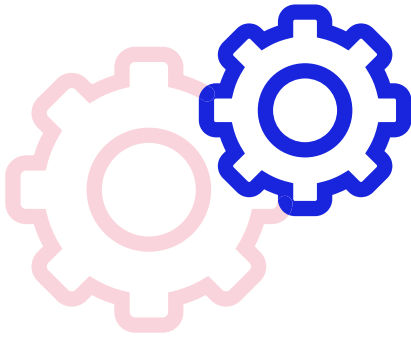


DeuS

MANIFESTO

v.1 Dec 2021



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



CONTENTS

The DeuS Manifesto	4
The Pact For Skills - a new EU strategy to support regional implementation	4
About DeuS	5
Mapping skills needs in the CCI's	6
VET and education within the Cultural and Creative Industry	8
Examples of excellence	9
Run your own business	9
Forging win-win partnerships with industry.....	9
Coaching an entrepreneurial mindset	10
Practice orientated approach through internships	10
VET school with business incubator	10
A VET alternative to HEI (an Italian model)	11
A transforming experience where business meet new generations.....	11
The DeuS CreatiVETours	13
The DeuS think-tank actions	14

LIST OF ABBREVIATIONS

DeuS	European Open Design School for regional sustainable development
VET	Vocational education training
CCI	Cultural and creative industries
CCS	Cultural and creative sector
GDP	Gross domestic product
HEI	Higher education institutions
WBL	Work based learning
ITS	Istituti tecnici superiori (Italy)
SME	Small-medium enterprise
EU	Europe
EC	European Commission
UK	United Kingdom

THE DeuS MANIFESTO

The DeuS partnership has been working on identifying the training needs of the Creative and Cultural Industries ecosystem and developing innovative methodologies that can effectively respond to such needs, not just in terms of content but also, fundamentally, delivery methods suited to the creative professionals within this sector.

During this journey, policy orientated learnings, reflections and observations have resonated within the DeuS partnership and form the inspiration for this Manifesto.

What are the training and upskilling needs of the Creative and Cultural professional?

As in other economic sectors,

how can VET be a viable alternative for the creation of future CCI professional generations?

THE PACT FOR SKILLS: A NEW EU STRATEGY TO SUPPORT REGIONAL IMPLEMENTATION

The European Commission has launched the [Pact for Skills](#), a shared engagement model for skills development in Europe. Originally launched in November 2020, it has recently seen the first actions also for the Creative and Cultural sector with an opening conference (where DeuS was presented as a good practice) and the organization of a steering committee coordinated by ECBN (European creative business network).

In the Pact For Skills, companies, workers, national, regional and local authorities, social partners, cross-industry and sectoral organisations, education and training providers, chambers of commerce and employment services all have a key role to play.

The Pact is considered a way to support a fair and resilient recovery and deliver on the ambitions of the green and digital transitions and of the EU Industrial and SME Strategies and that is why, the Commission invites public and private organisations to join forces and take concrete action to upskill and reskill people in Europe.

The reflection by the DEUS partnership in this Manifesto is a starting point and contribution to the work of the pact for skills for CCIs.

ABOUT DeuS

DeuS is an Erasmus+ Vocational Educational Training (VET) project that aims to co-create a european-wide learning and training approach in critical thinking and entrepreneurship to find participatory, creative and cost-effective solutions to local challenges, by unlocking the potential of the cultural and creative sector.

The DeuS project is shaped around the unique [Open Design School](#), a pillar project of [Matera 2019](#) (Italy), European Capital of Culture. It is a design laboratory using a peer-to-peer challenged based approach, where professionals of any discipline work together and share knowledge and expertise while designing, prototyping, delivering and testing design solutions for the city.

DeuS works as a “think and do tank” where professionals with different backgrounds can upskill and re-skill while responding collaboratively to current societal and economic challenges.

The objectives of the project are closely connected to the spirit and aims of EU programmes including the [Pact for Skills](#), the [New European Bauhaus](#) and the first ever Knowledge and Innovation Community (KIC) scheduled to start in spring 2022. All evidence of how the economic, social and political importance of CCI is growing and the opportunities for change.

