

creative agency guidebook

CYANOTYPES

The Creative Agency Guidebook has been designed to provide you with greater insight into the Cyanotypes Creative Agency Competence Framework.

This Guidebook offers a level of detailed insight into the clusters and competencies that have been developed by Cyanotypes. You will find, for example, a detailed description of every competence, along with associated learning outcomes. In addition, there are pointers to related components of the train-the-trainer toolkit that may also want to consider.

This version of the Guidebook is intended for **Learning Organisations** in both Higher Education and VET.

The Guidebooks



VERSION: 1.0



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

Project reference: CYANOTYPES GA No. 101056314

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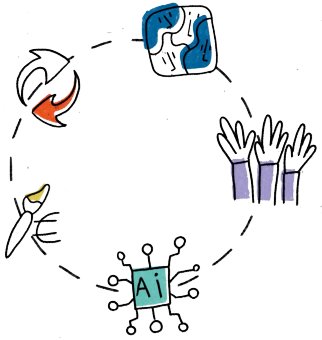
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The Guidebooks



creative agency guidebook

Introduction



This guidebook has been designed to provide you with greater insight into the Cyanotypes **Creative Agency Competence Framework**. This framework consists of 5 agency clusters, reflecting the diverse contexts in which cultural and creative professionals are involved. Each of these clusters has 5 associated competences, with 25 competences in total.

In this **Guidebook** you will find descriptions of each of these competences and relevant supporting tools and materials provided by Cyanotypes.

This version of the Guidebook has been specifically developed for **Learning Organisations** at all levels. Other versions of the Guidebook have been developed for people working within **Policymaking, Creative Sectors and Networks, Creative Organisations and Businesses** and for **Creative Professionals and Individuals**. In this way people are free to choose the guidebook that best fits their perspective.

The Cyanotypes Framework can be adapted to personal, organisational or sector specific needs by providing:

- the means to **understand and anticipate skills needs and ambitions**
- a co-creative process to **identify and develop customised and new training pathways**.
- **alignment** with existing European competence frameworks, accreditation systems and related initiatives

In fact, we encourage people to consider how best to use the **Creative Agency Competence Framework** in their own context and according to their ambitions and objectives.

We have outlined a number of different **scenarios for learning organisations** below as examples. You will also find descriptions of other scenarios and pilot activities being undertaken by Cyanotypes partners in document **T1.7 Pilot Scenarios**.

creative agency scenarios

Sample Scenarios

It is possible to consider various scenarios for piloting the Cyanotypes approach and if you decide to run a pilot activity you will have your own ideas!

From the **Learning Organisations** perspective, this could be:

Modifying an existing curriculum
Trainers can integrate Cyanotypes competencies into their current curriculum by identifying areas where creativity, collaboration, or critical thinking can be enhanced. They can share existing learning activities and define discipline-specific learning outcomes to scope modifications within available time constraints (ECTS).

Designing New Learning Modules with Cyanotypes Competences. Trainers can define their objectives, target disciplines, and expected learner outcomes. Aligning content with EQF levels ensures appropriate complexity, while integrating feedback loops helps refine the program.

Identifying HR Capacity Building Opportunities. Organisations can evaluate existing staff competencies, identifying skill gaps that Cyanotypes can help bridge. They can also use the

framework to shape hiring strategies, and by aligning job descriptions and training programs with Cyanotypes, organisations can future-proof their workforce.

From the **Policymaker** perspective, this could be:

Stress-testing your Policy Strategy against the Cyanotypes Framework. Is your policy strategy future-proof? Does it equip the creative industries with the right skills, structures, and innovation capacity to remain resilient and competitive?

Strengthening Cultural & Creative Ecosystems: A Strategic Tool for Policy Makers. How resilient, inclusive, and future-proof is your creative ecosystem? Does it provide the right conditions for creative professionals, businesses, and organizations to adapt, collaborate, and innovate?

Naturally, there are different scenarios from the other perspectives and some examples are included below. You will also find descriptions of other scenarios and pilot activities being undertaken by Cyanotypes partners on the [project website](#).

From the **Creative Sectors and Networks** perspective, this could be:

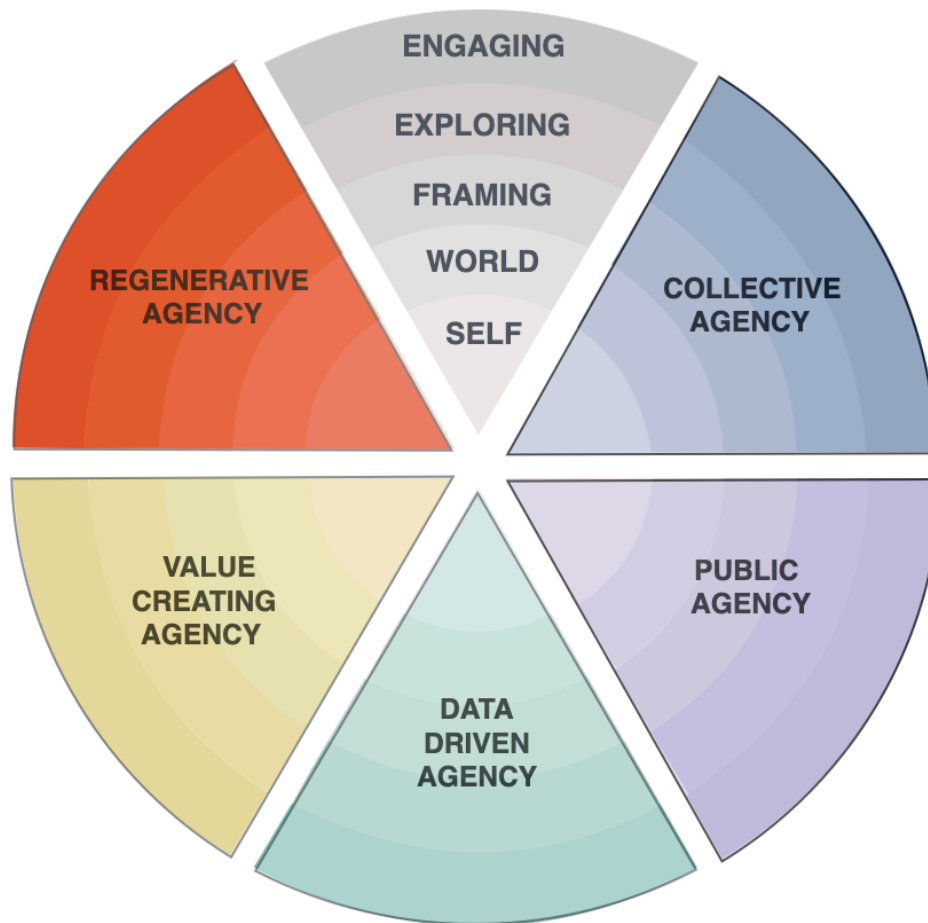
Developing a Sectoral Upskilling & Reskilling Strategy with the Cyanotypes Framework. The digital, green, and societal transitions are not just reshaping the industry; they are redefining the skills needed to thrive. Does your upskilling or reskilling agenda prepare them for emerging technologies, shifting business models, and evolving creative practices?

Stress-testing a Sector Strategy with Cyanotypes Competences. How future-ready is your sector? Does your strategy empower your members to adapt, collaborate, and innovate in an era of uncertainty?

From the **Creative Organisations and Businesses** perspective, this could be:

Stress-testing Your organisational strategy against the Cyanotypes Framework. How can you equip your staff with the right skills for the future?

