



# **Creative Education: Building the Creative Economy – What Competences and Skills Should We Develop?**

## **The Role of Education in the Development of the Creative Industries – Case Study of Portugal**

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The importance of the creative sector in the economy is increasing. The creative industries contribute significantly to the EU economy, accounting for about 2.6% of GDP in 2003 and 3.1% of employment in 2004 [1]. In Portugal, the creative sector corresponds, in 2010, to 2.8% of all wealth created in the country [2]. Considering that creative industries most important resource is "human capital" [3] and that the creative economy emerges as a key component of the new global knowledge economy, we can see all over the world that a political interest rises in relation to creativity and innovation together with a desire for education, emphasizing that creativity should be taught. [4] As an example of this, the Green Paper on Cultural and Creative Industries, adopted by the European Commission in 2010, emphasizes "the need to strengthen the link between education, training and the CCI" [5].

This paper aims to define the profile of Portuguese artists and creative entrepreneurs, regarding their educational context, in order to assess which educational factors can contribute and determine economic value creation. Are there common features to current Portuguese artists and creative entrepreneurs? If so, those features can be developed through education? What is the role of technology in creative education? How can education contribute to the creation of economic value in the creative industries and what education system can contribute to the development of the creative economy? Furthermore, this paper describes the best practices currently being developed in Portuguese schools. From a methodological point of view, the work was developed using a case study method, covering up four units of analysis: creative entrepreneurs, creative and cultural organizations, policy makers and schools. The data collection was carried out through a survey, administered to a sample of 259 creative entrepreneurs, and through 22 semi-structured interviews. It also includes the data collected through the direct observation in five Portuguese creative schools. The results help to establish a creative Portuguese first profile and identify the skills and contexts with greater relevance to education as a growing factor to the development of the creative industries sector. In this context we suggest strategic guidelines and policies that could be taken in the education area.

### **References**

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