Education and Research in CCIs
Thematic Area 4

Context

The Thematic Area (TA) was developed between June and November 2023 by a core working group in which the participants defined the lines of work and shared their expertise in order to prepare an innovative and successful CWF24. In this TA4, the core working group consisted of:

- **Coordinating entity:** Euskampus Fundazioa / KSIgune and TAZEBAEZ

    - Ruth Mayoral, Head of Higher Education Programs at Euskampus Fundazioa and Manager at KSIgune, the Cluster for CCIs in the Basque Country
    - Lorena Vega, Project Manager at Euskampus Fundazioa and at KSIgune, the Cluster for CCIs in the Basque Country
    - Kaisu Tuominiemi, Project Manager at Euskampus Fundazioa and at KSIgune, the Cluster for CCIs in the Basque Country

- **Main speaker:** Dario Assante, Education Manager at Open to Learn

- **TA4 selected cases:**
    - The Reina Sofia School Of Music – Esther Viñuela (Spain)
    - UGD Hub – University Green Digital Hub – Lizett Samaniego (Germany)
    - Education on Creative Industries – Erasmus University Rotterdam – Amanda Brandellero (The Netherlands)
    - Biofilia – Aalto University – Bartaku Vandeput (Finland)
    - ECIU University – Katrin Dircksen (Europe and Mexico)
    - Kaospilot – Simon Kavanagh (Denmark)
    - KSIgune – Basque Cluster for Culture and Creativity – Ruth Mayoral (Basque Country)

Following the methodology or process explained in the previous section, the group followed a progression of steps. First, the experts participated in the contrast and selection of the final TA4 challenges. They provided feedback on the proposed list of four challenges and suggested which challenges were the most representative or important and could be considered within this TA. Two challenges were selected as a final result:

> **Challenge 1** New educational systems in need of creative, innovative, and entrepreneurial skills
> **Challenge 2** Possible models, current needs of CCIs sectors

In challenge 1, we explored how education can improve the skills required by labour markets and CCIs, particularly those related to entrepreneurship and management. Additionally, it would be helpful to develop new skills to support the EU's New Green Deal, as well as to view innovation as a tool to anticipate future changes that are rapidly evolving.

On the other hand, challenge 2 can be a way to find and connect educational models with the real demands of the labour market. The group justified that it is essential to develop models and frameworks that bridge the gap between education and industry. By aligning educational programs with the current needs and trends of CCIs sectors, students would gain practical skills and insights that will enhance their

employability and entrepreneurial capabilities. Lastly, the structure's flexibility was discussed openly, and the members agreed that there is a need to find examples of how to implement methods that enhance flexibility and adaptability and to integrate grade studies that involve cross-generational targets.

Once the challenges were defined, the working group experts also agreed on the criteria that the final chosen experiences had to meet, and next, the team members conducted research to find international experiences that responded to the challenges and met these agreed criteria around the world. A particular emphasis was placed on covering as wide a geography as possible (both within and outside of Europe).

A total of 23 higher education projects were proposed and evaluated by the TA4 Working Group experts. The group ranked the projects based on the evaluation matrix tool. Finally, together with the CWF24 Organising Committee representatives and the Working Group the finalist experiences were selected.
As a result, six international projects have been launched, along with one from the Basque Country, as the host region. Three projects address the first challenge and four address the second challenge. Finally, an online meeting was held in which representatives presented their projects to the working group, confirming their willingness to attend the event in person as well as to collaborate, grow, and create synergies, which are the main outputs of the Creativity World Forum 2024.

Regarding the **expected outcomes** of the TA4 on Education and Research in CCIs, were defined as follows:

To provide a response to CCIs' needs through a specific training program (prototype):

- Identify the skills that should be incorporated into a hypothetical training program (Degree or Master's Degree) to better meet the needs of CCI.
- Possible or new models for a training program (Degree or Master's Degree) to better meet the needs of CCI.