Hiring for the Future: Embedding Cyanotypes Competences in Recruitment. Does your hiring strategy reflect these shifts? Are your job descriptions and recruitment processes attracting talent that will thrive in an industry undergoing rapid transformation?



Creative Agency Competence Framework

The **Cyanotypes Creative Agency Competence Framework** is grounded on the principle that *learning occurs within self-renewing ecosystems*, integrating individual, organizational, and ecosystemic contexts of agency to address the sustainability of educational practices and outcomes.

This provides a transversal model for “customisable” learning journeys and aims to inspire future value creation scenarios for creative professionals within innovative ecosystems

The framework emphasises five key dimensions of creative agency: **collective, public, data-driven, value-creating, and regenerative**, each contributing to a comprehensive approach to skills development and application in creative sectors.

Each cluster then consists of five competences. These competences aim to foster resilience among creative industry professionals through life long development activities to meet the challenges and demands in their respective practises for the near future.

You can also use the **Creative Agency Competence Framework** to follow a triple loop learning pathway that runs transversely across the five agency dimensions:

- **Self** - Individual self awareness, introspection and self reflection
- **World** - gaining awareness of your context
- **Framing** - understanding the meaning of your experiences
- **Exploring** - active enquiry, curiosity and experimentation
- **Engaging** - active participation, collaboration and dialogue

This is also intended to facilitate deeper reflection, systemic understanding and transformative learning experiences. In this way, learners can develop the critical thinking, creativity and adaptability needed to thrive in complex and dynamic environments.

5 Creative Agency Clusters

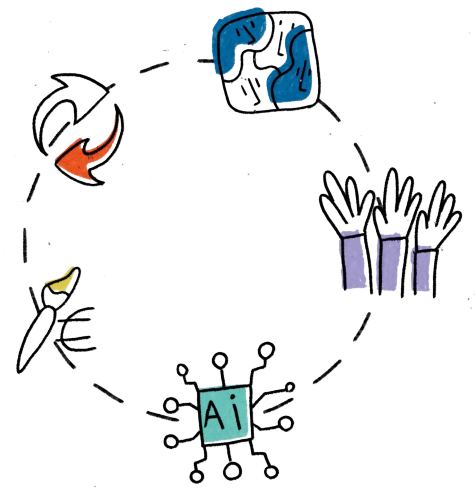
collective agency cluster

The **Collective Agency Cluster** promotes collaboration as essential for innovation and societal impact in the cultural and creative industries (CCIs). It champions **co-creation, resource-sharing, and equity**, fostering inclusive networks where diverse voices shape cultural outputs.

By pooling resources and leveraging connections, stakeholders steer sustainable and relevant creative solutions. This cluster emphasises systems thinking, trust-building, and mutual accountability, **ensuring cultural initiatives address complex challenges effectively.**

Through interdisciplinary projects and innovative frameworks, the Collective Agency Cluster enhances creativity, resilience, and impact, **positioning CCIs as pivotal contributors to societal transformation.**

The **5 competences** associated with this Cluster are:



A1 Creative Confidence
Strengthening sectoral resilience

A2 Collaboration Across Creative Disciplines
Working Together Across Creative Sectors

A3 Conceptual and Critical Thinking
Driving innovation and transitional thinking

A4 Interacting in Creative Ecosystems
Navigating within and between creative environments

A5 Collective Action
Moving from urgency to action

public agency cluster

The **Public Agency Cluster** views culture as a public good essential for societal well-being and resilience. It emphasises inclusivity, community empowerment, and sustainability, **positioning cultural participation as a catalyst for shared progress.**

Through co-creation and interdisciplinary collaboration, this cluster addresses challenges like inequality and climate change. It advocates cultural **ecosystems that prioritise equity, access, and engagement.**

With a **focus on public impact, sustainability, and policy alignment**, the cluster ensures culture remains a uniting force that inspires action, fosters dialogue, and strengthens communities.

The **5 competences** associated with this Cluster are:

B1 Working with Values
Enabling integrated perspective-taking

B2 Boundary Spanning
Providing the connective tissue for collaboration

B3 Anticipatory Innovation
Opening new innovation discourses

B4 Narrative Design
Communicating value and designing impact

B5 Managing Transformations
Orchestrating change

data-driven agency cluster

The **Data-Driven Agency Cluster** highlights data as a transformative resource for the cultural and creative industries (CCIs). It fosters innovation, audience engagement, and **ethical practices through data literacy and collaborative approaches**.

Professionals use data for insights, impact measurement, and creative storytelling, ensuring relevance and resonance. Ethical stewardship and inclusivity guide data use, addressing privacy and biases. Capacity-building initiatives **empower CCIs to navigate data complexities, leveraging technology for innovation while maintaining transparency.**

This cluster positions data as a bridge between creativity and societal needs, **driving meaningful and impactful transitions.**

The **5 competences** associated with this Cluster are:

C1 Data and Digital Literacy
Providing resilient foundations for the digital transition

C2 Understanding Socio-Technical Systems
Contextualising technology for the triple transition

C3 Digital Self-Determination
Supporting creative agency in digital spaces

C4: Creatively Using Digital Technology
Empowering Policymakers to Drive Innovation in the CCIs

C5: Digital Content Co-creation
Advancing collaborative innovation in the CCIs

value-creating agency cluster

The **Value-Creating Agency Cluster** emphasises the multifaceted value of CCIs, spanning economic, cultural, social, and environmental dimensions. It **promotes intentional value creation aligned with societal and systemic needs.**

By fostering innovation, inclusivity, and sustainability, CCIs **enhance community ties and address global challenges.** This cluster prioritises both tangible results and intangible outcomes like emotional resonance and inspiration.

Through interdisciplinary collaborations, creative methodologies, and impact measurement frameworks, CCIs amplify their societal contributions, **ensuring creativity remains a cornerstone for progress and transformation.**

The **5 competences** associated with this Cluster are:

D1 Financial and Economic Literacy
Fostering socio-economic understanding

D2: Planning and Management
Strengthening efficiency and competitiveness

D3 Valuing Ideas
From Creative Concepts to Impactful Transitions

D4. Opportunity Management
Locating paths to growth

D5. Working With Others
Applying the dynamics of collaboration

regenerative agency cluster

The **Regenerative Agency Cluster** positions CCIs as catalysts for societal and ecological renewal, **prioritising practices that restore and sustain systems.**

It emphasises systems thinking, reciprocity, and holistic approaches to repair past harm and build future capacity. Inspired by natural cycles, the cluster integrates sustainability into creative practices, fostering resilience and community engagement.

