CYANOTYPES



IMPLEMENTATION PATHWAYS

CREATIVE SECTORS & NETWORKS

CYANOTYPES IMPLEMENTATION PATHWAYS

INTRODUCTION: Different entry points into the same ecosystem

The CYANOTYPES Creative Agency Framework is designed to help people and organisations to address their skills needs, explore change, connect perspectives and develop their capacity to act. It does not prescribe one way of working. Different actors face different needs, questions, challenges and opportunities, and may therefore enter the CYANOTYPES ecosystem from different starting points.

To better address the variety of different up and re-skilling contexts and the diverse needs of the CCSI, CYANOTYPES provides six specific implementation pathways:

1. **Creative Professionals & Individuals**
2. **Creative Organisations & Businesses**
3. **Creative Sectors & Networks**
4. **Learning Organisations — Higher Education**
5. **Learning Organisations — Vocational Education (VET)**
6. **Policymakers**

The six pathways correspond to five CYANOTYPES perspectives: Higher Education and Vocational Education and Training (VET) are two distinct entry points within the single Learning Organisations perspective. The pathways therefore expand the five perspectives into six practical routes without introducing an additional perspective or changing the underlying framework.

These pathways are not six independent strategies, nor a fixed sequence; they are interconnected entry points that lead the different actors to the same, wider, ecosystem. Individuals may begin with their own **learning and development**; an organisation may start with workforce or **organisational change**; a learning organisation may focus on **changing their curriculum** or **revising teaching methods**; a sector network may focus on **collaboration and skills intelligence**; and a policymaker may begin with **the conditions that enable learning and**

innovation. These starting points can connect with each other and will likely develop further over time.

The pathways translate the CYANOTYPES policy recommendations and the experience of the pilots into **possible routes for action**. They help users move from a real situation or question towards exploration, experimentation and learning. They can be adapted to different professional, organisational, regional and policy contexts rather than followed as fixed implementation plans.

A shared way of working

No matter what your context is, start with a real situation. Explore what is actually needed. Make competences, assumptions and existing strengths more visible. Choose an area for exploration or experimentation, develop or adapt a response, and then reflect on what has been learned, before deciding what should happen next.

This process also creates space to question the starting point. A challenge that appears to require new skills may instead reveal an organisational barrier, an existing but unrecognised competence, or a different way of understanding the situation. CYANOTYPES therefore encourages users not only to ask "What do we need to do?", but also "**Are we asking the right question?**" and "**What is the assumption here?**" This creates space to reconsider the problem, the approach and the conditions around it before deciding what needs to change.

CYANOTYPES is therefore **not a fixed solution, but a structured framework for reflection and informed experimentation**. Its pathways provide direction, while the context, experience and learning of the people involved determine what happens next.

Terminology: skills and competences

The pathways use the terms *skills* and *competences* in related but distinct ways.[1]

Skills are abilities to apply knowledge and know-how to carry out tasks, processes or activities and achieve results. They may be cognitive or practical and are generally described in relation to a particular task, activity or context.

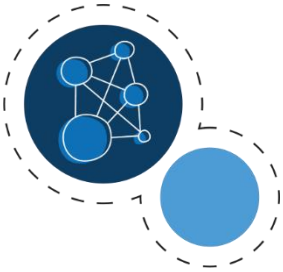
Competences refer to a broader combination of knowledge, skills and attitudes appropriate to a context, including the ability to apply learning across different situations. Within CYANOTYPES, the term refers specifically to the 25 transversal competences defined in the Creative Agency Competence Framework.

[1] CYANOTYPES: Skills vs. Competence, https://cyanotypes.website/2024/07/30/skills-vs-competences/

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PATHWAY for Creative Sectors & Networks



Purpose and orientation

This pathway is designed for organisations working from a sectoral, network or ecosystem perspective, including professional associations, sector bodies, creative hubs, cultural networks, regional development organisations, intermediaries and other organisations that connect creative professionals, businesses, learning providers and public authorities.

Creative sectors are rarely organised as a single system. They bring together freelancers, micro-enterprises, larger organisations, public institutions, education and training providers, funders, hubs, professional associations and other actors with different priorities and capacities. Future competence needs therefore cannot always be addressed effectively at the level of an individual organisation or learner.

Digitalisation, artificial intelligence, green and sustainability transitions, changing business models and new forms of collaboration are also creating competence needs that cross professional and organisational boundaries. The challenge for sector organisations and networks is not simply to identify new skills, but to help different actors recognise emerging needs, exchange knowledge and connect learning opportunities with professional practice.

This makes the intermediary role particularly important. Sector organisations, networks and hubs can help translate between professional realities, learning provision, policy priorities and emerging competence needs. They can also create spaces in which skills intelligence is gathered, interpreted and shared.

