

**OUR**

**FUTURE**

**IS IN THE**

**MAKING**

OUR

LETTERS

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## An Education Manifesto for Craft and Making

Craft and making are vital to our society, culture and economy. This is a manifesto to secure the future of craft education.

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**Our vision is that every child has a chance to discover their practical abilities, develop their creative talents, and become a maker of the future. This vision is rooted in the knowledge that craft skills lead to diverse careers and creative satisfaction throughout life.**

This Manifesto has been developed by the Crafts Council with, and on behalf of, the whole sector: makers, businesses, students and educators. It embraces craft and making in all their forms.

The UK is a world leader in craft. Craft generates £3.4bn for the economy. 150,000 people are employed in businesses driven by craft skills. Craft enriches our society and economy in many ways, from master goldsmiths to makers who build film sets and props, from the small batch production of designer makers to one-off ceramic masterpieces, and from centuries-old traditions to cutting edge digital making. Makers contribute to sectors as diverse as engineering, medicine, technology, architecture, fashion and design.

Beyond economic value, education in and through craft contributes to cognitive development and engages learners. Through engagement with materials and ideas, it develops creativity, inventiveness, problem-solving and practical intelligence. And making fosters wellbeing. It is a vital part of being human.

For all these reasons, craft education matters. But it is at risk.

In six years, 2007-2013, student participation in craft-related GCSEs fell 25%. In higher education, the number of craft courses fell 46%. This comes when elsewhere around the globe, investment in creative education and making is rising.

At this critical time we have the chance to secure craft education for the future. This manifesto sets out practical steps to secure the future of craft education. It speaks to makers and industry, to parents and students, to educators in schools, colleges, and universities, and to Government.

**Together we can make the change we seek.**

## **We make five calls for change. Each is essential. Together they form a unified plan of action.**

**1. Put craft and making at the heart of education**  
Offer opportunities to make throughout education. Revitalise learning with hands-on experience and stimulate take-up of GCSEs in art, craft, design and technology.

**2. Build more routes into craft careers**  
Make visible the diverse career opportunities available through craft education. Create equality of access to training through apprenticeships.

**3. Bring craft enterprise into education**  
Promote enterprise at every stage of learning. Make more opportunities for craft businesses and educators to work together.

**4. Invest in skills throughout careers**  
Invest in teachers' training in craft skills. Create more opportunities for makers to develop their skills throughout their careers.

**5. Promote world-class higher education and research in craft**  
Support the UK's internationally renowned higher education craft courses. Invest in cutting edge artistic and scientific research in craft and making.

**Our future is in the making.  
It's in our hands.**

# 1. Put craft and making at the heart of education

Offer opportunities to make throughout education. Revitalise learning with hands-on experience and stimulate take-up of GCSEs in art, craft, design and technology.

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Craft generates £3.4bn for the UK, with 150,000 skilled makers employed across the economy. For this reason alone, investment in craft education is essential. But hands-on craft education has wider value, socially and economically. It develops new ways of thinking, can engage disengaged learners, and embeds experience of working with materials. It fosters persistence, creative thinking, problem-solving and agency. And craft is culturally important: it is part of our history and a driver of our future.

Yet craft education is in jeopardy, as policies steer subject choice in schools away from arts, craft and design. Take-up of craft-related GCSEs dropped by 25% between 2007-2013. This is critical, as the GCSE is an indicator of both investment in earlier craft education and the pipeline of future makers and innovators.

We believe every child has a right to discover their talent for making. We want craft to have a more central role in education and to reverse the decline in take up of craft-related GCSEs. We must build on exemplars of excellence to celebrate craft and making as essential to rounded learning.

THINKING  
BY  
DOING

Together, craft makers, businesses and educators will:

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- Ensure every child and young person has the chance to discover and develop making skills by devoting more curriculum time to craft, and connecting material and digital making.
- Showcase the role of craft within STEAM (Science, Technology, Engineering, Art and Maths) as a subject that bridges creative, practical, technical and scientific disciplines.
- Promote to parents and students the value of making across the economy and of craft education to sectors including medicine, engineering, technology, design, architecture, fashion, manufacturing and tourism.
- Harness the opportunities of local curricula and Arts Council England's Artsmark and Arts Award by connecting schools with local makers, craft businesses, galleries and museums.

We urge Government to:

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- Reform the school performance framework by removing the discount codes that act as a disincentive to studying craft-related GCSEs, restoring parity between subjects.
- Revise qualification titles to restore the presence of craft: recognise the value of craft in Art, Craft and Design.
- Ask Ofqual to report on how the qualifications market meets the needs of creative education and employment.
- Ask Ofsted to review criteria for 'outstanding' schools to recognise teaching and learning in arts, craft and design.
- Evaluate and share successes in creative education in traditional and new school models, including studio schools, free schools, Career Colleges and University Technical Colleges.