By aligning culture with regenerative principles, this cluster empowers CCIs to **inspire transformation and create thriving ecosystems.**

The **5 competences** associated with this Cluster are:

E1 Self-Awareness & Empathy
Prioritising care, solidarity and renewal

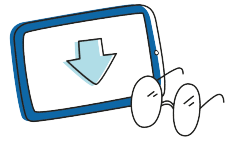
E2. Ethical and Sustainable Thinking
Shaping Regenerative CCIs Policies

E3 Problem Framing
Articulating better questions and transitions

E4. Exploratory Thinking
Navigating complexities with curiosity and innovation

E5 Actionable Futures
Working within a pragmatic paradigm

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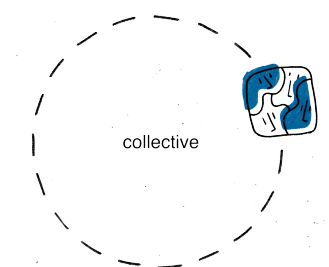
clusters & competences in detail

STRATEGIC SKILLS FOR CREATIVE FUTURES

collective agency cluster



Collective Agency Cluster



Competences

- A1 Creative Confidence
- A2 Collaboration Across
- A3 Conceptual and Critical Thinking
- A4 Interacting in Creative Ecosystems
- A5 Collective Action

The **Collective Agency Cluster** highlights the transformative power of collaboration and shared effort within the cultural and creative industries (CCIs). It emphasises that addressing today's complex challenges—such as digital transformation, climate change, and social inequality—requires collective approaches that leverage the strengths of diverse stakeholders. This cluster positions collaboration not as an optional strategy but **as a guiding principle for innovation, resilience, and sustainable societal impact.**

At its heart, the Collective Agency Cluster values interdependence, recognising that cultural and creative work exists within larger, interconnected systems. Whether engaging with education, technology, community development or public policy, **this cluster encourages stakeholders to view themselves as integral parts of an ecosystem where their actions influence—and are influenced by—others.** This systems-oriented perspective promotes mutual support, accountability, and shared responsibility across the cultural and creative sectors.

A defining feature of this cluster is **co-creation**, which seeks to actively involve diverse voices as equal partners in the creative process. Moving beyond consultation or audience participation, co-creation strengthens cultural and creative outputs by incorporating varied perspectives while fostering deeper relationships between practitioners and their communities. This approach makes cultural initiatives more relevant, accessible, and inclusive, reflecting the needs and values of the people they address.

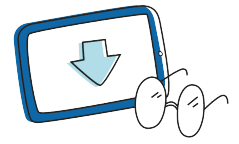
The pooling of shared resources is another foundational element. Collective Agency encourages the sharing of physical spaces, funding, data, and expertise to maximise impact and promote equity. By creating opportunities for smaller organisations and under-represented groups to access essential resources, this cluster ensures that all stakeholders can contribute meaningfully to collaborative

efforts. Examples include co-working spaces for creative professionals, open-data platforms, and collective funding models that distribute resources democratically.

Collective Agency **thrives on creativity, particularly in generating solutions that transcend traditional boundaries.** Collaborative environments often lead to cross-disciplinary projects, such as those combining art, science, and technology to tackle societal challenges like climate change or urban planning. These innovations highlight the unique potential of collaboration to inspire groundbreaking outcomes.

Recognising the challenges of joint efforts, the cluster emphasises the importance of **clear frameworks for decision-making, transparent communication, and tools that streamline collaboration.** By fostering reflection and shared learning, stakeholders can refine their practices and ensure adaptability to evolving needs and contexts.

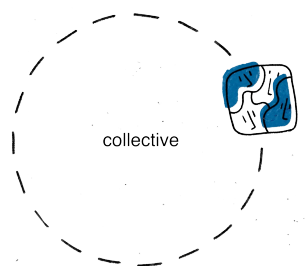
Ultimately, the Collective Agency Cluster envisions a cultural and creative sector where collaboration is a core value and driving force. By embracing interdependence, co-creation, and shared resources, **it empowers CCIs to address complex challenges, amplify their impact, and build a resilient and connected future.**



A1 Creative Confidence

Helping learners thrive in the workforce

*Collective Agency Cluster
Topic A1*



Associated Competences

A2 Collaboration Across Creative Disciplines

A3 Conceptual and Critical Thinking

A4 Interacting in Creative Ecosystems

A5 Collective Action

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As an educational designer, fostering creative confidence in your students can **prepare them to face today's fast-changing world with curiosity, resilience, and adaptability**. This competence helps learners see challenges as opportunities to experiment and grow, making them more capable and self-assured as they enter the creative workforce.

Creative confidence is more than just feeling creative; it's about believing in one's ability to come up with ideas, take risks, and learn from failure. For your students, this means they'll be better equipped to handle setbacks, work collaboratively, and embrace new ideas—essential skills in industries undergoing big shifts like digital transformation, sustainability demands, and societal change.

To foster this competence in your curriculum or training, you could create projects that encourage students to step out of their comfort zones. For example:

- **Team Challenges:** Assign group tasks where students brainstorm, share ideas, and collaborate to solve a real-world problem. This builds their confidence in sharing and refining ideas in a team.
- **Safe-to-Fail Exercises:** Set up activities where learners try out bold, creative solutions without fear of judgment. Reflecting on what works and what doesn't turns mistakes into valuable learning experiences.

- **Showcase Diverse Tools:** Introduce different creative tools and methods—like brainstorming techniques or design-thinking exercises—that help students develop their ideas step by step.
- **Encourage Peer Feedback:** Structured feedback sessions can help learners see their strengths while learning how to improve, boosting their self-belief.

Building creative confidence isn't just about helping students feel good about their work; it also makes them valuable hires for future employers. **Confident, creative professionals are great problem-solvers, adaptable to change, and excellent collaborators.** These traits are essential for organisations looking to innovate and stay competitive in a fast-moving world.

Adding activities that nurture creative confidence to your programs or training helps ensure your learners are not just skilled but also bold and innovative thinkers. While this competence might not be essential for every subject, it can offer a meaningful edge to learners in the cultural and creative industries. By helping students build this confidence, you contribute to their success and help shape a workforce ready to lead change.

Learning Outcomes



Collective Agency Cluster
Topic A1

Main Learning Outcomes

Learners will **recognise** creativity as a key competence in the context of the triple transition.

Learners will **understand** the full potential of shared creativity in various contexts.

Learners will **strengthen** their ability to navigate situations characterised by uncertainty or multiple crises.

Knowledge

Understands the fundamentals of creativity, including creative processes and the impact of affect.

Recognises methods and tools that nurture creative confidence across different sectors and is aware of both historical and contemporary contexts.

Skills

Can identify the interests and needs of a target audience.

Demonstrates resilience and the ability to navigate change and setbacks.

Overcomes fear of failure and procrastination, and reflects on the factors influencing creative confidence from multiple perspectives.

Responsibilities

Engages in self-reflection to understand personal influences on creativity and considers the needs of others.

Fosters collaboration with diverse stakeholders and leverages feedback to enhance multidisciplinary projects.

Cyanotypes Practical Support



CYANOTYPES provides support on four levels. Some of these materials are available via our [open learning platform](#) or from the [Train-the-Trainer Toolkit](#).

Learning Plans

For each of the 5 cluster competences, we provide a [Learning Plan](#) that is intended to facilitate the design of learning modules and any associated microcredentials..

Sample Demonstrator Module

Fully worked out learning material representing 2 ECTS (50 hours) at EQF Level 5 is available on our [open learning platform](#) for one of the cluster competences. This sample

module includes all the elements you need to design and deliver your own modules.

Supporting Materials

Should you wish to co-design your own learning plans, syllabi and curricula, please consult the [Train-the-Trainer Toolkit](#) where you will find a detailed handbook and a wide range of support materials and templates.

Cyanotypes Blueprinter

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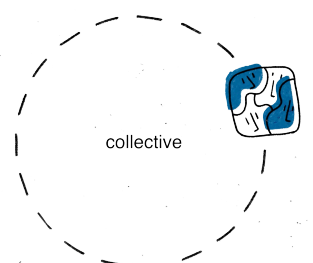
collaboration across creative disciplines



A2 Collaboration Across Creative Disciplines

Working effectively in diverse teams

*Collective Agency Cluster
Topic A2*



Associated Competences

A1 Creative Confidence
A3 Conceptual and Critical Thinking
A4 Interacting in Creative Ecosystems
A5 Collective Action

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As an educational designer, you have the opportunity to foster collaboration across creative disciplines in your programs, helping learners develop the ability to work effectively in diverse teams. This competence equips learners with essential skills for tackling complex challenges and driving innovation—both in the cultural and creative industries (CCIs) and beyond.

