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**ERASMUS+
FORWARD LOOKING PROJECTS**

**SACCORD
SKILL ACCORD**

REPORT on LEP Pilots

Agreement number:	101132841
Project Acronym:	SACCORD
Work Package number:	WP3
Deliverable name:	Manual for LEP
Deliverable number:	D 3.2
Distribution level:	PU
Contractual month of submission (of 1st version):	M12
Responsible project partner:	CREARE
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Revision History:

Version	Date	Summary of Changes	Pages	Initials	Changes Marked
0.1	10.12.24	Draft document	20		
0.2	18.12.24	Draft for comments	20		
0.3	20.12.24	Final Draft for review	20		
1.0	23.12.24	Final Version	20		

SACCORD Consortium Members:



Report on LEP pilots

The report on the pilots outlines state of the implementation of the Local Ecosystem Partnerships (LEP) model developed under the SACCORd project in Matera, Prague, Amsterdam and Upper Austria based on the 3 phases:

- Capacity Building LEP and Identifying key local stakeholders for piloting areas
- Set up Local Ecosystem LEP Pilot Awareness Raising and Relationship building
- Network Building & Collaboration

Deviations from the original planning / Grant Agreement (if applicable):

Other remarks (if applicable):

In Deviation of the initial plan to run 2 pilots and 2 replicators- all 4 LEP pilot processes run in parallel. Therefore we changed the naming from Demonstrators/ Replicators to pilots. All 4 LEPs are exchanging in a monthly meeting their key learnings and next steps in order to create strong mutual learning moments. These key learnings will be integrated in the refined LEP model and playbook as a comprehensive guide for establishing and enhancing collaboration within local skills ecosystems for CCSI.

Disclaimer:

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Introduction

SACCORD - The Skills ACCORD is a European-funded action under Erasmus plus Forward Looking Project scheme. The aim of SACCOR is twofold: to support the Large Scale Partnership (LSP) for Creative Skills and to foster the creation of Local Ecosystem Partnerships (LEPs). These LEPs will form local partnerships to coordinate re- and upskilling initiatives at the local level, while also supporting the European Skills Agenda with its Pact for Skills. Additionally, SACCOR aims to collect skills data and investigate the implementation of micro-credentials into the CCI ecosystem. Furthermore, SACCOR will host the Creative Skills Week for 2024 and 2025.

The project aims to:

- Support the Creative Pact for Skills also known as the Large-Scale Partnership (LSP), in the running of its assembly and working groups.
- Initiate Local Ecosystem Partnerships (LEPs) putting creative skills development firmly on the agenda at regional level specifically in Italy, Upper-Austria, Amsterdam and Prague.
- Increase data intelligence on upskilling and reskilling within the CCSI
- Explore the potential of micro-credentials and new learning pathways to support CCSI stakeholders.
- Coordinate Creative Skills Week 2024 (Amsterdam) and Creative Skills Week 2025 (Prague) – curating the main programme and accompanying satellite events.

Purpose

This document is the report on the state of implementation (D3.2) of the Local Ecosystem Partnerships (LEP) model (D.3.1). serving as manoever document in piloting the LEP Model in the 4 regions. The Feedback will be implemented in the adaptation of the LEP Model and the iterative deliverable LEP Model will be provided at M14 (D3.1.2) and at M24 (D3.1.3).