## 2. Build more routes into craft careers

Make visible the diverse career opportunities available through craft education. Create equality of access to training through apprenticeships.

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Making skills are as valued in other industries as they are essential to craft businesses. We seek to make craft careers

# MAKE A JOB

visible, telling inspiring stories of opportunities in and through craft skills. And we wish to improve access to careers in craft.

Schools have a duty to offer independent careers guidance, alongside a National Careers Service that serves people of all ages. We must support schools to undertake their role effectively, including in promoting creative careers.

Creativity is fuelled by diversity. We want fair access and a more

diverse craft workforce. There are excellent exemplars of formal and informal apprenticeships in businesses, social enterprises, and livery companies. Yet opportunities are patchy. We must create more training opportunities in craft and more collaboration between formal and informal education sectors.

Around the world, there is a thriving maker movement, with governments supporting local activity with enthusiasm. In the UK too, we must seize this opportunity and encourage more collaboration between education institutions and the maker movement.

Together, craft makers, businesses and educators will:

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- Create resources to raise awareness among teachers, students and parents, of careers both in craft, and careers through craft skills, and offer clear information on progression between different learning routes.
- Share information through careers services, careers fairs, online, and in social media.
- Encourage makers into schools as role models, leaders and ambassadors, and through Inspiring the Future.
- Seize the opportunity of the Craft Apprenticeship Trailblazer: broker relationships between businesses and colleges, and build business clusters to make it simpler to take on apprentices.
- Sign up as employers to the Fair Access Principle and celebrate craft excellence through taking part in WorldSkills competitions.

We urge Government to:

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- Encourage schools and colleges to include craft careers in meeting their statutory duties to provide impartial careers advice and guidance.
- Ask Ofsted to continue to give careers guidance, including on creative careers, a high priority in school and college inspections.
- Incentivise schools to value vocational progression routes, including apprenticeships, on an equal standing with progression into university education.
- Continue to offer the Apprenticeship Grant for Employers to help small businesses take on apprentices, with increased incentives for micro-enterprises.
- Take a coherent, cross-departmental approach, locally and nationally, so that education policy supports drives for greater enterprise and more making in business.



# OUR FUTURE IS IN THE MAKING

**We make five calls for change.  
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- 2. Build more routes into craft careers**
- 3. Bring craft enterprise into education**
- 4. Invest in skills throughout careers**
- 5. Promote world-class higher education and research in craft**

**Our future is in the making.  
It's in our hands.**



**An Education Manifesto  
for Craft and Making**

[www.craftscouncil.org.uk/educationmanifesto](http://www.craftscouncil.org.uk/educationmanifesto)

### 3. Bring craft enterprise into education

Promote enterprise at every stage of learning. Make more opportunities for craft businesses and educators to work together.

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Makers are highly entrepreneurial. With high levels of micro-enterprises and self-employment, craft is at the vanguard of wider employment and business trends. Makers pioneer successful new business models in commercial and social enterprise, and increasingly craft is adding value to high-end British exports. For makers and businesses to achieve their potential, integration of creative, technical and enterprise education is essential.

Education through making develops valued enterprise and employability skills for all, not only those who go on to work, or set up business, in the sector. Craft education nurtures the 21st century skills of collaboration, communication, creativity, problem-solving and resilience that are prized by employers across the economy.

**ALWAYS  
LEARNING**

Together, craft makers, businesses and educators will:

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- Pass it on: create and share case studies on success to inspire the next generation of craft entrepreneurs and their teachers.
- Improve craft businesses' connections with schools and colleges through local clusters and academy networks, by building on successful creative studio school, free school, and University Technical College models, and by working with Local Enterprise Partnerships.
- Encourage craft businesses to join local enterprise advisor networks for schools.
- Embed enterprise education in higher and further education courses, and structure courses flexibly to make it simpler to offer industry experience.
- Produce and share materials on new business models in craft; on best practice in start-ups; business growth; access to finance and export for new and existing makers.

We urge Government to:

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- Embed enterprise education in schools and colleges through curricula, syllabuses and exams, and value it in performance frameworks, by implementing all Lord Young's Enterprise for All 2014 recommendations.
- Give teachers experience in business as part of initial teacher training and continuing professional development.
- Ensure Government-supported enterprise training is as accessible to micro-enterprises as it is to larger businesses.
- Encourage Local Enterprise Partnerships to recognise the economic contribution of craft and making, and of micro-enterprises, in their skills and creative industries strategies.

## 4. Invest in skills throughout careers

Invest in teachers' training in craft skills. Create more opportunities for makers to develop their skills throughout their careers.