Collaboration is more than teamwork; it's about blending diverse perspectives, expertise, and creativity to achieve shared goals. Your learners can benefit from practical exercises that teach them **how to listen, communicate, and co-create in multidisciplinary environments**. This not only boosts their confidence but also makes them highly valuable to future employers.

Here are some ways you could integrate this competence into your curriculum or training programs:

1. **Interdisciplinary Projects:** Assign tasks that require students from different fields to work together. For example, pairing graphic design students with those in marketing or programming can teach them to appreciate and leverage each other's strengths.

2. **Creative Problem-Solving Workshops:** Use methods like design thinking or storytelling to guide learners through collaborative exercises. These practices help teams build shared understanding and create innovative solutions.

3. **Role-Playing Simulations:** Introduce scenarios that simulate real-world challenges where learners must navigate cultural and professional differences. This builds intercultural awareness and fosters empathy.

4. **Feedback and Reflection:** Encourage learners to reflect on group dynamics after collaborative projects. Discussions about what worked well and what could improve teach valuable lessons in teamwork.

For students, mastering collaboration across creative disciplines means being prepared to work in today's interconnected world. They'll develop transversal skills like problem-solving, cultural sensitivity, and effective communication—qualities that are sought after by employers in the CCIs and other sectors.

Future employers value professionals who can integrate ideas from multiple fields, communicate across disciplines, and adapt to diverse working environments. By embedding this competence in your programs, you're not just teaching students to work together; you're **preparing them to lead teams, foster innovation, and thrive in multidisciplinary roles**.

While collaboration across creative disciplines might not be essential for every subject, it can add significant value to programs that aim to develop flexible, innovative, and adaptable learners. Introducing this competence can help ensure your students are ready to excel in collaborative environments and contribute meaningfully to a

Learning Outcomes



Collective Agency Cluster
Topic A2

Main Learning Outcomes

Learners will **recognise** the impact of participatory practices in multifunctional and cross-disciplinary teams.

Learners will **understand** how to collaboratively address complex challenges through creative practice.

Learners will **enter** collaborative teamwork in agile project contexts.

Knowledge

Knows strategies for co-creation and differentiates aspects of participatory processes, collaboration, and teamwork.

Recognises the boundaries and limitations of existing knowledge and practices and understands cultural sensitivities affecting communication.

Skills

Can communicate effectively both verbally and in writing, fostering mutual respect and confidence among team members.

Experiments with creative techniques and demonstrates determination in applying effective methods.

Responsibilities

Proactively **seeks** opportunities to experiment with new approaches, develops strategies to overcome fear of failure

Takes an active role in mentoring peers to enhance their creative confidence.

Cyanotypes Practical Support



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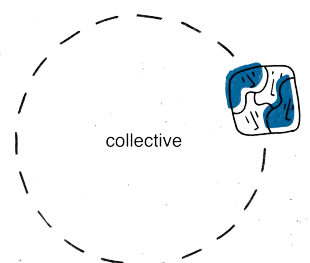
conceptual and critical thinking



A3 Conceptual and Critical Thinking

Balancing creativity and sound decision-making

*Collective Agency Cluster
Topic A3*



Associated Competences

- A1 Creative Confidence
- A2 Collaboration Across Creative Disciplines
- A4 Interacting in Creative Ecosystems
- A5 Collective Action

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As an educational designer, you can inspire learners to develop conceptual and critical thinking skills, equipping them to thrive in the dynamic cultural and creative industries (CCIs). These skills are about analysing information, generating ideas, and refining them into practical solutions. **By fostering this competence, your programs can help students become innovative thinkers who balance creativity with sound decision-making**—qualities valued by future employers.

This competence teaches learners how to connect imaginative ideas with thoughtful evaluation. Conceptual thinking focuses on exploring possibilities and envisioning outcomes, encouraging learners to think creatively and experiment with bold ideas. Critical thinking adds depth by teaching them to assess these ideas for feasibility, relevance, and impact. Together, these processes help students craft solutions that are both innovative and practical.

Here are practical ways to incorporate this competence into your curriculum:

- 1. Problem-Solving Workshops:** Encourage students to tackle real-world challenges by brainstorming, mapping out ideas, and using lateral thinking techniques. These activities help learners approach problems from multiple angles.
- 2. Case Studies and Reflection:** Present case studies where learners analyse successful and unsuccessful creative projects. Discussions on what worked and why help sharpen their critical analysis.

3. Interdisciplinary Assignments: Create projects that bridge multiple fields, such as pairing graphic design with sustainability goals. This helps students apply their knowledge in new contexts, making their learning relevant and adaptable.

4. Tools for Analysis: Introduce systems thinking and mind-mapping exercises, which help students understand how different factors interact within a larger framework. These methods teach learners to evaluate challenges holistically.

Conceptual and critical thinking isn't just for creative projects—it's a mindset that benefits learners in any career path. For students, this competence means they're better equipped to develop ideas, assess risks, and communicate effectively. For employers, it translates to hiring professionals who can tackle complex problems, adapt to changes, and lead with confidence.

By including conceptual and critical thinking in your programs, you're preparing learners to excel in environments that demand both creativity and practical judgment. This competence is a tool for navigating complexity, fostering innovation, and building resilience—essential skills for students aiming to succeed in the CCIs and beyond.

Learning Outcomes



Collective Agency Cluster
Topic A3

Main Learning Outcomes

Learners will **recognise** the value of processes such as analysis, interpretation, evaluation and documentation.

Learners will **understand** the correlations between conceptual thinking (forming new ideas) and critical thinking (evaluating ideas).

Learners will **translate** context-specific knowledge across different creative fields.

Knowledge

Understands the foundations of systems thinking, including principles, methods, and practices relevant to creative contexts.

Is aware of advanced innovation strategies and design thinking methodologies.

Skills

Can apply creative problem-solving techniques to devise innovative solutions.

Demonstrates proficiency in affordance mapping and critical thinking to assess ideas and navigate changes in creative processes.methods.

Responsibilities

Commits to continuous learning and innovation, applying systems thinking skills to address complex challenges and mobilising resources for sustainable development.

Cyanotypes Practical Support



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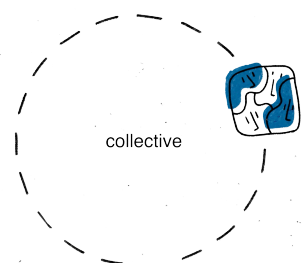
interacting in creative ecosystems



A4 Interacting in Creative Ecosystems

Learning to adapt in a dynamic workflow

*Collective Agency Cluster
Topic A4*



Associated Competences

- A1 Creative Confidence
- A2 Collaboration Across Creative Disciplines
- A3 Conceptual and Critical Thinking
- A5 Collective Action

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As an educational designer, fostering the competence of interacting in creative ecosystems can provide your learners with the tools to thrive in the interconnected world of cultural and creative industries (CCIs). This skill equips them to understand and engage with the networks of people, resources, and influences that shape creative work, **preparing them for careers where collaboration, adaptability, and sustainability are essential.**

This competence is about helping learners see the big picture. Creative work doesn't happen in a bubble; it's part of a larger ecosystem influenced by social, cultural, economic, and environmental factors. By teaching students to analyse these relationships and understand their role within them, you **prepare them to make informed decisions that benefit their work and the wider community.**

Here are practical ways to integrate this into your programs:

1. **Introduce Systems Thinking:** Teach learners to map out how different elements—like funding sources, audiences, and collaborators—interact within a creative project. Simple tools like mind maps or relationship diagrams can help them visualise these connections.
2. **Collaboration Workshops:** Include activities where students work with peers from different disciplines or engage with community stakeholders. This fosters the ability to communicate across boundaries and co-create effectively.

