

cyanotypes playbook

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The Cyanotypes Playbook provides a short overview of the strategic approach taken by the project.

Why a Playbook?

When we say play, we here mean the **freedom to design**:

- play means you can **define your own rules**. We provide ideas you can work with, but the design of your learning experience is up to you.
- play means you are **free to experiment**. We know many of our learning routines need a fresh start. Experiment to find out what works for you.
- play means you can **play with words**. New processes call for new stories to reach people in new ways. We want to make learning exciting again. We don't learn simply to become more competitive. But to make what we do more rewarding - for ourselves and the people we work with. Feel free to use, reuse, and add to the concepts we have collected here.
- play means **you are not alone**. When we play we explore together with others - build the teams you need to get where you want to be.
- play is how we **learn intuitively**. We have all played when we were younger. And then something happened and we became less and less curious. But learning is experience-based, let curiosity be your guide.

The
Playbook



VERSION: 1.0



Co-funded by the
Erasmus+ Programme
of the European Union

Project reference: CYANOTYPES GA No. 101056314

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The Playbook



The
Playbook



you are here

putting yourself on the creative skills map

You are here! Welcome to CYANOTYPES.

We are a network of people from across the creative sector.

We share an interest in where we will go together - across this sector and beyond.

A wide array of changes affects how we live and learn. This complexity is daunting and perhaps even more difficult to comprehend from where we are now.

Our playbook invites you to engage more deeply with CYANOTYPES. Ideally, this is the beginning of an ongoing process.

The content will unfold in layers, introducing you to **a series of interlocking concepts - each of which can become your point of entry** into the CYANOTYPES conversation.

Offering **new perspectives to better engage with the polycrisis**, CYANOTYPES invites you to take a wider view: what would you like to be able to do, and how can this vision of your future agency guide us in designing a learning process to help you get there?

CYANOTYPES



why a playbook

practical pathways to future selves

Our primary audience are those who will eventually explore and locally pilot our framework - whether you are an individual learner, an organizational leader, a provider of education and training, a sectoral leader, or a policymaker:

You are someone who acts in a context where **future skills matter deeply** to you and what you do.

The playbook's purpose is to familiarise you with our basic concepts, allowing you to **grasp the big picture we have sketched** quickly and clearly so can **put your future self on the map**.

Once we have that location, we can **chart pathways** to get there from where we are now.

Above all, this playbook hopes to spark curiosity and motivate you to continue exploring and engaging with the broader ecosystem of learning and systems thinking we have mapped.

The goal is to cultivate engagement that feels natural and personal, encouraging you to take author- and ownership of your learning process.

All you need to get started is to put yourself on the map - and let us know where you want to go from there.



you are here

mapping your location in the ecosystem

When we look beyond the boundaries of whatever context we find ourselves in, learning already begins. The term we use to describe the set of learning sites around us is **competence ecosystem**. This ecosystem may already exist - the network of partners your organisation already works with, for example - and it offers multiple sites of learning.

Connecting some of them in a learning process can make learning more effective, as the movement from one context to the next will **enrich what you know** through whatever information and value the new learning situation adds.

Moving beyond the boundaries of any one context comes with risk, as the new context might require us to change views. But since **learning always comes with unlearning**, such reframing (or translation) of what we think we know is essential to opening up new possibilities.

So we are convinced the risk is worth taking - and that movement across a diversity of contexts can not only be a liberating experience, but help build the courage and confidence to act in new roles, take on new tasks, and assume new responsibilities.



learning journeys

powered by triple loop learning

Because we know how difficult it is to muster the energy to keep going (whatever we do), we have **built movement into the learning process** through the mindset that inspires our approach to learning.

We call it the **triple loop** - linking you as an individual to the situation you are in - and then open up the ecosystem around you.

This movement is physical, we literally move from one context to another.

But it is also a matter of perspective, a way of thinking about what happens to us as we learn:

Whereas the first loop focuses on **doing better** what we already do, the second focuses on **new conceptual tools** we might need in a new role, and the third keeps us on our toes by asking whether we are doing the right thing, **aligning our learning with whatever goals we have set** for ourselves.



a systems view

aligns skills and contexts

Less can be more. Learning is not a zero-sum game - out with the old, in with the new. Skills acquire their importance in contexts of use.