1.Expected outcome 1

<u>Identify</u> the skills that should be included in a hypothetical training program (Degree or Master's Degree) to better meet the needs of CCI. References:
- Skills to adapt to global and local environments.
- Skills for social impact in the context of the triple transition (green-digital-economic).
- Technical skills.

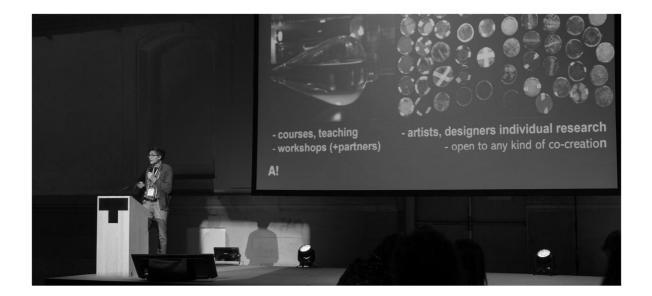## Team 1

Proposals identification

All proposals
- Digital Skills.
- Funding.
- Embrace green skills in your field.
- Working with mentors or industry professionals.
- Ideation: how to generate ideas.
- Inspiration and curiosity.
- Monitoring and evaluation. The documentation of processes.
- How to research cultures, resources…
- Feedback and feed-forward (being very specific and concrete).
- Networking and agency.
- Co-responsibility. Synthesis (keep it brief).
- Collaboration skills (managing meetings, facilitating, active listening).
- Systemic thinking.
- Strategic thinking (writing objectives, assessing results).

Top Proposals

1. **Bringing projects to life:** Any project or program begins with research, which requires curiosity, inspiration, and an open mind. During the development of the project, ideation, experimentation, and iteration should be carried out followed by evaluation of the final product.
2. **People to people:** In this point, the main emphasis is on networking, fostering collaboration, agency, alliances, mentoring… Other suggestions related to this point include the following:
   a. Feedback and feed-forward (specific).
   b. Active listening and co-responsibility.
   c. Horizontal leadership and flat hierarchy.
3. **Strategic and Systemic Thinking:** To understand all the variables of the situation and be able to prioritize your actions accordingly.

Team 2

Proposals identification

All proposals

- Digital tools (new artisans).
- Digital and AI.
- Building information modeling (BIM).
- Digital literacy.
- Spoken and written language proficiency.
- Local and global communication skills (Digital/multimedia/writing/oral/terminology/language diversity).
- Taking into account non-tangible heritage and values.
- Ethics.
- Identifying different types of impact (not only economic).
- Valuing human resources in the projects.
- Data analysis.
- Marketing and communication.
- Cultural legislation at the local, national, and European levels.
- Project definition and writing.
- Theoretical knowledge of art and history.
- Repair skulls (textiles, clothing, household goods…).
- Cooking with fresh ingredients.
- Transitioning from an academic environment to a professional one (taking the next step).
- The identification of appropriate uses of academic research.

Top Proposals

1. **Sustainable Financial Literacy:** Students of cultural and creative entrepreneurship, in particular, require more skills that focus on ethical and alternative business models that are different from the business-as-usual model. It is important to consider sustainability principles, ethical principles, and alternative models like doughnuts, economics, etc. It is also important to consider

the sustainability of the organization as a whole, which could include training and providing skills to apply for grants and alternative funding methods.

2. **Self-Knowledge:** Being aware of our own capabilities and limitations, including our own biases and preconceived ideas, and learning how to become aware of them. Additionally, learning how to work individually and as part of a team, so that we are aware of how we are as individuals and as members of a team. Learning more about our inner moral compass, our values, and how to manage our emotions. There is quite a broad range of skills that can help us get to know one another, learn more about ourselves, and continue to learn about ourselves over time.

3. **Critical Thinking:** This is a questioning of pre-established knowledge. A capability to reflect, debate, explore, collect data, research… The ability to evaluate what you read, hear, say or write before making a decision or making a judgment.