OUTPUTS

- + [facilitate professional skills development](#) (entrepreneurial/digital/transversal) for the CCI ecosystem
- + [develop a learning approach](#) for Creative and Cultural professionals, [DeuSComp](#), that is employability-driven and builds on non-hierarchical, peer-to-peer, learning by doing and challenge based pedagogies
- + [establish Living Labs](#), [DeuS Living Labs](#), as creative and collaborative processes that harness the heterogeneous perspective of multidisciplinary teams to identify solutions for challenges found within local communities, generating scalable solutions
- + [launch a Creative Knowledge Platform](#) dedicated to supporting the CCI ecosystem

MAPPING SKILLS NEEDS IN THE CCIs

The [DeuS Stakeholder needs analysis](#) (August 2020) outlines research on the challenges faced by the CCI sector in relation to skills needs, education and training, cross-sectoral collaboration and co-working, and economic sustainability.

TOOLS

Online surveys, case studies, focus group workshops and a literature review engaged with

CCI practitioners, CCI employers and business owners, CCI educators, as well interdisciplinary stake-holders including researchers, policy-makers and advocacy groups

FINDINGS

Identity

- + CCIs are fighting for a clear identity and recognition of their value, both economically and culturally.
- + The term CCI has been used in academia and by policy makers, however it may not be a term that is widely recognised by CCI professionals.

Potential

- + The CCI sector as a whole is highly valued at national governmental level and promoted as a future solution to job creation, improving wealth and GDP.
- + There is a need for greater monitoring and evaluation to help policy makers/ funders understand the economic value of CCIs.
- + There persists a need to overcome the separation between arts, science and technology

Perception

- + Only 34% of freelancers believed that their formal education had prepared them to earn a living from their practice.
- + Formal education does not equip CCI professionals with the smart business skills needed to develop an idea: funding, intellectual copyright, finance & budgeting.
- + More training is needed on soft skills: creativity, problem solving, critical thinking, emotional intelligence, communication and leadership skills.

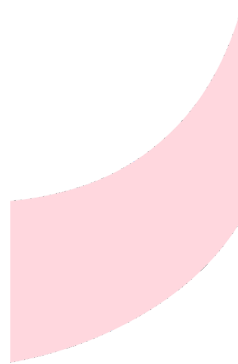
Delivery

- + Learning is most effective when academic knowledge is combined with practical know-how and experience in the workplace (learning by doing, experiential learning).

+ Peer to peer and multidisciplinary learning is recognised as the most effective form of informal learning, particularly for acquiring soft skills and stimulating innovation (*co-creation in education*).

Collaboration

- + The majority of freelancers need collaboration to develop their project and depend on others' skill set.
- + The CCI ecosystem needs greater cross-sector cooperation and engagement with local communities
- + Facilitated networking opportunities are needed, to support and run formal collaboration/cooperation projects including physical spaces to stimulate collaboration
- + Industry engagement with education programmes enriches the curriculum making it fit for purpose, while also providing opportunities for wider collaboration and live projects for learners



The DeuS research clearly showed how the paths for education leading to professionalisation in the sector is mostly happening through higher education (university or academia) and non-formal learning organized by the sector itself.

Across Europe, there is no (or limited) space for alternative education pathways through VET.

Some exceptions include well established systems like that in the UK, but their focus is more on ensuring equal opportunities for young generations to enter in the sector (HEI is very expensive and not for everyone, while VET paths are open to all groups in the society). Focus is not given on how VET 'methodologies and tools' can help reduce the distance between CCI skills gaps and training opportunities.

This outcome, relevant for the future [Pact for Skills](#) initiative launched by EC for the sector in 2020, requires a dialogue within the sector but also between the sector and stakeholders relevant to design policies and programs.

VET AND EDUCATION WITHIN THE CULTURAL AND CREATIVE INDUSTRY

Under the conditions of global competition, innovation is essential for a companies' survival. Creative workers who can contribute to innovation are in increasing demand. Schools and training institutions need to respond to this shift in competence requirements by adjusting their pedagogical practices, including assessments, curricula, and learning environments.

The creation of important prerequisites for innovative processes in vocational education and training is both a possibility and a necessity.

Collaborative and interdisciplinary skills will become key in the future along with a robust set of entrepreneurial, managerial, technological, cross-sector and wider digital skills.