And 'future' skills are skills that are aligned with existing and emerging contexts of use. As these contexts change, so does the value of our skills.

So: future skills are skills we know will be of use tomorrow. This means that learning must anticipate what is next - **imagining our concrete futures help us make choices about what we learn today.** To close the gaps between existing and future skills, we therefore take into account what creates these gaps - the environmental, social, and technological changes that affect the value and relevance of what we know and can apply in and across contexts of use.

A systems view helps us build a bigger picture. So future skills can lead to action that matters.



cooperation

and empowerment

Europe is particularly well-positioned to take advantage of diverse learning and training systems, which could make it more resilient in the global arena.

If we embrace diverse educational paths and learning environments, we help nurture the new.

True competitiveness - creating value inspired by shared purposes - requires organizations and individuals who can actively cooperate to compete, something that is often stifled in current economic systems.

The focus is on developing **skills that enable organizations and people to participate in competitive environments, not just to produce goods or technologies but to do so in ways that are adaptable and resilient.**

By creating a system where risks are limited, making people feel secure enough to engage in value-creating activities.

Regulatory frameworks for learning and innovation can ensure fairness and reduces harm, making the co-creation of value sustainable and productive - including the use of **sovereign technologies to amplify our autonomy.**



self-empowerment

through creative agency

Whenever we think about learning, we are most interested in what it is you wish to be able to **do** - and then, how we can co-design **practical pathways** (what we call learning journeys) to get there.

To assist you in imagining your future self, we have developed the “**creative agency competence framework**”.

It is based on our assumption that this is what drives you - being able to act as a creative individual in whatever concrete situation you will find yourself in.

This circle organises our creative agency according to **five dimensions, based on key individual and collective action contexts** that have been highlighted by the people we have talked to.

Using these five action domains to organize (cluster) a wide range of creative skills, we offer **a matrix for the mapping of individual learning journeys** for people with different interests and needs.



the ecosystem

view

The creative agency circle is a schematic view of all of the urgent and future skills we have been able to identify. To simplify our learning narrative and facilitate the design of individual learning journeys, we clustered them based on **five complementary action domains that reflect work across the creative sector**: the organisation of teams (and wider more-than-human collectives); the creation of public organizations and spaces; the work with data-based systems; the co-creation of a wide range of values; and our efforts to regenerate the world that sustains us.

In all of the “future skills” studies we have seen, a wide range of skills related to our creative agency - our individual and collective capacity to find new ways to act with purpose - play a central role. This does not come as a surprise - the more uncertainty we think we will have to deal and work with, the more important skills related to flexibility, openness, and resilience become. And even if they don't say so directly - skills reports that foreground these skills also indicate that this is exactly what they expect to happen: creatives will be in times of transformation for the foreseeable future.

But we are not alone: we can cooperate with the many partners in our (local and trans-local) ecosystems that share our concerns. Which is why CYANOTYPES connects the individual, organizational, and ecosystemic dimensions of how each of us learns.



cyanotypes

concept checklist

- ❑ **agency** - our individual and collective capacity to act with purpose
- ❑ **co-creation** - a way of building cooperation and joint action into what we do
- ❑ **competence cluster** - a set of competencies and skills related to an overarching theme or action domain
- ❑ **competence ecosystem** - a network of sites of learning around us
- ❑ **creative agency** - the set of competencies and skills that allow us to be agents of change across contexts
- ❑ **creative agency competence framework** - a competence matrix integrating the collective, public, data-driven, value-creating, and regenerative dimensions of creative agency
- ❑ **framework** - a narrative and a set of methods to facilitate the design of learning experiences
- ❑ **learning journey** - an individual pathway designed to connect multiple sites of learning
- ❑ **microcredential** - a certificate for a small learning experience to encourage lifelong learning
- ❑ **systems design** - a way to explore how parts and wholes interact to better identify levers of change
- ❑ **transversal** - cutting across domains of action and knowledge
- ❑ **triple loop learning** - a mindset that links the individual, organizational, and ecosystemic dimensions of learning