Upper Austria

Capacity Building LEP and Identifying key local stakeholders

In total, 33 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 4

Training providers: 5

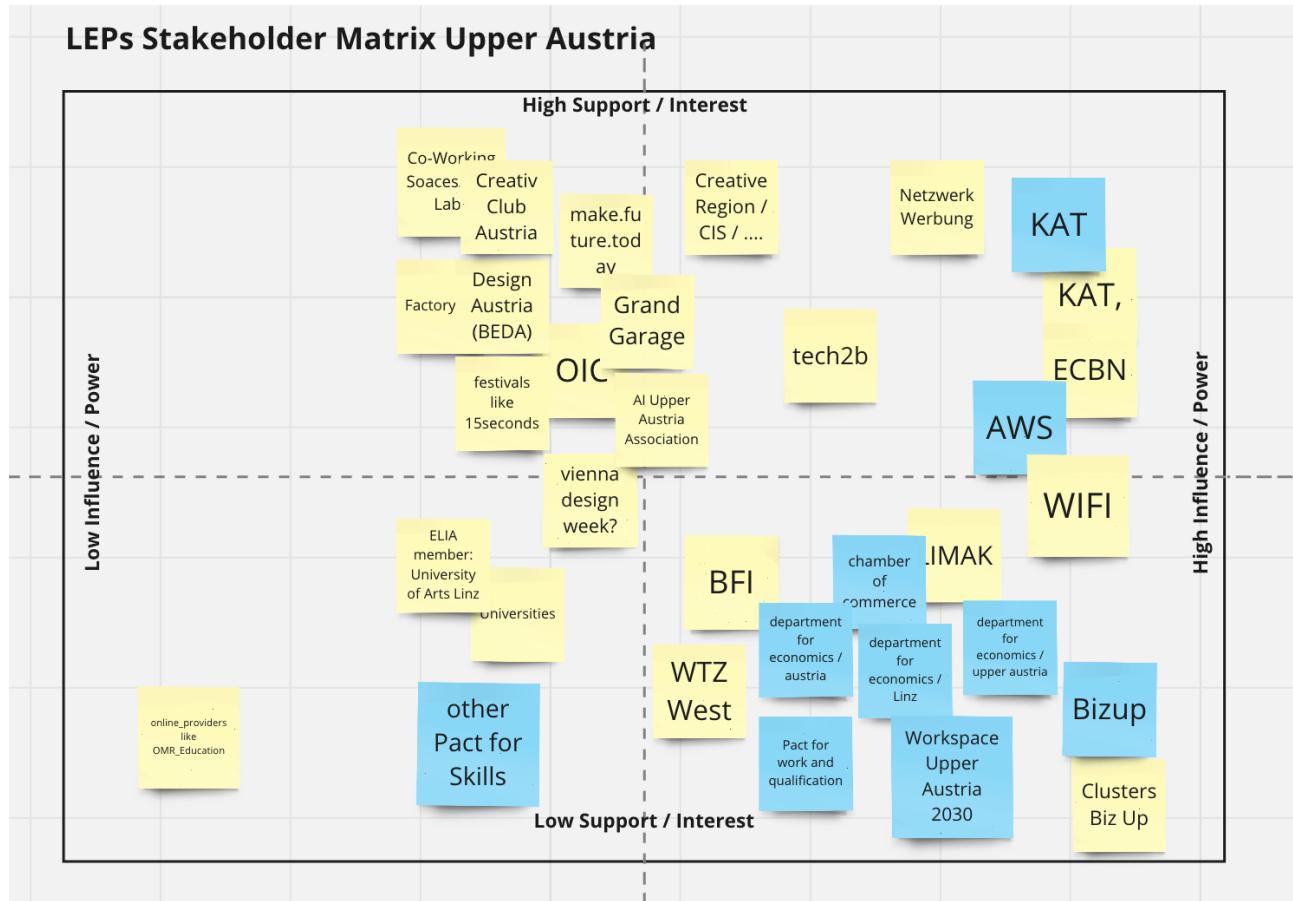
VET providers: 2

Higher Education providers: 4

CCI enterprises: 0

Policymakers: 3

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these stakeholders, when mapped onto a grid showing those with regional influence, 6 were considered to have direct influence, 3 indirect influence and a further 6 with system influence.

In addition, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
------------------	---------------------------

My organisation/sector is already well-served by the Higher Education courses that are currently available.	2
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	2
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	2
In my organisation/sector the development of skills is not a priority.	2
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	3
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	5
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	5
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	5
Entrepreneurial and communication skills remain critically important.	5

Awareness Raising and Relationship building

Based on the stakeholder mapping Upper Austrian Creative Region Linz & Upper Austria set up Capacity Building Workshop and a Awarenessraising Event:

- Kick Off LEP Stakeholders 13/04/24 (14 Stakeholders: 2 universities, 8 VET Providers, 4 Skill providers NGOs)
- Awarenessraising Event “We are so future Skills”

Identified Challenges and needs:

- **Perception and Integration of Creative and Cultural Industries (CCI):** CCIs are recognized as drivers of innovation and connectors in societal and economic processes, yet they are underappreciated in politics and traditional business sectors. There is a pressing need to foster new narratives and structural adjustments to emphasize the strategic importance of the creative economy in regional development.
- **Lack of a Regional Vision for Skills Development:** The absence of a clear vision, strategy, or roadmap on skills development limits cohesive growth. Existing strategies, such as RIS3, primarily focus on STEM skills, overlooking creative and interdisciplinary competencies.
- **Evolving Educational Needs:** Traditional academic curricula, which may take years to evolve, are ill-suited to the rapid demands for future skills. A new teaching approach is required that transcends knowledge transfer, focusing instead on emotionally anchoring skills and enabling their practical application.
- **Strengthening Collaboration Across Sectors:** There is a need for stronger collaboration between creative industries, politics, and businesses to unlock the full potential of CCIs. A shared framework for exchange and collaboration among these sectors is currently lacking.
- **Challenges in Narrating and Positioning Creative Industries:** Political challenges include the inability to define CCIs negatively or establish a clear narrative about their role. As "sensoriums" for new technologies with rapid impact, CCIs require mechanisms to amplify and integrate their insights effectively.
- **Promoting Networking and Professional Development:** Increased focus on entrepreneurial and creative skills development is critical. Platforms that facilitate networking and professional growth for stakeholders are essential to bridging gaps between innovation, application, and policy.

Network Building & Collaboration

Based on the key challenges and through an intensive desk top research Creative Region developed a value preposition for a Upper Austrian LEP suggesting a platform for starting collaboration across the educational value chain. In several consultation meetings as well as focus group meetings Creative Region Linz& Upper Austria came to the conclusion that a bottom up approach will enhance engagement and ownership and are often more resilient and sustainable, as they are built on mutual understanding and shared benefits; therefore Creative Region will integrate following learnings in the LEP set up:

Start with a "Club of the Willing" and Adapt as Needed: Initial efforts to engage all stakeholders at the executive level revealed limited willingness to collaborate across organizational boundaries. Shifting focus to grassroots initiatives—working directly with faculties and supporting their cooperation with companies—proved more effective in fostering meaningful partnerships.