3. **Case Studies on Impact:** Explore real-world examples of creative projects that address societal or environmental challenges, highlighting how understanding the broader ecosystem led to success.

4. **Ethics in Practice:** Encourage learners to reflect on the social and environmental impact of their work. Discuss issues like representation, sustainability, and resource use to build awareness and responsibility.

For learners, mastering this competence means they're better equipped to collaborate, adapt, and innovate in complex settings. Employers value professionals who can navigate these networks, identify opportunities for partnerships, and contribute to sustainable practices.

For you as an educational designer, focusing on **this competence helps you create programs that bridge theory and practice.** It ensures your learners understand not just how to create but how to connect their work meaningfully within the CCIs, driving innovation and long-term impact.

By fostering this competence, you help shape learners into creative professionals ready to tackle modern challenges with confidence, collaboration, and a deep sense of responsibility. This isn't just about career readiness—it's about preparing them to make a difference in a vibrant and interconnected creative world.

Learning Outcomes



Collective Agency Cluster
Topic A4

Main Learning Outcomes

Learners will **contextualise** creative practices within broader ecosystems.

Learners will **recognise** the value of systems thinking and complexity science.

Learners will **gather** information and manage complexity in specific contexts while developing a creative understanding of artistic entrepreneurship.

Knowledge

Recognises the interconnectedness of creative practices within broader ecosystems and understands ethical considerations related to representation and sustainability.

Skills

Can collaborate effectively across disciplines, utilising diverse perspectives to co-create solutions.

Demonstrates the ability to map complex systems and analyse relationships within creative projects.

Responsibilities

Upholds ethical standards in multidisciplinary projects, advocating for inclusivity and sustainability while managing risks associated with complex ecosystems.

Cyanotypes Practical Support



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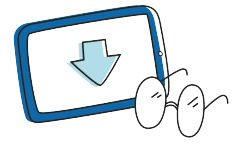
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CYANOTYPES

collective action

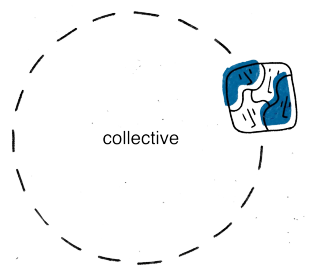


Learning
Organisations

A5 Collective Action

Addressing urgent issues meaningfully

*Collective Agency Cluster
Topic A5*



Associated Competences

- A1 Creative Confidence
- A2 Collaboration Across Creative Disciplines
- A3 Conceptual and Critical Thinking
- A4 Interacting in Creative Ecosystems

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As an educational designer, fostering Collective Action (From Urgency to Action) can empower your learners to move beyond identifying challenges to creating meaningful, collaborative solutions. This **competence prepares learners to pool knowledge, skills, and resources, equipping them to address urgent issues**—whether societal, environmental, or technological—through innovative and inclusive actions. Your role is pivotal in helping learners develop the ability to work effectively in diverse, interdisciplinary teams. Teaching them how to harness co-agency—the power of working together—ensures they can engage with others to create impactful and sustainable solutions. By learning how to collaborate, learners can transition from recognising problems to implementing actionable solutions that address real-world needs.

You can support this by teaching collaborative skills, including communication, teamwork, and conflict resolution. Activities like group projects, role-playing, or collaborative case studies help learners practice these skills in a safe environment. Foster environments where diverse perspectives are valued, encouraging learners to work with peers from different backgrounds and disciplines, helping them understand the importance of inclusivity in decision-making.

Using case studies or challenge-based learning that focus on pressing societal issues like climate change,

social inequality, or digital inclusion can guide learners in identifying solutions collaboratively. Additionally, teaching participatory design methods and brainstorming techniques allows learners to co-create actionable plans with stakeholders. Tools like design sprints or open space technology are effective for fostering creative problem-solving.

Learners equipped with Collective Action skills are highly sought after by employers in the cultural and creative industries. These professionals can manage projects that require teamwork, adaptability, and innovation. Employers value their ability to create solutions that are sustainable, inclusive, and aligned with community needs. By integrating this competence, you not only prepare learners for dynamic careers but also contribute to a more collaborative and impactful creative sector. Your programs become spaces where learners develop resilience, confidence, and a proactive mindset—**essential qualities for navigating complex challenges.**

Empowering learners with the tools to work collectively doesn't just benefit them individually; it equips them to drive meaningful change in their communities and industries. Through your curriculum, you can foster the next generation of creative change-makers ready to transform challenges into opportunities.

Learning Outcomes



Collective Agency Cluster
Topic A5

Main Learning Outcomes

Learners will **recognise** the potential of co-agency as individual and collective actions for the implementation of actionable solutions.

Learners will **evaluate** quality using multiple criteria and a wide range of approaches.

Learners will **reframe** the urgencies of the triple transition challenges (social, environmental, technological challenges) from threats into opportunities.

Knowledge

Understands the principles of multidisciplinary project design and the ethical responsibilities involved, including representation and power dynamics.

Skills

Can apply strategic project design to optimise collaboration and outcomes.

Demonstrates the ability to synthesise perspectives and communicate ideas effectively to stakeholders.

Responsibilities

Takes charge of leading creative initiatives, upholding ethical standards and fostering collaboration to drive positive impact within broader ecosystems.

Cyanotypes Practical Support



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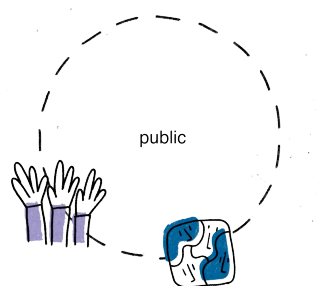
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CYANOTYPES

public agency cluster



Public Agency Cluster



Competences

- B1 Working with Values
- B2 Boundary Spanning
- B3 Anticipatory Innovation
- B4 Narrative Design
- B5 Managing Transformations

The **Public Agency Cluster** centres **creativity and culture as fundamental public goods** that drive societal well-being, resilience, and shared progress. It redefines cultural and creative industries (CCIs) as essential contributors to public systems, addressing collective challenges, fostering inclusivity, and creating environments where communities thrive through cultural participation. Rather than viewing culture as a luxury, this cluster emphasises its role as a cornerstone for social cohesion, education, and sustainable development.

At its core, the Public Agency Cluster envisions cultural ecosystems aligned with societal values and long-term goals. This involves designing systems that prioritise equity, access, and participation, ensuring that creative practices resonate with diverse communities and address shared concerns. By removing barriers to participation and proactively engaging marginalised groups, the cluster promotes inclusivity, enriching cultural expression through diverse perspectives and fostering a more equitable society.

Empowering communities is another foundational principle of this cluster. Cultural initiatives within this framework emphasise co-creation, inviting communities to actively shape their cultural landscapes. **Participatory approaches, such as community-driven festivals and public storytelling projects, foster a sense of ownership and strengthen bonds within and across communities.**

These initiatives create spaces for dialogue, collaboration, and shared growth, emphasising that culture thrives most effectively when communities are engaged as equal partners.