Team 3

Proposals identification

All proposals
- Cross-disciplinary.
- Self-reflection.
- Grounding ideas.
- Writing grants.
- Imagination.
- The design of communication tools.
- The ability to write properly.
- Making processes.
- Open-minded.
- Curiosity as a skill.
- Research capability as a method.
- Creating frameworks.
- The ability to communicate properly.
- A proper listening skill
- Cultural policies.
- Project management.
- Technology methodology.
- Green politics.
- Collaboration.
- Teamwork.
- Challenging framing for social impact.
- Project leadership.
- Critical mindset.
- Digital literacy.

Top Proposals

1. **Digital Literacy:** Ability to use relevant digital tools (depending on your profession) for a variety of needs and contexts.
2. **Critical Mindset:** Ability to give and receive feedback, identify what is relevant and then know how to implement it.
3. **Project Leadership:** The ability to ground an idea, start it with something valuable and executing it specifically within the context of the team.

2. Expected outcome 2

Possible or new models for a training program (Degree or Master's Degree) to better meet the needs of CCIs.

References:
- Models for "renaissance" profiles (cross-disciplinary curricula);
- Models for intergenerational students (tailored learning or tailored e-learning).
- Hybrid-format models.
- Models for business and social engagement.
- Models that include the knowledge of the CCI sectors.
- Models based on Challenge-Based Learning, Dual Training, Learning by Doing.
- Models that overcome barriers, such as redefinition of the teacher's role, credentials, and evaluation procedures.
- Models for lifelong learning.
- Vocational Training and University Training.

Team 4

Proposals identification

All proposals

- Individual learning paths (with or without a degree).
- Agreements with companies.
- Alignment of both the challenges and the labour market.
- No schedules.
- Without a teacher-student relationship (collaboration).
- Public organization.
- Global and individual goals.
- Working towards multidisciplinary goals and challenges.
- Set up classrooms in business parks to improve experience and create sinergies.
- Systemic change.
- Gamification. Constant reward.
- Soft skills tittle. Credentials.
- The sharing of international mobility.

Top Proposals

1. **Challenge-Based Learning:** Working with a multidisciplinary and multicultural team to achieve a common goal (global goals).
2. **Impact Assessment:** Getting feedback from several social agents to determine which the real impact is (both local and global). The purpose of this assessment would be to evaluate and to identify areas for improvement.
3. **International Mobility:** Work with international networks (private companies, public institutions, and educational systems…) to support this international working and learning environment.

Team 5

Proposals identification

All proposals

- Transversal skills. Take some time to be inspired.
- Manage errors and feel comfortable making them.
- There is always another way to do or see it. Be open-minded.
- Enhance your curiosity.
- Equity.
- A sense of community within the group or team.
- Individual versus all "co-operatives, collaboratives, co-creative…".
- Challenge-Based Methodology.
- Teachers as facilitators. The students are active participants in their study process.
- Values. Success, perfection, and competitiveness.
- Be familiar with our identity, culture, territory, and history.
- The eldest learns from the youth and the other way.

Top Proposals

1. **Soft Skill Learning:** Soft skills need to be valued. Focusing on teamwork, communication, negotiation, empathy, and conflict resolution skills. This could be trained through the design of acting experience workshops.

2. **Student-Centred Learning:** Project-based learning and challenges. Learning should be based on the student's own experiences, and the teacher should serve as a facilitator, encouraging the students to move forward and to try new things.

3. **Intergenerational Learning:** Project-based learning and challenges. Learning should be based on the student's own experiences, and the teacher should serve as a facilitator, encouraging the students to move forward and to try new things.

Team 6

Proposals identification

All proposals
- Online theory and offline classes as a learning experience.
- The transition from teacher to facilitator.
- Doing projects with real companies or in real contexts following the Learning by Doing methodology.
- Strengthening soft skills. Communication (assertiveness and the ability to connect with decision-makers).
- Systemic thinking and complexity.
- Flourishing business models.
- Regenerative models.
- Circular education model.
- Collaborations between universities so that we can develop interdisciplinary projects.
- Interdisciplinary teamwork and leadership.
- Flexibility in coursework. Micro credentials.
- Self-directed Careers.

