CYANOTYPES



IMPLEMENTATION PATHWAYS

LEARNING ORGANISATIONS – VOCATIONAL EDUCATION (VET)

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.

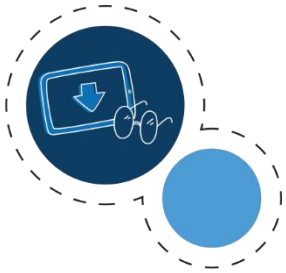
Competences refer to a broader combination of knowledge, skills and attitudes appropriate to a context, including the ability to apply learning across different situations. Within CYANOTYPES, the term refers specifically to the 25 transversal competences defined in the Creative Agency Competence Framework.

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

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PATHWAY for Vocational Education and Training



Purpose and orientation

This pathway is designed for vocational education and training (VET) providers, sector skills bodies, creative hubs and other intermediaries acting as vocational learning organisations, including those working in connection with employment and professional practice. It provides a strategic route for exploring how CYANOTYPES can contribute to the development and enhancement of vocational education in changing professional and labour-market contexts.

VET has an important role within lifelong learning. It includes initial vocational education and training (IVET) as well as continuing vocational education and training (CVET), supporting transitions into work and further development through upskilling, reskilling and professional learning. European policy understands VET as education and training that equips young people and adults with the knowledge, skills and competences required for particular occupations or, more broadly, for the labour market, under a lifelong learning perspective. It may be provided in formal and non-formal settings and across different levels of the European Qualifications Framework[2].

The Cultural and Creative Sectors and Industries (CCSI) are particularly relevant in this context, as professional careers in these sectors are often project-based, freelance, portfolio-shaped and continuously evolving, also including short-term contracts, self-employment, subcontracting, hybrid occupational roles and movement between employment, SME's, startups and independent practice. This creates a particular challenge for vocational education. Occupational profiles, qualifications, curricula and approval processes may take time to change, while professional practice, technologies and forms of employment can develop more rapidly. The relationship between occupational profiles, qualifications, workplace learning, assessment and changing professional practice requires continual attention.

VET therefore needs to support not only the skills required for particular occupations, but also the broader competences that enable individuals to develop and operate effectively in changing professional environments. These may include collaboration, communication, creative problem-solving, creative confidence, entrepreneurial thinking, digital and AI-related practice, ethical judgement and the ability to learn across changing contexts.

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[2] Council of the European Union (2020), Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020/C 417/01), Official Journal of the European Union, C 417, 2 December 2020.

The CYANOTYPES Framework can help VET providers explore how existing provision responds to changing professional realities, emerging competence needs and different patterns of entry into creative work. It can also help make existing strengths, learning already taking place, and areas for further development more visible.

CYANOTYPES is not intended to replace existing VET systems, qualifications, occupational standards or quality-assurance arrangements, which have their own requirements and specificities at national, regional and institutional levels. Instead, it can help VET organisations explore what is changing, identify emerging competence needs, and consider how learning provision can respond within the relevant regulatory and quality-assurance context.

The pathway can be applied at different levels, from an individual programme or module to curriculum development, trainer development, partnerships with employers, or wider regional skills initiatives.

The aim is not to implement CYANOTYPES everywhere, but to help VET organisations and their partners make better-informed decisions about what needs attention, what is already working, what may be overlooked, and which changes are worth exploring.

1. VET at a strategic crossroads

Vocational education and training (VET) is at an important point of transition. Across Europe, VET sits at the intersection of education, employment, industry and regional development. It provides practical learning pathways and connects learners with the world of work. At the same time, VET systems are being asked to respond to rapid technological change, artificial intelligence, the green transition, demographic change, labour shortages and changing patterns of employment.

European policy presents VET as an important part of the lifelong-learning environment and emphasises its links with employment, social inclusion, competitiveness and regional development. Recent European priorities also place emphasis on the attractiveness, quality, inclusiveness, flexibility and labour-market relevance of VET, as well as on digital and green transitions, mobility, innovation and stronger links with employers and wider ecosystems[3].