The CCI ecosystem must be equipped with a complex and varied expertise to translate creativity into a viable commercial activity.

This unique asset can support the educational sector, through developing a creative mindset and also through designing new flexible educational tools.

As aforementioned, there are models where VET and CCIs work together.

The case of the UK is a good example of how the learning path designed in VET is working to give future professionals with limited resources the opportunity to gain knowledge and hands-on experience, in what really means to work or to become a freelancer, in the creative and cultural sector.

This model optimises WBL (work based learning) and apprenticeships but also tailored programs for startup and entrepreneurship education within the sector.

It is important to highlight that, for VET to work well in any sector (not just CCI), active engagement with companies is needed. Exchange with educational providers is fundamental to share current and future skills needs of both companies and professionals within the sector and beyond.

EXAMPLES OF EXCELLENCE

A number of VET organisations and higher education institutions are working with successful models to effectively educate the Creative and Cultural Professional that typically advocate pragmatic learning by doing based solutions with dedicated focus to entrepreneurial upskilling.

Such examples can be an inspiration across Europe. The Deus partnership has identified the follow models, represented by case studies:

MODEL 1

Run your own business

TIIMI(AKATEMIA) (TEAM ACADEMY BUSINESS)

FINLAND

Learning is achieved by doing business.

Instead of courses and lectures, the students complete the degree of Bachelor of Business Administration by working as entrepreneurs in their own companies.

At the beginning of their studies the students are divided into teams of 10-15 people, and each team starts a company of their own.

The 3,5 year course ends with a round the world trip for the team, funded by the company's business profits.

MODEL 2

Forging a win-win partnership with industry

HYPERISLAND

WORLDWIDE

Offers a range of immersive programs and intensive courses blending students, professionals, and executives.

Learning by Doing, “where learning isn’t confined to a classroom or even a course, it is a way of life. Learning means being constantly engaged, passionate, trusting and curious about the changing world – and by doing”.

They collaborate with leaders and experts to anticipate industry needs in a world where innovation drives disruption.

MODEL 3

Coaching an entrepreneurial mindset

START ENTREPRENEURSHIP PROGRAMME

UK

A knowledge exchange initiative to support the professional development of students within the creative arts.

With the aim to build up enterprising mindsets, students doing Fine Art or Performance, for example, need to be as encouraged and empowered as those interested in Artificial Intelligence or Fashion Tech.

Enterprise workshops, coaching sessions and industry talks, for students to develop their own business ideas.

MODEL4

Practice orientated approach through internships

COPENHAGEN SCHOOL OF DESIGN AND TECHNOLOGY (KEA)

DENMARK

Offers practice-oriented, higher education developed in close cooperation with the business community and educational institutions.

Combining theory and practice and getting close to the business community and the job market - to achieve this, competitions are used and internships are mandatory.

- Workplace internship
- Entrepreneurial internship
- International internship

MODEL6

A VET alternative to HEI (an Italian model)

APULIA DIGITAL MAKERS - ITS

ITALY

ITS is not really VET nor HEI but is a new model developed in Italy to connect a professional education with companies. Foundations are created with public private partnerships but mainly by educational institutions from VET and companies representing the sectors where ITS trains students. Companies have a double advantage:

- They inform the educational bodies of how to structure programs around the real needs felt in the sector
- They can hire students soon after they complete their training in the ITS

Apulia Digital Makers has a number of learning paths for the creative and cultural sector such as digital artists, 3D artists, multimedia producer.

MODEL 5

VET school with business incubator

SEPR - L'ECOLS DE METIERS

FRANCE

VET provider based in France offering paths in different sectors of culture and creativity. The main offer is based on Vocational courses and apprenticeship programs. The peculiarity of this VET center is not only to be one of the few in Europe offering such a structured pathway but to have, for the learners, a business incubator where they can put into practice the knowledge gained and mix them with entrepreneurship education and startup facilities.

MODEL 7

A transforming experience where business meets new generations

EQ THINKING MODEL (MINDED VDU)

LITHUANIA

A model that consists of three steps which are supported by selected methodologies and toolboxes.

Step 1: EXPERIENCE - to create meaningful experiences for individual, team and partners. The main methods in this step are based on experience design, positive psychology, the narrative approach, and coaching.