The CYANOTYPES Framework can provide a common language for this work. It does not prescribe a single sector strategy or competence profile. Instead, it can help sector organisations and networks explore emerging needs, connect different perspectives, make existing competences more visible and identify where new forms of learning, collaboration or support may be useful.

The pathway can be used at different levels, from a particular subsector or network to a regional, national or cross-border ecosystem.

1. Creative sectors at a point of transition

Creative sectors are experiencing several transitions at the same time. Technologies and artificial intelligence are changing production and distribution; sustainability is affecting materials, processes and organisational choices; markets and business models are evolving; and professional roles are becoming increasingly interconnected.

These changes do not affect all subsectors in the same way. A film and television sector, fashion ecosystem, games industry, creative hub network or cultural-centre network may face different pressures. Sector strategies therefore need to remain connected to the specific realities of the people and organisations they represent.

At the same time, fragmentation can make emerging competence needs difficult to see. Signals may appear first in individual practices, projects, businesses, events or communities without immediately becoming visible as a sector-wide issue.

Sector organisations and networks therefore have an important role in helping to connect these signals.

The central question is: How can a sector recognise emerging competence needs early enough to support meaningful responses across its ecosystem?

2. What needs to change

A sectoral skills agenda cannot be reduced to producing another list of training needs. The challenge is to create mechanisms through which information about changing practice can circulate between those who experience change, those who provide learning and those who shape the wider conditions.

This requires stronger connections between:

- **professional practice and learning provision;**
- **individual and organisational learning;**
- **businesses and training providers;**
- **sector organisations and public authorities;**
- **local, regional, national and European networks.**

Skills intelligence is therefore not only a data exercise. Sector organisations can use conversations with members, professional communities, events, projects, hubs and other networked spaces to identify emerging needs and understand how those needs are experienced in practice.

The resulting intelligence can then inform learning provision, sector strategies, partnership development and policy dialogue.

This also means recognising that relevant learning does not always begin with a formal course. Practice-based learning, peer exchange, mentoring, experimentation and professional communities can all contribute to competence development. The role of a sector organisation may be to make these opportunities more visible and better connected rather than to provide all learning itself.

3. The CYANOTYPES contribution

For sector organisations and networks, the CYANOTYPES Framework can provide a shared language for connecting skills intelligence with action.

Its value is not in standardising the sector. Rather, it can help different actors describe emerging competence needs in a way that allows them to compare perspectives, identify connections and explore possible responses.

CYANOTYPES can support sector organisations and networks to:

- **identify emerging competence needs across professional and organisational boundaries;**
- **connect sector intelligence with the CYANOTYPES competences;**
- **create a shared language between practitioners, businesses, learning providers and policymakers;**
- **identify where existing learning opportunities already respond to emerging needs;**
- **make practice-based and informal learning more visible;**
- **support the development of flexible learning opportunities with relevant partners;**
- **strengthen connections between local, regional, national and cross-border initiatives;**
- **use pilots and experimentation to test possible responses before wider adoption.**

This is particularly relevant where no single organisation has the capacity or mandate to address an emerging competence challenge alone.

The Framework can therefore function as a translation mechanism between **what is changing in a sector, what people need to develop, and what different actors can contribute.**

4. Skills intelligence and connective infrastructure

Sector organisations are well placed to gather early signals about changing professional practice. These signals may come from members, employers, freelancers, learning providers, creative hubs, festivals, conferences, international networks, regional initiatives or individual projects.

A useful skills-intelligence process can combine these different sources rather than relying on one survey or one occupational classification.

A possible approach is to:

1. **gather signals from professional and sector networks;**
2. **identify recurring changes, tensions or emerging opportunities;**
3. **explore what competences may be relevant using the CYANOTYPES Framework;**
4. **compare perspectives across subsectors and stakeholder groups;**
5. **connect the findings with existing or potential learning opportunities;**
6. **test a focused response through a pilot or other practical intervention;**
7. **document what has been learned and feed the findings back into the sector.**

This creates a feedback loop between **practice, intelligence, learning and further observation**.

Intermediaries can be particularly important in this process. Creative hubs, sector bodies, networks, associations, and other local organisations can coordinate learning, connect practitioners with providers, and help translate between different institutional languages. This is especially relevant in the fragmented structures of the CCSI, where intermediaries connect fragmented learning instruments with the realities of creative professionals and micro-enterprises.

5. A practical implementation route

A sector organisation or network does not need to begin by developing a comprehensive sector skills strategy. A concrete emerging issue can provide a more useful starting point.

The following sequence is a possible blueprint and should be adapted to the sector, network and ecosystem concerned.

1 — Start from a real sector challenge.

Choose an issue that is already affecting members, practitioners, businesses or the wider ecosystem.