The European Forum of Technical and Vocational Education and Training (EfVET) describes VET as a critical economic and social infrastructure rather than simply an education pathway. Its 2026 position paper[4] highlights the need to strengthen the quality and labour-market relevance of VET, increase flexibility and attractiveness, support innovation and entrepreneurship, strengthen mobility and internationalisation, and improve connections between VET providers, employers and wider ecosystems.

This context is particularly relevant to the Cultural and Creative Sectors and Industries (CCSI). Creative work is often project-based and collaborative, while professional roles can change quickly as technologies, production processes, markets and societal expectations evolve. VET therefore needs to remain connected to professional practice while also preparing learners to navigate change, rather than only perform today's tasks.

EfVET's position paper places particular emphasis on stronger work-based learning, cooperation between VET providers and industry, greater flexibility in curricula, evidence-informed curriculum development, and stronger support for teachers and trainers.

Stronger connections between VET and higher education can also contribute to more coherent and responsive learning pathways. Collaboration can support transitions between vocational and academic learning, joint responses to emerging competence needs, shared professional learning, and closer connections with employers and creative practice. Such collaboration can work in both directions:

[3] European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Vocational Education and Training (VET); Council of the European Union (2020), Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (2020/C 417/01); European Commission (2025), Herning Declaration on attractive and inclusive Vocational Education and Training (VET) for increased competitiveness and quality jobs 2026–2030. European Commission — Vocational Education and Training (VET); Union of Skills (2025)

[4] European Forum of Technical and Vocational Education and Training (EfVET) (2026), A contribution to the European Strategy for Vocational Education and Training

VET brings strong connections to occupational and workplace practice, while higher education can contribute through research, critical inquiry and interdisciplinary perspectives.

The aim is not to blur the distinct roles of VET and higher education, but to strengthen their connections where this creates value for learners, professionals and the wider creative ecosystem.

For CYANOTYPES, the question is how VET can combine its strength in practical and occupational learning with a broader understanding of the competences that enable people to adapt, collaborate, make informed decisions and act in changing conditions.

2. What needs to change

VET provision needs mechanisms for responding to emerging professional and competence needs without abandoning the value of structured qualifications.

The challenge is not simply to make VET more flexible. It is to balance responsiveness with coherence, quality, transparency and trust. Learners, employers and wider stakeholders need to understand what a learning experience enables someone to do, how learning has been assessed and how it relates to further learning or employment.

Modular learning can provide flexibility. Work-based learning can connect education more closely to professional practice. Recognition of prior learning can help learners build on experience they already have. Partnerships with employers, practitioners, sector bodies and intermediaries can help providers identify changes in occupational practice and assess their relevance.

At the same time, VET should not be reduced to short courses or to technical skills only. Qualifications, learning outcomes, assessment and quality assurance remain important. **Flexibility should strengthen learning pathways rather than produce disconnected or weakly recognised learning experiences.**

For creative fields in particular, **provision may need to recognise that occupational competence is developed across multiple environments**, including classrooms, studios, workshops, workplaces, live projects, self-directed practice, peer networks and professional communities.

While the EU micro-credentials framework provides a shared direction[5], significant challenges remain at national and system level. In many EU countries, there is still no strategic or legislative framework defining the place of micro-credentials within education, training and employment systems. At the same time, **stronger coordination between higher education and VET is needed**, including common approaches to modular design aligned with National and European Qualifications Frameworks, quality assurance, credit recognition and permeability across sectors. Without these conditions, micro-credentials risk remaining fragmented rather than developing into a truly flexible and coherent instrument for lifelong learning.

[5] Council of the European Union (2022), Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability.

3. The CYANOTYPES contribution

CYANOTYPES can provide a lens for reviewing existing VET provision against changing professional realities.