Step 2: CREATE - to design any kind of idea and prototype them within the value-creating process. During this step the core element is working in interdisciplinary teams while solving the “real-life” cases and challenges of business companies, social organisations, communities.

Step 3: INITIATE - to bring ideas to life by making a real impact on the business or social community. Competences gained in “Experience” and “Create” steps are practically cultivated in “Real-life” context.

DeuS CreatiVETours

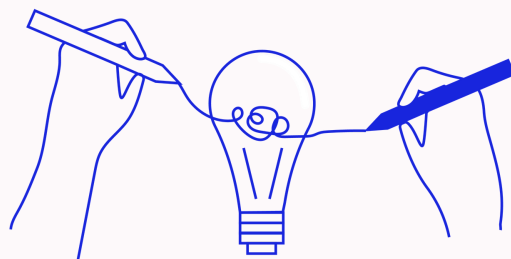
The numerous activities and dialogue with stakeholders throughout the DeuS journey have inspired the partnership to create this Manifesto.

Between 2020 and 2021 over N°300 stakeholders from cross Europe have been directly engaged with during focus groups, workshops and DeuS living labs including;

- Staff at VET and/or Higher Education
- Teacher, trainer, facilitator in arts & culture
- Project manager in national or EU arts/culture project
- Regional or national governmental body representative
- Arts / Culture sector entrepreneur
- Researcher
- Freelancer

In particular, CreatiVETours organised throughout Europe towards the end of 2021 provided an opportunity to not only share the DeuS outputs but also exchange ideas on future educational methodologies for the CCI ecosystem and the scalability potential of examples of excellence.

The DeuS think-tank actions reflect the accumulated experience of the DeuS partnership.



THE DEUS THINK-TANK ACTIONS

Recommendations on the conditions needed to help VET shape future CCI professionals and stimulate creativity cross sector

One size does not fit all

tailor made flexible learning pathways are the key for CCI
Each professional has unique training needs.

Individual learning accounts

ensure that everyone has access to quality training opportunities that are tailored to their needs, at all times – whether currently employed or not, to learn whatever they need to improve their career prospects and fulfil their potential.

Training development through co-creation

with companies involved in the design of the educational offer thus ensuring that the learning experience will respond to real market needs.

Real life challenge based learning is the future

methodologies that guide multidisciplinary, non hierarchical teams to identify creative solutions to real problems, while learning and doing at the same time

Cross-sector collaboration and multidisciplinary

enhance informal learning while providing new competences to creatives and innovation to other sectors

Physical spaces play a fundamental role

to support informal peer-to-peer knowledge exchange, networking, collaboration, co-creation and community engagement

Humanise the technology

as we move into a hybrid future we must seek to reduce the problems of digital fatigue, saturation and alienation through experimentation and creativity (such as the DeuS Cooking Covid methodology and [Radio DeuS](#) format).

Define your audience in order to reach your audience

tailored user profiles and entry points are fundamental to reach different target groups within the complex CCIs ecosystem, for both:

- Types of artistic and creative professions
- Professional career stages.

Speak the right language

the way in which training is communicated is fundamental to engage with the target groups - appealing, direct and pragmatic.

Private- Public partnerships

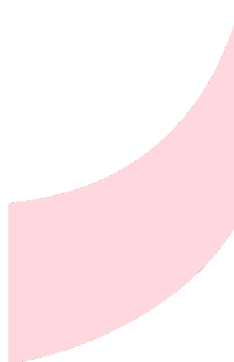
facilitate a specific dialogue on VET between the CCIs and policy makers, also at regional level, generating a positive loop involving all the industries.

Intermediaries can help bridge the gap

cultural and creative organisations can act as cultural brokers bringing VETs, companies and CCI professionals together

Experimentation on new VET models

intensive training experience, like Summer schools or Artistic residencies program, with which CCIs are familiar, can provide a valid alternative for filling the skills gaps through agile formats



CREDITS

This manifesto has been created by the Foundation Matera-Basilicata 2019 together with Materahub, Creative Industry Košice and with the support of DeuS partners.

A special contribution was given by Professor Franco Bianchini, the Listener of Radio DeuS.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

