

**CULTURAL COMMISSION**

Response from The Lighthouse, Scotland's Centre for Architecture, Design and the City to meeting of the Creative Industries (CIs) group, The Lighthouse 20.09.04.

**Leadership**

One of the overarching issues affecting both the Creative and Cultural Industries is a lack of leadership. This is particularly true of the CIs sector, which is dominated by micro-businesses and solo practitioners as well as being composed of diverse disciplines. The Lighthouse has occupied that gap through, for example, its Creative Entrepreneurs Club and seeks to offer some focus for creative practitioners. However, there exists in Scotland no initiative to parallel The Clore Leadership Programme led by Chris Smith MP in England. It may be that the Culture Commission could give consideration to the issue of leadership and training for leadership in the Cultural and Creative Industries in Scotland.

**Cultural Rights**

- Scotland's CIs, as well as making a significant economic contribution, act culturally in a very pervasive and democratic way - every citizen is a cultural consumer or cultural producer of CIs.
- In many ways the CIs, largely because of digital technology, have bridged the gulf between cultural production and cultural consumption. Literally, CIs "confront stereotypical notions of culture and cultural provision".
- Despite this little or no resource is devoted to raising public awareness of CIs or their national or international promotion.
- The Lighthouse, therefore, supports the concept of Cultural Rights as it applies to the CIs because it would give a sector, which, despite its enormous cultural impact is generally neglected, wider public recognition and a much-needed mandate to move forward.
- The outputs of the CIs - design, architecture, screen industries, games design etc - are ubiquitous and affect everyone regardless of age, class or race. Whilst the sector's economic importance is recognised, very little is spent on promoting the cultural importance of the CIs

compared to the traditional arts. Including CIs in a system of rights and entitlements would go some way towards rectifying that situation.

- In other words, the public should be entitled to be informed about Scotland's CIs through, for example, exhibitions or media campaigns and young people ought to be entitled to acquire knowledge about CIs and how they impact upon their lives and the wider society.

### **Education**

- CIs have developed at an exponential rate. HE has hardly kept up whilst secondary schools are barely aware of this progression, with consequent deficiencies in vocational guidance and curricular development in both sectors.

- Following on from the launch of SE National's CIs strategy in 2000, The Lighthouse with Duncan of Jordanstone College of Art launched an initiative to Explore the Interface between Education the Creative Industries. The publication of the same name, and which has been much referred to by SHEFC and the research councils, is still useful in setting out an HE agenda.

- CIs also have much to offer the school sector. They hold out an integrated cultural/social/economic model that includes design, music, technology, literature and other areas relevant to the curriculum - areas that teachers have hitherto struggled to give educational coherence. Faced with a proliferation of subjects, CIs offers a real-life model for coherent, holistic curriculum development.

- It follows that every Scottish child has a right to learn about issues affecting his/her own contemporary culture and modern-day creativity.

- Transforming the above into an entitlement/s requires a series of minor shifts. For example, teaching and learning developers and in-service providers for relevant subjects need to include contemporary material on Scotland's CIs.

- With regard to the above, there already exists a body of material freely available online produced as a result of SEG's REAL Learning project. This covers digital design, architecture, music, video etc. It would require

little modification to render this suitable for the wider school constituency, and to mount in-service courses on appropriate delivery.

- Not least, students and teachers should have opportunities to directly encounter CIs practitioners through residencies and workshops, as well as consume their products.
- The Lighthouse has considerable expertise in developing and promoting national courses for teachers based around creativity and CIs. This could be harnessed to take forward educational entitlements linked to CIs.

### **Delivery of Services**

- Despite the sector's economic importance, CIs suffer from a leakage of talent, lack of investor and market readiness and investment itself. The Lighthouse is working with agencies like NESTA, SAC, SE National and SEG to remedy this situation. Having a system of rights and entitlements would also help in this instance.
- The Lighthouse and its Creative Entrepreneurs Club, which has 900 members drawn from around Scotland, seeks to act as a hub for Scotland's CIs but needs to be better funded to provide more focussed support for Scotland's creatives.
- Within the CIs design is hugely important in 3 ways:
  1. it is the connective tissue of the CIs, for example, offering a linking thread between fashion, games design, publishing
  2. it represents (along with architecture) the largest proportion of the CIs value in Scotland; larger than games or TV.
  3. a considerable proportion of HE/FE provision is devoted to design and at secondary school level design permeates the curriculum.
- Nonetheless, design enjoys little or no economic or cultural support in Scotland. This is in sharp contrast to the rest of the UK and to competitor European and Asian nations. The Commission might take this opportunity to rectify this outstanding imbalance.

### **Marketing and Promotion**

- Suffice to say Scotland's CIs deserve to be better promoted nationally and internationally. For example,

unlike the English RDAs, Scotland does not mount dedicated CIs trade shows or invest in the systematic promotion of CIs practitioners abroad.

#### **Maximising Creative Potential**

This can be done in the following ways:

- give consideration to leadership in the context of the CIs in Scotland.
- raise wider awareness of Scotland's CIs through education and through broadened PR and other promotions.
- recognise the strategic importance of design as a way of linking the CIs and as an educational tool which can connect the sector to schools and FE?HE
- by promoting CIs more systematically and effectively raise the profile of the sector and therefore enhance the context and so attract and retain talent.
- allocate resources to the sector in recognition of its cultural significance.

Stuart MacDonald