A VET provider might ask:

- Which competences are already developed through the curricula?
- Which skills and competences are developed through workplace, studio or project experience?
- Where are emerging professional needs becoming visible?
- Which learning activities support those competences?
- Which aspects of learning are explicit, and which remain implicit?
- What could be adapted within the existing provision?
- What could be explored through work-based learning, continuing VET or a short learning activity?
- Where would a more substantial curriculum, occupational-profile or qualification change be required?
- Which changes can be made locally, and which require external approval or coordination?

The Framework can therefore support curriculum reflection without replacing occupational standards, qualification frameworks or existing quality-assurance arrangements.

It can also help providers distinguish between different kinds of response. An emerging need may not require a change to curriculum content, but it may instead require a new work-based learning arrangement, a trainer Continuing Professional Development (CPD) activity, improved guidance for learners, stronger employer feedback, a new continuing-learning offer or better recognition of learning already taking place.

4. Work-based learning

Work-based learning is particularly important in creative fields because professional practice often involves projects, placements, collaboration and changing work environments. It can include apprenticeships, placements, internships, simulated work environments, live briefs, production projects, enterprise activities, mentoring and other forms of structured learning connected to work.

VET providers can work with employers, practitioners, mentors and sector intermediaries to check whether learning reflects actual professional situations. This dialogue can also help identify emerging occupational practices, technologies, ethical questions and forms of collaboration that may not yet be visible in formal curriculum structures.

Work-based learning should involve clear learning purposes, appropriate supervision, feedback and opportunities for reflection, with active involvement from teachers in educational settings, tutors or mentors in companies, and learners themselves. Learners should remain at the centre of the work-based learning experience, with all actors contributing to a structured and supportive learning process. The quality of the workplace experience cannot be assumed simply because learning takes place in a professional setting.

This does not mean that workplace partners should determine the whole curriculum. It means that dialogue between educational and professional perspectives can strengthen the relevance of learning while preserving the educational responsibilities of the VET provider and ensuring a positive impact on learners and their preparation to enter the labour market.

In the CCSI, where many professionals work through small organisations, freelance practice or project-based arrangements, providers may need to develop networks of workplace partners rather than rely on a single employer model. Sector intermediaries, VET providers, higher education institutions, creative hubs, professional associations and local cultural organisations may all play important roles in coordinating opportunities and supporting quality, with VET providers particularly well placed to orchestrate this process given their position at the intersection of education, industry and the labour market.

5. IVET, CVET and lifelong learning

Initial VET and continuing VET should be understood as connected parts of a wider learning system.

IVET generally supports entry into an occupation or occupational field, while CVET supports people already in work or seeking to update, broaden or change their professional competences. In practice, the boundaries may overlap, particularly in the CCSI, where people may move between education, employment, freelance practice, entrepreneurship, project work and further learning several times during their careers.

CVET can provide opportunities for professionals already in work to update or broaden their competences. It may include short courses, modular learning, workplace learning, mentoring, reskilling programmes, professional communities or other appropriate formats.

It is not useful to define VET simply as “formalised initial learning” in opposition to CPD – continuous professional development. The boundaries overlap, and the relevant distinction is between different purposes, contexts and forms of provision.

CYANOTYPES can help providers explore how IVET, CVET, workplace learning and self-directed professional development relate to one another, without assuming that all learning needs to be delivered in the same format or by the same organisation.

6. Flexible pathways and micro-credentials

Micro-credentials may provide one mechanism for flexible learning where learning outcomes, workload, assessment and quality assurance are sufficiently defined.

They can potentially be embedded in larger programmes, combined with other learning experiences, or connected to wider learning pathways. European policy supports the use of micro-credentials as flexible learning solutions, provided that they are trusted, understandable, digitally verifiable where appropriate and connected to relevant quality arrangements. Cedefop, European Centre for the Development of Vocational Training, describes micro-credentials in labour-market education and training in terms of documented learning outcomes from a small volume of learning, assessed against transparent and clearly defined criteria[6].

The supporting micro-credential material identifies embedded, recognition-of-prior-learning and modular models as possible approaches[7].