Create Real-Life Experiences to Demonstrate Potential Piloting real-life projects is a powerful tool for showcasing the tangible benefits of collaboration. These projects help stakeholders experience the value of working together, fostering trust and interest in future partnerships.

Translate Complex Agendas into Local Contexts Simplifying and breaking down "EUish" language into relatable, tangible narratives is essential for engaging local skills providers and educators. Emotional anchoring of initiatives like the Skills Agenda helps embed them in the mindset and priorities of regional stakeholders.

Clarify Leadership Roles Skills development often lacks a unified regional strategy, leading to uncertainty about who should coordinate efforts. Identifying a lead entity or individual to act as a coordinator, connector, and advocate for creative and cultural industries (CCI), as well as a bridge to politics and other sectors, is critical for streamlined progress.

Be Patient: The Process Takes Time Building a regional skills partnership is a long-term endeavor. Patience and persistence are needed to establish trust, create shared goals, and develop effective collaboration frameworks.

Provide Practical Tools for Emerging Needs The absence of national legislation on microcredentials creates challenges for grassroots initiatives. Developing a practical "how-to" guide can help local stakeholders navigate and implement these innovations effectively.

Planned Activities (M13-M24)

- Setting up Communication campaigns
- Collaboration Pilot Training with University of Applied Arts

Amsterdam

Capacity Building LEP and Identifying key local stakeholders

In total, 47 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 9

Training providers: 8

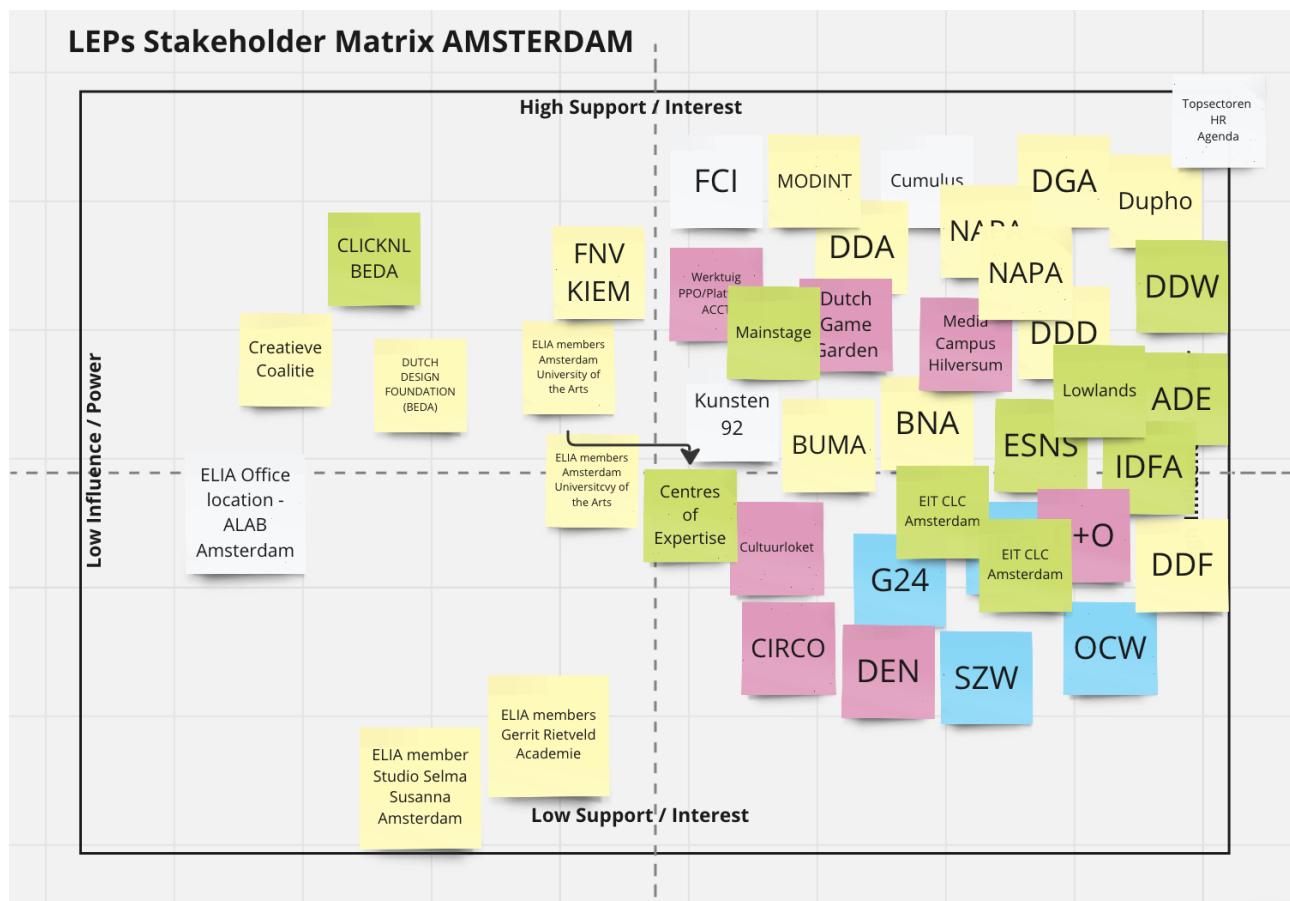
VET providers: 2

Higher Education providers: 2

CCi enterprises: 44.910 (71.805 jobs) (2023)

Policymakers: 1

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 7 were considered to have direct influence, 8 indirect influence and a further 5 with system influence.