2 — Gather signals from the sector.

Use member conversations, events, projects, research, professional networks and other relevant sources to understand how the issue is emerging in practice.

3 — Explore the relevant CYANOTYPES competences.

Use the Framework to translate the emerging issue into questions about competence development.

4 — Map existing responses.

Identify learning opportunities, expertise, initiatives, intermediaries and partnerships that already address part of the challenge.

5 — Identify what is missing or disconnected.

Consider whether the issue requires new learning, better access to existing provision, stronger connections between actors, or a different understanding of the problem.

6 — Test a focused response.

Develop a manageable pilot, learning activity, peer process, mentoring intervention, skills-mapping exercise or partnership.

7 — Make the learning visible.

Document what was learned, which competences were involved and what the experience suggests for the sector.

8 — Feed the learning back into the network.

Use the results to inform future activities, partnerships, learning provision, sector intelligence or policy dialogue.

Scaling should follow learning rather than simply reproduce a pilot. What has clearly emerged from the CYANOTYPES pilots is the importance of framing sector implementation around shared language, connective infrastructure and skills intelligence. Intermediaries can therefore take on this function of providing feedback before scaling.

6. Strategic directions

For creative sectors and networks, the CYANOTYPES approach points towards the following directions:

1. **Strengthen sectoral skills intelligence by connecting emerging signals from professional practice with competence development.**
2. **Build connective infrastructure between practitioners, businesses, learning organisations, intermediaries and public authorities.**
3. **Use shared competence language to support translation across professional, educational, organisational and policy contexts.**
4. **Recognise the role of hubs, sector bodies and other intermediaries in making learning accessible and connecting it with professional realities.**
5. **Support flexible and practice-connected learning, including opportunities that build on peer learning, mentoring, experimentation and professional experience.**
6. **Use pilots and networked experimentation as learning mechanisms, with feedback informing what happens next.**

These directions are not a prescribed model for sector development. They provide areas for organisations and networks to consider in relation to their own sector, membership, resources and ecosystem.

7. Examples from the CYANOTYPES Pilots

The CYANOTYPES pilots provide practical examples of how competence development can connect with sector realities and ecosystem relationships. Their value is not that they provide models to reproduce, but that they show different ways in which sector organisations, intermediaries and networks can respond to emerging needs.

More examples can be found on the CYANOTYPES Pilot showcase.

European Creative Hubs Network (ECHN)

The pilot illustrates how creative hubs can identify an emerging professional profile as a gap within their community and use the CYANOTYPES Framework to make the related competence needs more visible. It shows how networks and intermediaries can translate emerging practice into new learning and professional-development opportunities.

Fashion Innovation Center

Fashion Innovation Center developed the open Train-the-Trainer course "Sustainability and Digital Skills for Fashion Industry & Education", three modules covering EU policy tools, the Digital Product Passport, and future scenarios for fashion manufacturing in Europe, designed against the CYANOTYPES Framework using the Blueprinter and mapped to Triple Loop Learning, Boundary Spanning, Anticipatory Innovation, Data and Digital Literacy, Socio-Technical Systems and Ethical and Sustainable Thinking. The course is hosted on DigiFashHub as "Future of Fashion Industry in Europe" (3 modules, 9 lessons).

Screen Skills Committee Sweden (YNFT)

The pilot illustrates how a sector organisation can connect changing professional needs with competence development and learning provision. It provides an example of the translation role between sector developments, professional practice and education.

European Network of Cultural Centres (ENCC)

The ENCC pilots illustrate how networks of cultural organisations can use shared learning and capacity-building to strengthen their ability to respond to changing contexts.

Wirtschaftsförderung Region Stuttgart (WRS)

The Wirtschaftsförderung Region Stuttgart pilot Empowering Facilitators illustrates the role of intermediary organisations in connecting businesses, learning and regional development. It highlights how external facilitators and ecosystem partners can help organisations access learning and respond to emerging needs.

These examples point towards a broader role for sector organisations: not necessarily to deliver all learning themselves, but to help identify needs, connect actors, create learning opportunities and circulate what is learned.

8. Looking ahead

Creative sectors will continue to change through technological, environmental, economic and social transitions. The ability to respond will depend partly on whether emerging competence needs can be recognised early and connected with people and organisations capable of responding to them.

CYANOTYPES offers sector organisations and networks a framework for making these connections more visible.

The longer-term opportunity is to strengthen a feedback loop between **sector intelligence, professional practice, competence development, learning provision and policy.**

The starting point is therefore not simply: **“What training does our sector need?”**

but: **“What is changing in our sector, what competences are becoming important, and what connections would help the ecosystem respond?”**

References

1. CYANOTYPES. *Skills vs. Competences*. https://cyanotypes.website/2024/07/30/skills-vs-competences/

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