Top Proposals

1. **Interdisciplinarity and peer-to-peer learning:** Educators and students should learn from one another. A peer-to-peer model for interdisciplinary teamwork. Additionally, we have internships that go both ways: The student learns from the industry, and the industry learns from the student. A learning platform could be helpful in this regard.
2. **Circular Education Model:** From linear to circular education systems, creating flexible learning models where one can join at different times and work around it circularly. In the end, you will have received a full education.
3. **Lifelong learning:** Students, educators, and professionals should continue to learn throughout their lives. Our previous proposals should remain constant.

Team 7

Proposals identification

All proposals

- Complexity thinking (cross-disciplinary approach).
- Elements that could be involved: open curriculums (liberal arts and sciences), dual modules, and learning journeys.
- Micro credentials from different universities.
- An exchange program that allows students from different backgrounds and countries to work together.
- Exchange programs between university and technical universities.
- A focus should be placed on "renaissance" profiles. Complex challenges require interdisciplinary, cross-disciplinary knowledge transfers and the collaboration of students from different schools or backgrounds.
- The importance of cross-sectoral projects in education.
- An interdisciplinary approach.
- Inversion of roles or models of educator educated.
- The concept of praxis, where theoretical concepts are tested for their applicability to practice.
- A sporadic activity that challenges students to solve real problems with the possibility of teamwork.
- Models that bring university and industry together. Dual training. All knowledge is considered.
- Fundraising, accounting, and funding skills.
- Be sure to consider the copyrights.
- Add credits for activities that are outside the box.
- Focus also on practical experiences (practical semesters, jobs, social engagement…).
- Professional's lecturers as peers. Real challenge-based learning processes include a research perspective.
- More professionals in education.
- Contemporary trends.
- The characteristics of the model (Flexible, hybrid, personalized).
- Learning methods using new technologies (AR/VR…).
- Learning how to do research and using methods that are easy to apply to non-researchers.
- Innovative public education.
- Integrate transversal skills in communication, mediation, and empathy building (especially if learning or working in a team is more digital).
- Assistance in the shaping of a profile (personal work).
- Mentoring program.
- Space modules for developing personal attributes or skills related to the profile.
- Dual programs.
- A cross-disciplinary approach.
- Personalized Learning.
- Transversal Skills.

Top Proposals

1. **More specific dual programs for CCI Sub-sectors:** More subspecific training together with SMEs from the CCI. The students may be required to exchange two times with another program for another subsector as part of their training. The international collaboration could be improved by using new technologies like VR and AR. It should integrate more learning events like event-based, experience-based learning to make learning more enjoyable.

2. **Master of Arts degree for CCI challenges:** We could design a challenge-based learning program in collaboration with industry partners that present the problems. By focusing on real-world problems, students and learners should develop entrepreneurial and startup ideas, to develop products or services that address those problems.

3. **Personalized Learning:** The first step should be to develop a tool for self-assessment that can be used before studying. Through this tool, you will be able to assess your competencies, passions, etc… and then create an individual program in line with them. As part of this individual program, micro-credentials will be developed, and a professional personal portfolio will be developed simultaneously. Additionally, this program should also include transversal skills related to the ability to communicate with your peers, as well as team mediation and empathy building to truly understand your teammates and their characteristics.

3. TOP3 main ideas of the Thematic Area 4

1. **Skills related to mindset:** The importance of critical thinking and awareness. Learning about ourselves as individuals and as a team. Systemic thinking, contribution, and responsibility. Exploration and curiosity are essential tools for moving forward.
2. **Skills related to Management:** considering all aspects of project management, communication, impact assessment of goals, funding, entrepreneurship, and setting up a project.
3. **Learner-centred models:** Incorporating intergenerational, lifelong learning, international and interdisciplinary perspectives, dual programs and challenge-based criteria.