In order to better understand the pilot areas, the organising partner ranked the following general questions between *1 (strongly disagree) to 5 (strongly agree)*

Statement	Level of Agreement
My organisation/sector is already well-served by the Higher Education courses that are currently available.	3
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling. In my organisation/sector the development of skills is not a priority.	3
More focus is needed for creating personalised skills development pathways	4
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	5
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	5
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available.	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	5
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	5
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	5
Entrepreneurial and communication skills remain critically important.	5

Based on the preliminary mapping the CCI, the sector and its educational ecosystem was mapped:

The creative sector is an important pillar underpinning the economic and cultural success of the Amsterdam region. It promotes innovation, provides economic resilience, strengthens social cohesion and puts Amsterdam on the map as a leading creative and cultural destination. A well-educated creative sector is therefore invaluable for the future of the region.

More than 200,000 people from over 20 nationalities work in the creative industries in the Amsterdam Area. They create the clothes we wear, the games we play and the global ad campaigns we can't forget, and have helped the region develop an international reputation for creative excellence – with a commitment to sustainability and inclusion.

The world's leading advertising companies, including Wieden+Kennedy and MediaMonks, are launching memorable campaigns from Amsterdam. The city is also a music hub, home of music branding agency MassiveMusic and playing host to the world-renowned Amsterdam Dance Event.

Good Practices:

Governmental examples include **PlatformACCT** (werktuigppo.nl/en), which prioritizes development needs by allowing applicants to choose the type of training or development that suits them best—whether individual, collective, classroom, or peer-to-peer. This flexible, needs-based framework enables tailored learning experiences, with PlatformACCT facilitating the process. Similarly, **DEN** (den.nl/en/den-academy), the driving force behind digital transformation in culture, identifies trends, supports innovation, and provides practical tools for immediate application. By fostering knowledge development and digital advancement, DEN plays a vital role in empowering cultural professionals.

In the private (in-company) sector, **Muzus** (muzus.nl/muzus-academy) stands out for its leadership in addressing major societal transitions through design projects. Muzus Academy enhances the design skills of professionals to create impactful solutions, encouraging governments, residents, and organizations to adopt new ways of working to meet complex challenges.

An academic example is **TU Delft IDE Design Master Classes** (tudelft.nl/io/studeren/ide-design-master-classes), which offer cutting-edge design knowledge from experts actively working at the forefront of the field. These classes, available both online and on-site, help professionals stay updated on the latest concepts, renew their networks, and maintain a competitive edge in design.

In the private (providers) category, **Ries Meertens Coaching** (coachingcreativecompanies.nl) has been instrumental in advancing the ambitions and skills of architects and designers. By offering tailored coaching, workshops, and training, Ries Meertens elevates the capabilities of creative professionals and firms, enabling them to achieve greater impact in their respective fields.

Network Building & Collaboration

Lessons Learned for a Local Ecosystem Partnership for Skills

1. Clearly Define Added Value

- In a competitive and crowded ecosystem like Amsterdam's creative skills landscape, it is essential for the Local Skills Partnership (LSP) to establish its unique contributions. This includes both:
 - **Substantive Contributions:** Offering innovative solutions like microcredentials to address specific skills gaps.
 - **Material Contributions:** Providing tangible resources such as funding to support stakeholders in implementing new initiatives.

2. Engage the Demand Side as Key Stakeholders

- While traditional skills development often focuses on the supply side (educators, professionals, and industry associations), the **demand side** (government, large and small businesses, and other end-users of talent) should play a leading role in the LSP.
- Demand-side actors are often better positioned to identify current and future skills needs, ensuring that initiatives align with real-world requirements.

3. Rethink Talent Strategies for the Gen AI Skills Revolution

- The rapid advancements in generative AI require a fundamental rethinking of talent development strategies.
 - **Future-Proofing Skills:** Focus on developing skills that complement AI technologies, such as creative problem-solving, ethical AI practices, and data literacy.
 - **Upskilling and Reskilling:** Equip the workforce with new competencies to stay competitive in an AI-driven economy.
 - **Cross-Sectoral Collaboration:** Partner with AI-driven industries to anticipate shifts in the skills landscape and adapt training accordingly.

4. Balance Short-Term Needs and Long-Term Strategy

- Ensure that the LSP addresses immediate skills shortages while maintaining a strategic vision for long-term ecosystem resilience. This requires:
 - **Dynamic Feedback Loops:** Regularly engaging with stakeholders to identify evolving demands.
 - **Scalable Solutions:** Developing initiatives, like microcredentials, that can adapt to future needs.