However, not every VET learning activity should be converted into a micro-credential. The format should follow the learning purpose. A workshop, peer-learning activity, mentoring process or exploratory project may be valuable without needing to become a standalone credential.

Where a micro-credential is used, providers should clarify:

- The learning outcomes;
- The volume or workload of learning;
- The assessment approach;
- The quality-assurance arrangements;
- The identity and status of the issuing organisation;
- The relationship to existing qualifications or pathways;
- Opportunities for recognition, progression or transfer.

Micro-credentials should complement rather than fragment broader VET pathways.

[6] Cedefop, European Centre for the Development of Vocational Training; Union of Skills, COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE EUROPEAN COUNCIL, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS

[7] Guide on how to apply Micro Credentials to Learning Pathways for CCS (2025 SACCORD - p.n. 101132841, Erasmus plus Forward-Looking Project Scheme.

7. Quality assurance, assessment and recognition

Quality should remain integral to flexible VET provision.

CYANOTYPES proposes alignment with the applicable quality assurance framework, including EQAVET for VET, while making clear that alignment does not itself constitute accreditation or formal certification.

The European Quality Assurance Reference Framework for VET applies to initial and continuing VET, different learning environments including school-based and work-based learning, and different modes of delivery including digital, face-to-face and blended learning. It provides a European reference point, but its application remains connected to national quality assurance systems and contexts[8].

Where certification is intended, learning outcomes, assessment criteria, assessment procedures, quality assurance and issuing responsibility need to be defined.

Assessment for VET in the creative fields may need to include practical demonstration, project work, portfolios, observation, professional feedback, reflective accounts and other appropriate forms of evidence. These methods should be selected according to the intended learning outcomes and the context of practice, rather than used simply because they appear flexible. Higher Arts Education has developed methods for quality assurance assessment in creative practices, and therefore partnership and mutual learning in this area can be beneficial.

The European Qualification Framework (EQF) referencing may be appropriate where the learning experience is sufficiently structured, and its outcomes can meaningfully be related to a qualification level. It should not be applied mechanically to exploratory, collective or ecosystem-based learning.

Recognition of prior learning is particularly relevant in the CCSI, where learners may have developed significant competences through freelance work, community activity, self-directed practice, project participation or informal professional experience. Such recognition should remain transparent, fair, quality-assured and aligned with applicable national and institutional procedures.

[8] Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020/C 417/01

8. Trainers, mentors and workplace partners

Trainers, workplace supervisors, mentors and facilitators are central to translating competence frameworks into actual learning.

Strong content and well-designed frameworks remain abstract if the people delivering and supporting learning cannot adapt them to specific learners, workplaces and sector realities.

For the European Commission to achieve its upskilling and competitiveness goals, collaboration and mutual learning across all layers of education must happen—and this depends on educators and facilitators who are skilled, supported and fairly remunerated[9]. Investment in people is the most important investment, and is vital for innovation, growth, competitiveness and inclusion.

VET trainers may need opportunities to maintain their occupational expertise, develop pedagogical practice, understand emerging technologies and work with employers and sector partners. Workplace supervisors and mentors may also need guidance on supporting learning, providing feedback and contributing to assessment.

In creative fields, the people supporting learning may include practising artists, designers, producers, technicians, entrepreneurs, cultural workers and other professionals who do not work primarily as teachers. Clear roles, support and communication can help ensure that professional expertise contributes to learning without weakening educational quality.

Lastly, collaboration and mutual learning across education layers - general education, VET, higher education, adult learning and workplace learning - are fundamental for the further development of the field, far beyond the sole needs of the CCSI.

[9] Rethinking Education:Investing in skills for better socio-economic outcomes, 2012.

9. A practical implementation route

A VET provider could begin with one existing programme or learning unit.