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UK craft excellence rests on makers extending and renewing their skills and creativity throughout their careers. Quality

# FUTURE MAKERS

education depends on highly-trained teachers. We must draw more on artist teachers, peer-to-peer learning and share experience across educational stages. And we need more investment in skills throughout careers.

Every child has a right to be taught by trained, confident teachers. Yet teacher training places in arts subjects are falling, and art and design teachers are increasingly having to self-fund continuing professional development (CPD). We need more training places to teach craft subjects and more support for teachers' CPD.

For professionals in the sector, we must work together to expand access to high-quality CPD opportunities in specialist skills and entrepreneurship, and build on the strengths of the maker movement in skills exchange.

Together, craft makers, businesses and educators will:

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- Build on excellence in subject specialist teacher training and CPD, including in specialist Teaching Schools.
- Develop, with higher education partners, accreditation of teacher CPD in craft disciplines.
- Strengthen partnerships between schools, makers, colleges, higher education and informal learning to maximise opportunities for teachers and makers to build expertise, including in new technologies.
- Collaborate to generate more opportunities for makers to develop their skills throughout their careers.
- Harness the power of social media to create communities of practice for makers and educators to develop and exchange skills.

We urge Government to:

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- Ensure initial teacher training and teachers' continuing professional development, including in craft, continues to benefit from the close involvement of higher education.
- Strengthen the Ofsted inspection frameworks so that schools, further education and skills providers can only be judged as 'outstanding' for overall effectiveness if they have both outstanding teaching and teacher education.
- Introduce business finance loans for micro-enterprise professional development.
- Value craft skills by recognising intangible cultural heritage as of equal value to tangible cultural heritage, and supporting its preservation.



## 5. Promote world-class higher education and research in craft

Support the UK's internationally renowned higher education craft courses. Invest in cutting-edge artistic and scientific research in craft and making.

The UK has world-class undergraduate and postgraduate courses in craft disciplines, attracting top students from across the globe. They are the training ground of the makers of the future, who succeed in craft, art and design, and contribute to industry, engineering, technology, and science. However, there has been a sharp fall in the number of specialist courses. We must value and invest in craft courses, equipment and specialist technical expertise.

Excellence in craft teaching in higher education is complemented by excellence in research that advances material understanding, drives development of innovative tools and techniques, and pushes forward artistic endeavour. Increasingly, cross-disciplinary research between craft and science and technology subjects is one of the innovation engines of UK research.

**TALENT  
IS  
EVERYWHERE**

Together, craft makers, businesses and educators will:

- Build stronger partnerships between the craft sector, business and higher education to secure investment in research in cutting edge materials, tools and techniques, bridging making and STEM subjects.
- Maintain the rise in diversity in HND and HNC students and translate this wider engagement into other higher education programmes.
- Strengthen use of international research and practice on the value of education in craft and making.
- Embed enterprise research in higher education, supporting the 'fusion' of creative, business and technological education.
- Research and produce evidence on the impact of haptic skills on cognitive learning and development.

We urge Government to:

- Invest in craft research as a driver of design and material innovation, including through Research Councils and business growth and innovation agencies.
- Support the rising contribution of craft to the creative economy by reviewing how the supply of courses nationally reflects the breadth of the UK's internationally recognized craft disciplines.
- Ask HEFCE to review the funding level for intermediate-cost studio-based subjects and to consider raising it, if found necessary, to ensure that quality and provision are maintained.
- Ask UKTI to promote UK craft education alongside the UK craft businesses in the global market.

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This Manifesto has been developed by the Crafts Council in collaboration with makers, businesses, educators and young people.

A sector-wide consultation questionnaire was circulated in June 2014. In July-September, four focus groups brought together 65 makers, businesses, craft and creative sector agencies, with teachers, researchers and students to debate and design the recommendations. In October, a draft of the Manifesto was circulated to representatives from the craft and education sectors for comment and further refinement.

We are very grateful for the generous contribution of so many in shaping this Manifesto.

**The statistics in this report are drawn from:**

Studying Craft: trends in craft education and training (Crafts Council, 2014)

Studying Craft 2: update on trends in craft education and training (Crafts Council, 2014)

Measuring the Craft Economy: defining and measuring craft report 3 (Crafts Council, 2014)

**Acknowledgements**

Poster and statement designs: Anthony Burrill  
Manifesto design: Cog Design

[www.craftscouncil.org.uk/educationmanifesto](http://www.craftscouncil.org.uk/educationmanifesto)



The Crafts Council is the national development agency for contemporary craft. Our goal is to make the UK the best place to make, see, collect and learn about contemporary craft.  
[www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)

# THE CRAFTS COUNCIL IS

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**OUR**

**HANDS**