5. Foster Collaboration Across the Ecosystem

- Create synergies by bridging the gaps between government bodies, educational institutions, creative professionals, and industries.
- **Shared Goals:** Establish common objectives to unite diverse stakeholders under a cohesive strategy.

6. Leverage the Region's Creative Identity

- Utilize Amsterdam's reputation as a creative hub to attract global talent and position the LSP as a leader in innovation for skills development.

Prague

Capacity Building LEP and Identifying key local stakeholders

In total, 31 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 6

Training providers: 17

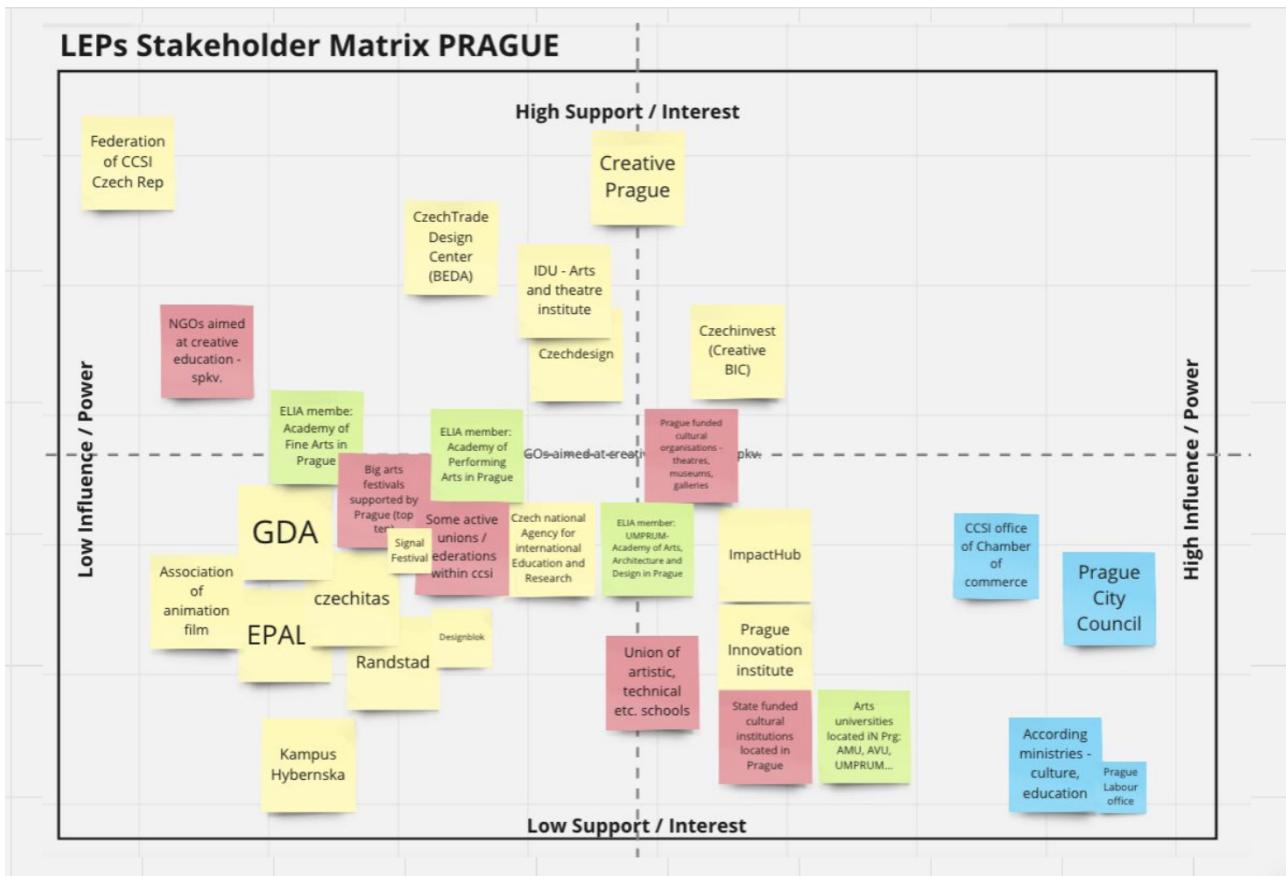
VET providers:

Higher Education providers: 4

CCI enterprises:

Policymakers: 4

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 2 were considered to have direct influence, 7 indirect influence and a further 5 with system influence.

In order to better understand the Pilot areas, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
My organisation/sector is already well-served by the Higher Education courses that are currently available.	2
There is a growing recognition of so-called 'soft skills' that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	2
In my organisation/sector the development of skills is not a priority.	2
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	2
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	3
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	3
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms	4

of understanding the social-technical contexts within which we must operate.	
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	4
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
Entrepreneurial and communication skills remain critically important.	5

Mapping Activities:

- Conducted thorough desk research, meetings, and participation in local events and conferences.
- Engaged ministries (e.g., Industry and Trade, Education, Labour) and city representatives, including universities and creative associations such as APA, GDA, and AKA.
- Collaborated with organizations like the Prague Innovation Institute, Czech Invest, and Creative Business Cup.
- Built relationships with educational providers and networks (e.g., Eduin, Kumst, Creative Skills Europe).
- Mapped existing micro-credentials projects, identifying collaboration opportunities.