1. **Map the current provision**. Identify the learning activities, workplace experiences, resources and partnerships currently available.
2. **Identify relevant CYANOTYPES competences**. Explore which competences and skills are already developed, where they are explicit or implicit, and how learners demonstrate them.
3. **Compare the provision with professional and labour-market developments**. Consult learners, trainers, employers, practitioners, sector bodies and other relevant partners.
4. **Identify what is already working and where adaptation may be useful**. Consider curriculum content, learning activities, assessment, workplace learning, learner support and progression opportunities.
5. **Check the regulatory and quality context**. Identify what can be changed locally and what requires approval or coordination with external bodies.
6. **Involve trainers, learners and workplace or sector partners**. Use different perspectives to test assumptions and identify feasible responses.
7. **Design a focused curriculum or work-based learning experiment**. The intervention may involve an assignment, live brief, workplace arrangement, mentoring activity, module, short course or other form of learning.
8. **Define learning outcomes** and assessment where recognition is intended. Ensure that assessment is proportionate and appropriate to the learning purpose.
9. **Review the results** and decide what should be **embedded, adapted or further explored**. Consider what was learned by learners, trainers, partners and the organisation.
10. **Identify implications for wider provision**. Decide whether the learning should inform curriculum development, trainer development, partnerships, continuing VET, qualification processes or sector dialogue.

10. Strategic directions

For vocational education and training (VET) in the cultural and creative sectors, the CYANOTYPES recommendations can be operationalised through six connected strategic directions:

1. Connect VET provision with changing professional practice and emerging competence needs

Anchor VET curricula and qualifications in current and emerging professional realities in the CCSI. Use the CYANOTYPES competence framework to identify capability gaps, inform curriculum renewal and ensure that learning outcomes reflect the skills needed for digital, green and social transitions. This means regularly updating programmes in dialogue with employers, professional networks and sector intermediaries, and using evidence from pilots and experimentation to guide decisions about curricula, qualifications and partnerships.

2. Strengthen the quality and relevance of work-based learning

Strengthen work-based learning as a core, high-quality component of VET. Design structured placements, projects and workplace assignments through cooperation between VET providers and companies, based on clearly defined learning outcomes and aligned with relevant competence frameworks. These opportunities should respond to learners' needs and support the development of specific skills and competences as part of their learning processes, with achievement assessed against transparent criteria. Support workplace supervisors and mentors with guidance on facilitating learning, giving feedback and contributing to assessment, recognising that many are practising professionals rather than trained educators. Strengthen feedback loops between providers, learners, employers and sectors so that work-based learning continuously informs and improves VET provision.

3. Develop flexible, modular lifelong-learning pathways that reflect the diversity of creative work

Recognise that careers in the CCSI are often freelance, project-based and anchored in SME's structures. Offer flexible and modular pathways—including short, targeted learning opportunities—that allow learners to upskill and reskill throughout their careers. Use micro-credentials selectively and with appropriate quality arrangements, aligning them with EQAVET and national quality assurance systems so that they are transparent, comparable and trusted by learners and employers. This approach supports both initial and continuing VET as integral parts of lifelong learning.

4. Enable recognition of prior learning and experience

Treat *recognition of prior learning* (RPL) as a core mechanism for equitable access, efficient progression and better use of existing skills in the CCSI. Establish clear, transparent RPL processes that assess competences gained through formal, non-formal and informal learning—including work experience, self-directed practice and portfolio work—and translate them into credit, exemptions or full qualifications where appropriate. Link RPL to learning-outcomes-based curricula and unit-based or modular structures so that prior experience can be recognised at the level of individual units as well as whole qualifications. Where relevant, use micro-credentials both as tools to facilitate RPL and as

credentials that can themselves be obtained through RPL, strengthening the connection between informal learning and formal recognition[10].

5. Align VET with higher education and strengthen mutual learning across pathways

Strengthen the mutual learning between VET, higher education and other learning pathways so that learners can move flexibly between initial VET, continuing VET, bachelor's and master's level study, and short or modular provision. Develop shared understandings of competence frameworks, learning outcomes and credit where possible, and create structured opportunities for joint curriculum development, staff exchange and collaborative projects between VET providers and higher education institutions. This alignment supports coherent lifelong learning ecosystems in the CCSI, where VET and higher education complement each other in responding to emerging competence needs and professional futures.