Interdisciplinary collaboration is integral to the Public Agency Cluster, recognising that today's challenges—climate change, social inequality, public health crises—demand multifaceted solutions. By fostering partnerships between CCIs and sectors like education, healthcare, urban development, and technology, this

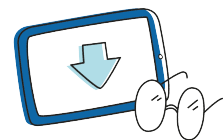
cluster leverages the bridging power of creativity to develop innovative responses to complex societal issues.

A commitment to sustainability and resilience underpins the cluster's approach, emphasising cultural initiatives that address immediate needs while ensuring long-term impact. This involves shifting cultural production and consumption toward environmentally responsible, socially inclusive, and economically viable models. By embedding sustainability into creative practices, this cluster enhances the vitality of communities and ecosystems alike.

Finally, the Public Agency Cluster mobilises the **transformative power of culture to inspire action and catalyse change**. From public art installations to performances addressing social justice, cultural and creative initiatives provoke thought, foster empathy, and drive collective problem-solving. Policy frameworks that support this integration are essential, ensuring adequate funding, equitable distribution, and alignment with broader societal goals.

The Public Agency Cluster challenges traditional perceptions of culture, reframing it as a shared resource that unites, enriches, and empowers. By placing creativity at the heart of public life, it builds equitable, vibrant, and resilient societies equipped to navigate the complexities of the modern world.

working with values

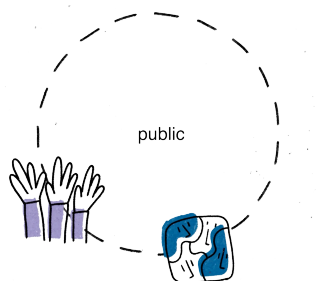


Learning
Organisations

B1 Working with Values

Recognising and integrating diverse values

*Public Agency Cluster
Topic B1*



Associated Competences

B2 Boundary Spanning
B3 Anticipatory Innovation
B4 Narrative Design
B5 Managing Transformations

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As an educational designer, incorporating Working with Values into your programs equips learners with the ability to recognise, respect, and integrate diverse values in their professional environments. This competence is particularly crucial in the cultural and creative industries, where learners will encounter a wide range of perspectives and cultural contexts. By fostering this skill, you **prepare your learners to navigate complex interpersonal dynamics and create inclusive spaces that drive collaboration and innovation.**

Through your role, you can design activities that help learners explore the deeper cultural, social, and psychological contexts that shape values. Introducing models like the “iceberg model” can encourage learners to uncover and reflect on the hidden beliefs and assumptions that influence behavior. Role-playing exercises or value-mapping workshops can help learners practice analysing and aligning diverse perspectives, fostering curiosity and empathy in their approach to collaboration.

Creating opportunities for open dialogue and judgment-free discussions in your curriculum is essential. Structured debates, reflective journaling, or facilitated group conversations about sensitive or challenging topics can encourage learners to engage thoughtfully with diverse values. This not only builds trust but also helps learners understand the strength that diversity brings to creative processes. Embedding activities that

focus on addressing bias and celebrating inclusivity will empower learners to cultivate equitable environments in their future professional roles.

Your programs can also introduce learners to tools and strategies for building strategic partnerships that align with shared values. Case studies or collaborative projects can teach them how to analyse value systems and create partnerships based on mutual respect and understanding. This ensures learners are prepared to navigate multi-stakeholder environments, **balancing varying priorities while maintaining ethical and sustainable practices.**

Equipping learners with this competence enhances their employability and relevance in the creative industries. Employers value professionals who can foster inclusivity, manage diverse teams effectively, and align projects with community priorities. By embedding Working with Values into your curriculum, you prepare learners to become thoughtful leaders who advance social equity and cultural engagement in their work.

This competence is not just about professional growth but about empowering learners to contribute meaningfully to a shared cultural landscape. By integrating Working with Values into your educational programs, you enable learners to build creative spaces where diversity is celebrated, respect is foundational, and societal progress thrives.

Learning Outcomes



Public Agency Cluster
Topic B1

Main Learning Outcomes

Learners will **create** inclusive and unbiased environments where diverse values are respected and discussed without judgment.

Learners will **demonstrate** a deep understanding of underlying factors influencing values.

Learners will **identify** and **analyse** values within multi-stakeholder ecosystems to create strategic partnerships that prioritise mutual respect and understanding.

Knowledge

Is **aware** of different cultural values and their influence on behaviour and interactions.

Is **familiar** with theories and models related to bias and discrimination.

Skills

Can **facilitate** open and respectful discussions.

Demonstrates competence in recognising and mitigating biases.

Shows proficiency in creating and implementing inclusive creative practices.

Responsibilities

Takes responsibility for fostering an inclusive environment and addressing sensitive issues related to diversity.

Initiates understanding of the deep-seated factors affecting values and educates others about these complexities.

Leads initiatives to build strategic partnerships based on shared values.

Cyanotypes Practical Support



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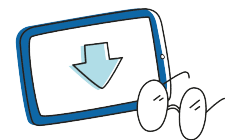
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Cyanotypes Blueprinter

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CYANOTYPES

boundary spanning

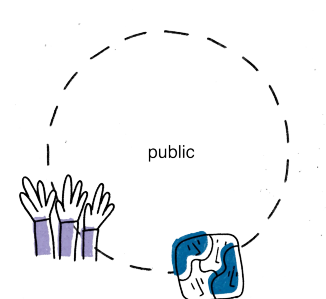


Learning
Organisations

B2 Boundary Spanning

Finding gaps and building bridges

*Public Agency Cluster
Topic B2*



Associated Competences

B1 Working with Values
B3 Anticipatory Innovation
B4 Narrative Design
B5 Managing Transformations

Incorporating Boundary Spanning into your programs can prepare learners to thrive in environments where diverse perspectives and interdisciplinary collaboration are essential. This **competence equips learners to bridge gaps between disciplines, fostering innovation and societal impact in their creative careers.** By embedding boundary-spanning skills into your curriculum, you provide learners with tools to navigate complexity and drive meaningful change across varied contexts.

You can design activities that encourage learners to explore how diverse ideas and expertise intersect. For example, group projects that bring together learners from different disciplines can simulate real-world boundary-spanning experiences. Assigning collaborative tasks that require merging distinct viewpoints to solve problems **helps learners practice integrating varied perspectives into cohesive, innovative solutions.**

Incorporating creative tools like design thinking, scenario mapping, or visual storytelling into your curriculum can teach learners how to facilitate conversations and synthesise ideas effectively. Workshops or role-playing exercises where learners act as connectors or mediators in simulated interdisciplinary settings can enhance their confidence in navigating complex team dynamics.

Boundary spanning also requires learners to step beyond traditional

problem-solving methods. Encouraging them to approach societal challenges—such as social inequality or environmental issues—through creative and cross-sector collaborations can foster empathy and fresh thinking. Real-world case studies and partnerships with community organisations or industry stakeholders can **deepen learners' understanding of how art and culture contribute to addressing societal needs.**

Your programs can further emphasise the value of boundary spanning in fostering innovation and leadership. Highlighting its relevance to future employers, such as the ability to lead interdisciplinary teams or design transformative projects, can inspire learners to see its importance in their professional journeys. Reflection exercises that prompt learners to **identify how their own skills and experiences contribute to bridging gaps can help them internalise this competence.**

Embedding Boundary Spanning into your curriculum prepares learners to navigate and thrive in dynamic environments. It fosters adaptability, collaboration, and the ability to turn barriers into opportunities for creative exploration. By teaching this competence, you empower learners to become innovators who bridge divides, foster empathy, and contribute to transformative societal change through their work.

