



**CIGN**  
CREATIVE INDUSTRIES GLOBAL NETWORK

# Putting benchmarking into practice

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Funded by the European Union  
within the ERASMUS+  
Programme

## Structure

### *This presentation will*

- Introduce the CIGN project
- Report on the latest **EU** policy and actions on skills identification
- Link to a second presentation on **national** policies and actions on skills identification

## Project aim

- **Bringing the worlds of education, employment and training together**
- **Further professionalization of staff of Higher Education Institutions**
- **Promoting more effective use of information technologies by HEIs**

## Partner institutions



Artevelde University College Ghent, Belgium



Stuttgart Media University, Germany



Linköping University, Sweden



Ryerson University, Canada



University of the West of Scotland, UK

## What is CIGN

- **Transnational network involving HEIs specialised in the Cross Media Design and Production sector**
- **There are three main areas of activity:**
  - **Identification of sectoral gaps and new competences needed (year 1, Report 1A & 1B)**
  - **Development of new curricula, learning methodologies and blended learning materials (year 2)**
  - **Improving assessment and quality enhancement of the learning programmes (year 3)**

# Project phases

- 1. Research** (October 2014 – February 2015)
- 2. Course identification** (April – July 2015)
- 3. Course development** (July 2015 – March 2016)
- 4. Field testing** (March – April 2016)
- 5. Implementation** May 2016 (continuous)
- 6. Evaluation** (September – November 2016)

## Expected outcome

- **The CIGN Project will produce...**
  - on-line and on-site theory and practice based course modules addressing the skills-sets for cross-media design and production sector
  - intensive programs for teaching and admin staff
- **The CIGN Project will enable...**
  - a sustainable network for professionalization and capacity building
  - a continuing working relationship between education, industry and social partners
  - a catalyst for young entrepreneurship, creativity and innovation

## Current state of the project

- **Secondary research of policy documents on EU and national level completed**
  - Report 1A describes recent evolution of EU-policy in identifying skills gaps in cross-media design and production in the creative industries
  - Report 1B describes how national skills gaps are identified in the creative industries in the participating countries
  - The above research will inform future module development
  - [www.cign-education.eu](http://www.cign-education.eu)



# EU policy in the area of skills identification

- **Some general observations distilled from report 1A...**
  - Increasingly vital link between shifting technological trends, labour market activity and the skills demands.
  - New functional and professional profiles are often already (long) in existence before the related skills are formally defined by official bodies.
  - The question of up-skilling the workforce became central and acute when Europe's economic competitiveness became at risk.

# EU policy in the area of skills identification

- **Some general observations...**
  - Today, even after years of recession and at a time the market is picking up again, it is clear that it is not possible to predict the future (skills) precisely.
  - Broad trends continue, in particular the shift towards a more knowledge-based, automated and service-oriented economy.
  - The media design and production sector (= dynamic sector) was/is in a constant need of up- or reskilling.

# EU policy in the area of skills identification

## ■ Specific...

- Transformation of the skills portfolio as the print sector evolved into the Creative Industries.
- Establishment of various councils to come to a more structural and concerted approach in assessing skills needs.
- EU efforts to introduce a more standardized, uniform and systematic approach in data gathering on future skills need in the EU.

# EU policy in the area of skills identification

## ■ Specific...

- There has been a shift in the objectives of identifying future (technical) skills need for manpower planning to more general assessment of skills need to inform all labour market participants.
- Most countries have some kind of *national* data collection system to monitor the labour market and the required skills but they vary greatly in levels of sophistication, organization and detail.
- The national systems cannot exchange information, but all have one common objective: to improve the match between labour demand and supply.

# EU policy in the area of skills identification

## ■ Specific...

- EU Commission supports the setting up of European and National Sector Skills Councils designed to anticipate the need for skills in specific sectors more effectively and achieve a better match between skills and labour market needs.
- Only very recently the specialized HEIs and their international networks have been more actively and systematically involved in this process.
- Regarding the sector of print media design and production, the International Circle has been invited to represent the HEIs.

# EU policy in the area of skills identification

## ■ Conclusions

- The implementation of policy recommendations and action plans still remains the most difficult point.
- There are a number of European Commission's programmes or funds which provide support for a range of actions related to anticipation of skill needs and to the transfer of results into policy and practice.  
e.g. Erasmus+
  - **promotes the establishment of sector skills alliances**
  - **aims at delivering transnational VET curricula and joint degrees**
  - **Supports capacity building and networking of HEIs**

# EU policy in the area of skills identification

## ■ Conclusions

- As HEIs and other training institutions are gearing up to better respond to the skills demands from industry and to the personal preference of students for new media applications, the supply of formal qualifications is also rising rapidly.
- The development of new (online!) training programmes takes more time and resources than made available through EU-funding.
- But when the available qualifications lag too far behind, companies react quickly and take the lead in developing further training of their staff themselves.

## Key messages

- **Some organisations such as Cedefop has begun to fill the need for skill needs anticipation on a continuous basis.**
- **Demands for generic and key /core skills will remain a significant feature.**
- **Education is not just about employment and jobs.**
- **It is about giving people a real chance of influencing and shaping their lives: education remains the best investment in yourself.**