireland. Of all the partner countries' VET training, the UK's is the most developed and robust.

In Italy, there is a lack of national VET at a similar level to the UK's levels 2–4 (the EU's 3–5). Where it exists, it is offered by the regions. VET also exists at post-higher education levels and in adult and continuing education. With specific reference to the Creative Industries, there are sector-specific, often post-graduate courses aimed at training graduates or those already in creative professions looking for professional development to work in organisations in the field of cultural management or film, fashion, publishing etc.

In Spain, the result of recent VET changes is flexibility not only in the vertical progression in VET, but also horizontal flow between different educational levels. While these opportunities exist, In Spain, there is no existing equivalent to the VET awarding organisations and institutional frameworks that exist in the UK and Ireland: instead, there are independent organisations, companies and training centres, which all offer training that is not regulated by any governmental framework or officially approved by the Ministry of Education and which either issue their own certificates or in many cases do not give certificates

at all. These courses are deemed non-formal and such training can be accepted for positions in the private sector, but only candidates with certification in one of the courses listed on the national register would be considered suitable for enrolling for a university degree and appropriately qualified for occupations in public administration. Both types of training are occasionally provided through the collaboration of companies with one another to form joint-training programmes.

In Ireland, unlike Spain, Italy or Poland, VET is provided primarily within the FET sector, with some courses also available in higher education largely through Institutes of Technology, of which there are 14 across the country. Most VET in Ireland takes place within the state sector, although there are many recognised private providers too. In Poland and Italy, there are either no private providers or the training they offer is purely for the private sector, as the public sector does not recognize their qualifications.

With respect to the educational opportunities related to Creative Industries available at a European level, it is apparent that there is a distinct lack of courses that can be transferred within the ECVET system. VET courses focusing on the Creative Industries that are available within individual countries in Europe vary widely both in terms of the target students/level of courses and their focus.

Conclusion

The individual country reports were shared between the partners, so each was able to gain a strong understanding of i) the state of the Creative Industries in the other partner countries as well as ii) an awareness of the VET provision in the partner countries in general and iii) types of vocational training in these countries as well as their own that are pertinent to the Creative Industries.

The Transnational Level Report focused on the key features of the National Level Reports and sought to highlight any comparisons and similarities. What we have found is that while the Creative Industries exist in all the partner countries, there are notable differences regarding the individual historical contexts in which they exist, the support Creative Industries are afforded by local and national governments and the training opportunities offered. Importantly, non-accreditation is a weakness of the system on the Continent. The quality of awards, as well as concerns about variability in delivery standards, a lack of flexibility and insufficient support for providers are problems especially in Poland, Italy and Spain.

It seems that although there is now more opportunity than ever before to study courses related to the Creative Industries, there is nevertheless a distinct lack of accredited courses available. The need for a more collaborative, European-wide approach remains in order to maximise opportunities and assist those who wish to find work in the Creative Industries throughout Europe.