Good practices researched:

- **Sector-Specific Educational Initiatives:** Large creative industries (ccis) companies have implemented in-house educational programs, such as WPP's "Nultak," to prepare entry-level employees effectively. Sectoral associations across CCIs also provide or look forward to providing upskilling and reskilling courses tailored to industry demands.
- **University-Led Micro-Credentials Project:** Czech universities have developed functional systems for micro-credential courses, reflecting their proactive role in fostering lifelong learning. These programs, however, require stronger alignment with labor market needs to maximize their impact.
- **Collaborative Networks** Partnerships with sectoral associations, such as the Czech Game Developers Association (GDA), serve as a model for integrating industry expertise into educational planning. This type of collaboration helps ensure that training programs remain relevant and forward-thinking, aligning with both sector demands and individual needs.

- **International Engagement** Coordination with initiatives like Creative Skills Europe or closer with Creative Pact for skills exemplifies the importance of leveraging international best practices and aligning local activities with broader European strategies.
- **Innovative Approaches to Communication and Awareness** Promoting SACCOR through events, focus groups, and surveys has proven effective in engaging diverse stakeholders and creating momentum for broader initiatives such as Creative Skills Week.

Awareness Raising and Relationship building

Activities:

- Formation of the Internal Creative Prague team for the Local Ecosystem Project (LEP).
- Introduction of LEP to Prague representatives and establishment of an environment for Creative Skills Week (CSW) 2024.
- Development of a capacity-building project plan for 2024/2025.
- Planning and initiation of stakeholder mapping, starting in June 2024.

Events:

- Introductory LEP meeting with ELIA and local stakeholders in June 2024, focusing on the SACCOR project, CSW, and local needs.
- Participation in the PIE Annual Meeting 2024, fostering connections between ELIA partners and the Prague ecosystem.
- Engagement in LEP meetings and learnings from the ECOC Helsingborg partners.
- Active participation in Pact for Skills CCSI plenaries and OECD Week of Skills events.

Other Efforts:

- Establishment of a communication team and development of a communication plan.
- Identification of synergies within Creative Prague's ecosystem efforts.
- Planning for a "Year of Skills in the Czech Ecosystem" initiative.
- Formation of a team and project plan for CSW 2025, including harmonogram development, venue research, and role assignment.

Network Building and Collaborations

Capacity Building:

- Raised awareness about SACCOR and micro-credentials within key ministries and cultural entities.
- Initiated discussions aligning labor market demands with Prague's creative strategy.
- Promoted initiatives like Cyanotape and micro-credentials through surveys, focus groups, and events.

Seminar Development:

- Organized the seminar "Microcredentials – Small Steps, Big Impact" (December 2024), featuring labor market analyses, educational trends, and project showcases.
- Integrated skills topics into the upcoming Prague Cultural Forum (April 2025).

Learning and Next Steps

Lessons Learnt:

- Clear communication of aims and objectives is critical, given systemic challenges in the Czech Republic.
- Practical initiatives like CSW act as effective engagement tools but require comprehensive cross-sectoral collaboration.
- Addressing localized needs through narratives and tangible examples enhances stakeholder alignment.

Identified Needs:

- Development of a national framework for micro-credentials to ensure quality and recognition.
- Strengthened academic-industry collaboration to align educational programs with labor market demands.
- Increased funding and structural support for CCIs.
- Better alignment of lifelong learning programs with CCIs' sector-specific needs.

Future Steps:

1. **Pilot Sector Focus:** Implement targeted initiatives in the audiovisual sector as a case study for skills development.
2. **Updating Registers:** Collaborate to revise the National Competence Register and National Register of Professions.
3. **Lifelong Learning Integration:** Tailor lifelong learning programs to meet CCIs' needs.
4. **Embedding Skills in Strategy:** Incorporate the skills agenda into the Prague RIS3 strategy.
5. **Micro-Credentials Ecosystem:** Align sector-specific requirements with national micro-credential standards.
6. **University-Industry Dialogues:** Establish working groups to bridge skills gaps and drive educational innovation.
7. **Narrative Development:** Create compelling stories highlighting CCIs' societal and economic roles, advocating for future skills priorities.