Learning Outcomes



Public Agency Cluster
Topic B2

Main Learning Outcomes

Learners will **scan** diverse domains for relevant solutions and leverage creative practices in transdisciplinary collaborations (boundary spanning).

Learners will **create** working dynamics among interdisciplinary groups using artistic methods to foster effective communication and collaboration.

Learners will **adapt** creative expertise to foster innovation within transdisciplinary groups.

Knowledge

Understands the principles and practices of transdisciplinary design and collaboration.

Recognises creative practices and innovation strategies applicable in complex stakeholder situations.

Skills

Can **consult** experts to conduct research across diverse disciplines for relevant transformative examples.

Demonstrates competence in leveraging creative thinking to develop innovative solutions.

Responsibilities

Takes initiative in seeking and integrating diverse perspectives and solutions.

Provides leadership in maintaining positive dynamics within interdisciplinary teams and achieves shared goals through effective group facilitation.

Cyanotypes Practical Support



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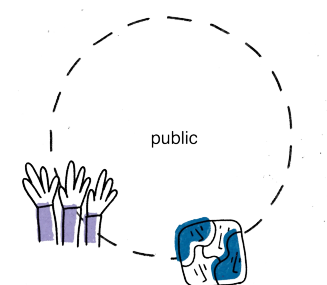
anticipatory innovation



B3 Anticipatory Innovation

Opening new spaces for curiosity and imaginative approaches

*Public Agency Cluster
Topic B3*



Associated Competences

- B1 Working with Values
- B2 Boundary Spanning
- B4 Narrative Design
- B5 Managing Transformations

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As an educational designer, integrating Anticipatory Innovation into your programs can empower learners to engage creatively with uncertainty and prepare for a rapidly changing world. This competence equips them to imagine, design, and test solutions for future challenges, fostering resilience, adaptability, and **forward-thinking approaches in the cultural and creative industries.**

You can design learning experiences that encourage learners to envision and create “prototypes”—practical and achievable future scenarios. Activities like scenario planning or trend forecasting can help them think expansively and strategically about possible futures. For example, learners could work on projects that respond to future societal or environmental challenges, using creativity to propose innovative transitions.

Embedding artistic and speculative methods into the curriculum offers a hands-on way to stimulate transformative thinking. Workshops in speculative design or immersive storytelling can provide learners with tools to challenge conventional ideas and explore bold possibilities. By experimenting with different scenarios, learners develop the confidence to think outside the box and respond proactively to emerging challenges.

A key aspect of this competence is fostering a mindset that embraces risk-taking and views failure as a valuable part of the learning process. To encourage this, you might create

environments where learners feel safe to experiment and reflect on their missteps. Collaborative projects, peer feedback, and iterative design processes can help them learn from mistakes and refine their approaches.

Highlighting the relevance of Anticipatory Innovation to societal issues, such as climate change or technological disruption, **can inspire learners to see its practical applications.** You could incorporate real-world challenges into your curriculum, inviting learners to propose creative and actionable solutions. Collaborations with industry partners or community organisations can deepen their understanding of how innovation addresses pressing needs.

By aligning this competence with interdisciplinary practices, learners can develop a holistic approach to problem-solving. Activities that incorporate diverse perspectives and cultural contexts help learners understand the interconnectedness of global challenges and the value of collaborative innovation. Reflection exercises on the societal impact of their work can further reinforce the importance of inclusive and regenerative thinking.

For future employers, Anticipatory Innovation signals a readiness to tackle uncertainty with confidence and creativity. By embedding this competence in your programs, you prepare learners to shape impactful, resilient futures in their fields. This mindset not only enhances their professional adaptability.

Learning Outcomes



Public Agency Cluster
Topic B3

Main Learning Outcomes

Learners will **envision** future scenarios that lead to a better society (protopias), avoiding utopian or dystopian extremes.

Learners will effectively **employ** creative and artistic practices to stimulate thinking and foster innovation.

Learners will **develop** proficiency in creative practices that encourage risk-taking and embrace failure as part of the innovation process.

Knowledge

Is **aware** of social, economic, and technological trends that influence future scenarios.

Is **familiar** with methodologies for scenario planning and visioning.

Skills

Can analyse current trends and project potential future scenarios.

Demonstrates competence in using creative thinking to envision realistic future societies.

Shows proficiency in co-creating and communicating effective future scenarios.

Responsibilities

Takes initiative in leading visioning exercises for future scenarios.

Demonstrates leadership in promoting a culture that embraces risk-taking and learning from failure, supporting others in their creative endeavours.

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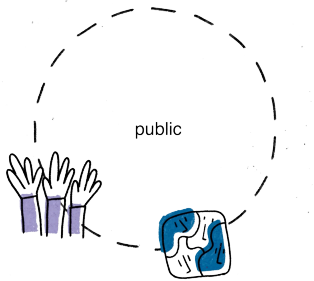
narrative design



B4 Narrative Design

Crafting stories that resonate and connect

*Public Agency Cluster
Topic B4*



Associated Competences

B1 Working with Values
B2 Boundary Spanning
B3 Anticipatory Innovation
B5 Managing Transformations

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Incorporating Narrative Design into your programs can empower learners to craft stories that resonate deeply with audiences, blending creativity with strategic communication. This competence is essential for **preparing learners to engage with diverse audiences across disciplines in the cultural and creative industries**, ensuring their stories inspire, educate, and connect meaningfully.

To foster Narrative Design in your curriculum, you can **emphasise the power of storytelling as a tool for connection and impact**. Activities that encourage learners to explore characters, plot-lines, metaphors, and symbolism can help them develop techniques for creating emotionally rich and engaging narratives. For example, learners might design a campaign or multimedia presentation that tells a compelling story, incorporating suspense or emotional depth to captivate their audience.

Encourage the use of visual literacy to enhance storytelling. Lessons on imagery, typography, and colour theory can guide learners in crafting visually compelling narratives. Projects where learners integrate these elements into their stories—such as creating a storyboard or a visual campaign—can help them understand how design choices amplify messages and leave lasting impressions.

Introduce learners to a variety of storytelling strategies, from traditional formats to innovative media like virtual reality or interactive design. Providing

opportunities to experiment with different platforms not only develops technical skills but also nurtures adaptability, enabling learners to tailor their stories to various contexts and audiences.

Collaboration with industry partners or interdisciplinary teams can **deepen learners' understanding of how narrative design is applied in real-world settings**. Assignments that mimic professional roles, such as curating an exhibition or developing a brand story, prepare learners to approach narrative design with both creativity and practical application.

Reflection exercises can further enrich learning by helping learners evaluate the emotional and cultural relevance of their stories. Discussions on audience values, cultural sensitivities, and ethical storytelling practices can guide learners to design narratives that are inclusive and impactful.

For learners, Narrative Design equips them with skills to create memorable, engaging experiences that stand out in competitive creative industries. For future employers, this competence signals an ability to connect with audiences, innovate within projects, and deliver meaningful messages. By embedding Narrative Design in your programs, you **help learners transform their communication skills into artistic expressions that inspire and captivate**, preparing them to leave a lasting impact in their professional fields.

Learning Outcomes



Public Agency Cluster
Topic B4

Main Learning Outcomes

Learners will **design** narratives that evoke mental imagery and employ a range of storytelling strategies.