6. Invest in trainers, mentors, workplace supervisors and sector intermediaries

Treat investment in people as the central lever for achieving upskilling and competitiveness in VET. Provide VET trainers with opportunities to maintain their occupational expertise, develop pedagogical practice, understand emerging technologies and collaborate with employers and sector partners. Ensure that mentors, workplace supervisors and intermediaries have clear roles, adequate support and access to professional development, so that professional expertise contributes effectively to learning without weakening educational quality. This direction underlines that strong competence frameworks and curricula only translate into real skills when the educators and facilitators delivering them are skilled, supported and fairly remunerated.

[10] Developing mechanisms for recognition of prior learning, Cedefop.

11. Examples from the CYANOTYPES Pilots

The CYANOTYPES pilots provide practical evidence of how the Framework can be used in different vocational education and training contexts. Their value is not that they provide models to reproduce, but that they show different ways of starting from a real educational or institutional question and using competence-based exploration to understand and test possible responses.

The examples below illustrate three areas that may be particularly relevant to vocational education and training providers: work-based and practice-based learning; trainers and learning facilitation; and sector alignment and transitions into employment.

More examples can be found on the CYANOTYPES Pilot showcase.

Work-based and practice-based learning

The Nimeto Embedded Learning for Social Design pilot illustrates how learning can be embedded in practice and connected to real professional and social contexts. The Fashion Innovation Center similarly connects learning with professional practice and changing sector needs through an open Train-the-Trainer course on sustainability and digital skills for the fashion industry, developed against the CYANOTYPES Framework and mapped to relevant competences. These examples are relevant to VET because they show how competence development can be explored through applied projects, collaboration and real-world challenges rather than being separated from professional contexts.

The CYANOTYPES work-based learning materials also emphasise the importance of connecting educational and workplace supervisors, defining learning goals, providing feedback and creating opportunities for learners to reflect on their experience. This suggests a practical role for CYANOTYPES in making the competences developed through workplace learning more visible and connecting them back to educational provision.

Trainers, mentors and facilitators

The WRS (Wirtschaftsförderung Region Stuttgart) Empowering Facilitators, ENCC (European Network of Cultural Centres) Train-the-Trainer and Career Ramp pilots demonstrate different approaches to strengthening the people who support learning and professional development. For VET, this is particularly relevant because trainers, workplace supervisors and mentors are important translators between competence frameworks, educational provision and professional practice.

Sector alignment and transitions into employment

The **YNFT (Screen Skills Committee Sweden) CYANOTYPES in Action** and mediarte A Private View pilots illustrate different ways of connecting competence development with sector needs, professional realities and opportunities for collaboration. They show how intermediaries can help translate between education, employment and the wider creative ecosystem.

What these pilots show

Taken together, these examples demonstrate how VET can engage with CYANOTYPES through existing practice rather than by creating a separate layer of provision. A VET organisation might start with a work-based learning arrangement, a curriculum question, trainer development, or a relationship with employers and sector partners.

The common thread is to use CYANOTYPES to make relevant competences more visible, examine how they are developed through practice, and test whether learning provision needs to adapt.

12. Looking ahead

Vocational education and training (VET) can contribute to a more connected learning ecosystem in which initial vocational education, continuing vocational education, workplace learning and other forms of lifelong learning reinforce rather than duplicate one another.

This is particularly important in the Cultural and Creative Sectors and Industries, where learning and professional development may take place across education providers, workplaces, projects, freelance practice, communities and professional networks.

CYANOTYPES can help make these relationships more visible and support experimentation with learning pathways that remain connected to changing professional realities. Its role is not to prescribe a single model of VET, but to help providers and their partners identify what is changing, understand what can be adapted within their context and develop informed responses that maintain quality, relevance and trust.

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

Imprint & Disclaimer

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