Matera/Basilicata

Capacity Building LEP and Identifying key local stakeholders

In total, 23 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 1

Training providers: 0

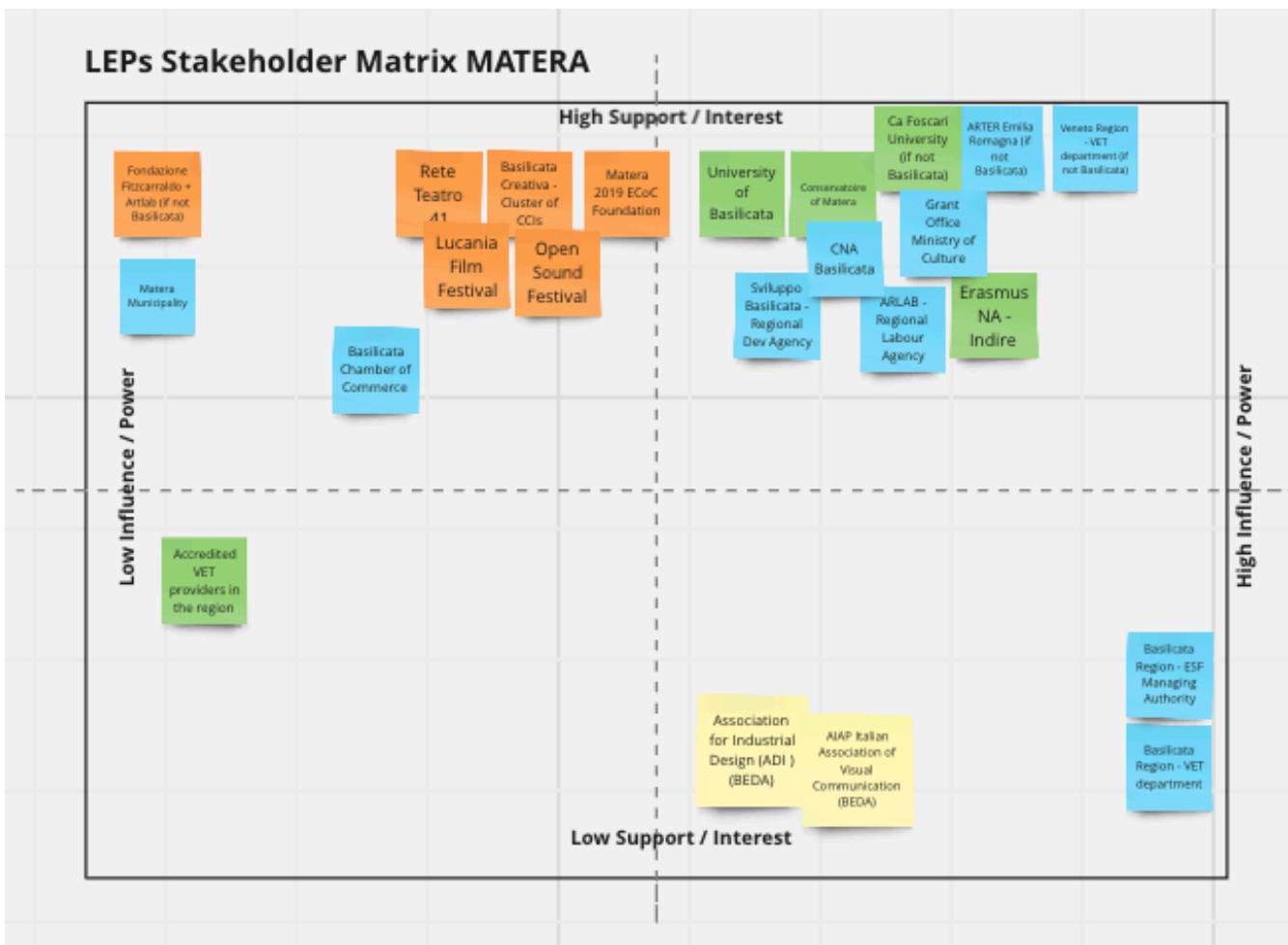
VET providers: 5

Higher Education providers: 1

CCI enterprises: 10

Policymakers: 6

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 7 were considered to have direct influence, 6 indirect influence and a further 8 with system influence.

In order to better understand the Pilot areas, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	1
In my organisation/sector the development of skills is not a priority.	2
My organisation/sector is already well-served by the Higher Education courses that are currently available.	4
There is a growing recognition of so-called 'soft skills' that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	4
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	4

A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	4
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	4
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	4
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	4
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
Entrepreneurial and communication skills remain critically important.	5

Awareness Raising and Relationship building

Activities

- **Local Ecosystem Analysis:** Defined the local ecosystem characteristics with a focus on the LEP's potential value proposition. This process engaged institutions beyond the Creative and Cultural Industries (CCI) sector, such as technology organizations and training bodies, to address skill gaps.
- **Stakeholder Mapping:** Conducted cross-regional stakeholder mapping between Basilicata and Puglia to enhance outreach and impact. Leveraged local networks and desk research to identify and connect with new stakeholders.
- **Capacity Building:** Held plenaries and workshops introducing European priorities, such as the European Skills Agenda and micro-credentials. Highlighted best practices, such as the Regional Skills Partnership model, to showcase actionable pathways.
- **Co-Creation Workshops:** Facilitated collaborative workshops to define the LEP's mission and objectives. Developed a short- and medium-term work plan for implementation.

Events

- **Launch Event (29 November 2024):**
 - *Session 1:* Focused on creating a Regional Skills Partnership in Southern Italy. Included keynote speeches connecting local and European dimensions and a workshop to co-create a common vision and work plan.
 - *Session 2:* Explored micro-credentials as tools for tailored learning pathways in CCIs, emphasizing their adaptability for diverse and fragmented sectors. Included best practices and roundtables to define local applications.

Network Building & Collaboration

Good Practices Shared with Local Stakeholders illustrated successful European initiatives to demonstrate potential pathways and opportunities.

Key Challenges Identified

- **Clarity and Sustainability:** While the value proposition of the LEP is evident, clear strategies for long-term sustainability and stakeholder engagement are needed.
- **Support for Micro-Organizations and Freelancers:** Upskilling pathways need to be affordable and accessible, especially for smaller entities.
- **Mindset Shift:** Encouraging ecosystem stakeholders to prioritize continuous learning and skill development over accreditation alone.
- **Skills Analysis:** Emphasized the importance of organizations identifying their specific skill needs to guide relevant training initiatives.

Lessons Learnt

1. Skills development ties to larger societal challenges, such as employment conditions, brain drain, and rural depopulation.
2. The diversity of the CCI sector necessitates tailored approaches for sub-sectors to effectively address varying needs.
3. Shifting from a policy-dependent approach to generative welfare allows bottom-up initiatives that reflect real needs.
4. Recognizing and leveraging transferable skills is key to enhancing employment opportunities, particularly with soft and transversal skills.

Planned Activities (M13-M24)

Short-Term Goals

- Finalize mapping of local players and their potential roles in skill development.
- Gather expressions of interest from stakeholders to join a European Regional Skills Partnership.
- Assess the experience and resources of stakeholders in skills-related activities.
- Map available educational pathways in the region for the CCI sector.

Medium/Long-Term Goals

- Identify funding and partnership opportunities to sustain LEP activities.
- Explore regional accreditation of training pathways across EQF levels to standardize skill recognition.

General Learnings for LEP Further Development across the 4 Pilots

Clearly Define Added Value and tangible Narratives

In a competitive local creative skills landscape, it is essential for LEPs to establish its unique contributions. This includes both:

- **Substantive Contributions:** Offering innovative testbeds and hands-on initiatives for e.g. microcredentials to address specific skills gaps and drive engagement
- **Material Contributions:** Providing tangible resources such as funding to support stakeholders in implementing new initiatives

- **New Narratives:** Translating complex EU-level policies into actionable, locally relevant strategies. Stakeholders benefit from tangible examples and success stories to align their efforts.

Engage the Demand Side as Key Stakeholders

- While traditional skills development often focuses on the supply side (educators, professionals, and industry associations), the **demand side** (government, large and small businesses, and other end-users of talent) should play a leading role in the LEP
- Demand-side actors are often better positioned to identify current and future skills needs, ensuring that initiatives align with real-world requirements.
- Need based approaches: Upskilling pathways need to be affordable and accessible, especially for smaller entities.

Foster Collaboration Across the Ecosystem

- Create synergies by bridging the gaps between government bodies, educational institutions, creative professionals, and industries.
- **Clear Communication and Capacity Building:** Local governments and stakeholders require clearer guidance on EU funding opportunities for the ccis skills agenda.
- Learning from the others: Sharing European Good Practices and Approaches in tangible language
- Shared Goals: Establish common objectives to unite diverse stakeholders under a cohesive strategy.

Balance Short-Term Needs and Long-Term Strategy

- Ensure that the LEP addresses immediate skills shortages while maintaining a strategic vision for long-term ecosystem resilience. This requires:
- Dynamic Feedback Loops: Regularly engaging with stakeholders to identify evolving demands.
- Scalable Solutions: Developing initiatives, like microcredentials, that can adapt to future needs.
- Skills development ties to larger societal challenges, such as employment conditions, brain drain, and rural depopulation.
- The diversity of the CCI sector necessitates tailored approaches for sub-sectors to effectively address varying needs.
- Shifting from a policy-dependent approach to generative welfare allows bottom-up initiatives that reflect real needs.
- Recognizing and leveraging transferable skills is key to enhancing employment opportunities, particularly with soft and transversal skills.

Local Ecosystem partnerships development is a long term endeavour

Developing robust and effective partnerships within a local ecosystem is a process that requires patience, consistent effort, and time. Building such partnerships involves:

- **Trust-building:** Establishing trust among diverse stakeholders takes time as it involves understanding mutual goals, overcoming differences, and creating a shared vision.
- **Coordination and alignment:** Local ecosystems often consist of diverse actors (e.g., businesses, government bodies, NGOs, academic institutions) with varying objectives. Aligning these into a cohesive partnership requires persistent dialogue and collaborative effort.
- **Sustainable impact:** The goal of LEPs is not quick fixes but sustainable development. Ensuring long-term success often requires iterative processes, learning from failures, and adapting to changing circumstances.

- **Capacity building:** Strengthening the ability of stakeholders to contribute effectively to the partnership might involve training, policy development, or creating new institutions.

LEP process leadership

Identifying the right leadership for an LEP process is crucial for its success. The leader should ideally:

- **Act as a facilitator:** A leader needs to ensure inclusive participation, mediate conflicts, and encourage collaboration rather than dominate decision-making.
- **Have credibility:** The leader should have the trust of all stakeholders and be viewed as neutral or aligned with the collective interests of the partnership.
- **Possess contextual knowledge:** Understanding the local ecosystem—its challenges, strengths, and dynamics—is key to navigating complexities.
- **Exhibit long-term commitment:** Since LEP development is a long-term effort, the leader should be prepared to maintain engagement and support over time.