Learners will **demonstrate** proficiency in understanding the values, emotions, and needs of their audience.

Learners will **leverage** artistic and creative contributions to enhance narrative design and storytelling.

Knowledge

Understands narrative techniques and storytelling strategies.

Recognises principles of visual literacy and their influence on perception.

Shows familiarity with different media and tools for crafting and presenting narratives.

Skills

Can **create** narratives that evoke vivid mental imagery and engage audiences.

Demonstrates competence in analysing audience values and tailoring communication strategies accordingly.

Responsibilities

Takes initiative in exploring diverse storytelling methods and ensures narratives are visually engaging and effectively communicated.

Takes responsibility for conducting thorough audience research and ensuring communications are impactful.

Cyanotypes Practical Support



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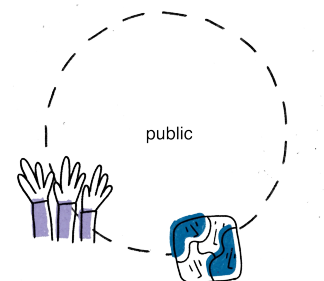
managing transformations



B5 Managing Transformations

Becoming changemakers

Public Agency Cluster
Topic B5



Associated Competences

B1 Working with Values
B2 Boundary Spanning
B3 Anticipatory Innovation
B4 Narrative Design

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ional in a sector
within the cultural and
creative industries (CCIs), your role in

Blending Managing Transformations into your programs equips learners with the tools and mindset to lead effective change in the cultural and creative industries (CCIs). This competence prepares learners to navigate the complex challenges of green, digital, and societal transitions, ensuring their ability to **contribute meaningfully to the sector's evolution and resilience.**

To foster this competence in your curriculum, focus on teaching learners how to identify and prioritise areas for change. Incorporate case studies that highlight current trends and challenges in CCIs, encouraging learners to assess scenarios and propose strategic transformation goals. Assign projects where learners analyse real-world situations and design actionable plans to address emerging needs, helping them connect theory to practical application.

Create opportunities for learners to engage with diverse stakeholders. For example, collaborative projects that involve peers, industry experts, and community members can simulate co-creation processes. This experience helps learners develop skills in inclusive engagement, **ensuring their change initiatives are informed by varied perspectives and supported by those they aim to impact.**

Teach the importance of specialised knowledge by integrating topics like sustainability practices, digital innovation, and community engagement strategies. By providing

tools like scenario planning and strategic communication frameworks, you can help learners design and implement innovative solutions tailored to the complexities of transformation. Encourage them to explore how these approaches can address specific challenges within CCIs.

Emphasise the role of effective communication in managing transformations. Assign tasks that **require learners to craft clear and compelling messages for different audiences**, ensuring their plans are transparent and achievable. Workshops on storytelling and tailored communication strategies can prepare learners to align stakeholders and foster trust during transitions.

By incorporating Managing Transformations into your educational programs, you prepare learners to become adaptive leaders who can navigate uncertainty, foster collaboration, and drive sustainable progress. This competence equips them to address the evolving demands of CCIs and to make meaningful contributions in roles that require vision, strategic thinking, and the ability to inspire collective action. For future employers, **learners with these skills demonstrate readiness to lead change processes effectively**, positioning them as valuable assets in a rapidly shifting industry. Through this focus, your programs can help shape a generation of professionals capable of guiding the CCIs toward a resilient and innovative future.

Learning Outcomes



Public Agency Cluster
Topic B5

Main Learning Outcomes

Learners will **identify** and prioritise areas for change aligned with evolving scenarios.

Learners will **engage** diverse stakeholders in co-creation processes and apply specialised knowledge to lead transformative initiatives.

Learners will critically **analyse** various economic and change theories, including those on behaviour and organizations.

Knowledge

Understands change management principles and processes.

Recognises evolving scenarios and their impact on organisational objectives.

Skills

Can conduct comprehensive assessments to identify elements requiring change and prioritise based on their impact.

Demonstrates collaborative skills and resilience, and uses it to navigate possible resistance to ensure alignment and perseverance during transformative processes.

Responsibilities

Takes initiative in identifying and prioritising change elements.

Provides leadership in ensuring inclusive engagement and ethical management of stakeholder relationships.

Takes responsibility for crafting clear communication regarding transformations and ensuring stakeholder alignment.

Cyanotypes Practical Support



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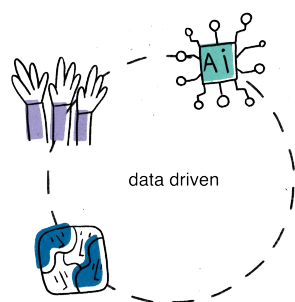
CYANOTYPES

data-driven agency cluster



Learning
Organisations

Data-driven Agency Cluster



Competences

- C1 Data & Digital Literacy
- C2 Understanding Socio-Technical Systems
- C3 Digital Self-Determination
- C4: Creatively Using Digital Technology
- C5: Digital Content Co-creation

The **Data-Driven Agency Cluster** highlights the transformative potential of data in shaping the cultural and creative industries (CCIs), enabling them to adapt, innovate, and address societal and economic challenges. This cluster emphasises **the role of data as more than a tool for efficiency—it is a resource for creativity, insight, and meaningful engagement that connects cultural producers, creative businesses and their audiences**. By harnessing data ethically and collaboratively, CCIs can align more closely with societal needs and priorities.

At its foundation, the Data-Driven Agency Cluster sees data as a bridge between CCIs and their communities. It empowers cultural initiatives and creative businesses to better understand their audiences and consumers, measure impact, and dynamically respond to changing needs. Whether through visitor feedback at museums or audience metrics for performances, data offers actionable insights that help enhance the relevance and resonance of cultural experiences. By **integrating these insights into creative practices**, CCIs can strengthen their connection to the communities they address.

This cluster advocates for embedding data practices into every aspect of the cultural ecosystem—from the creation of artworks to organisational management and policy development. Data-driven approaches are not limited to analysis but extend to storytelling and exploration, **treating data as a narrative medium that reveals patterns and sparks new possibilities**. For instance, artists can transform data into interactive installations or generative art, enriching cultural expression and expanding its horizons.

A core principle of the Data-Driven Agency Cluster is ethical stewardship. Responsible data collection, analysis, and application are essential to ensure privacy, equity, and inclusivity. This involves addressing questions of consent, ownership, and accessibility while mitigating biases. Ethical use of

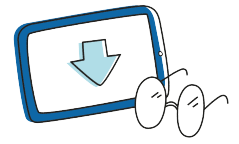
data aligns with the cultural and creative sector's values, ensuring that technological advancements support fairness and transparency.

Collaboration is another key element of this cluster. Partnerships between CCIs, technology providers, research institutions, and community organisations foster innovative uses of data. **Shared platforms and open-data resources can enable organisations to pool insights, identify trends, and co-create strategies to address common challenges**.

Capacity-building is central to the Data-Driven Agency Cluster. Many CCIs face gaps in technical skills or resources needed to engage with data effectively. This cluster advocates for training programs, tools, and partnerships that empower stakeholders to navigate the complexities of the data landscape. **By enhancing data literacy, it equips cultural professionals and organisations to integrate data into their work, unlocking its full potential**.

Ultimately, the Data-Driven Agency Cluster envisions a cultural and creative sector that **embraces data as a resource for transformation**. It calls for critical reflection and creative experimentation, challenging stakeholders to explore how data can inspire innovation, address societal challenges, and deepen connections between culture and community.

data & digital literacy

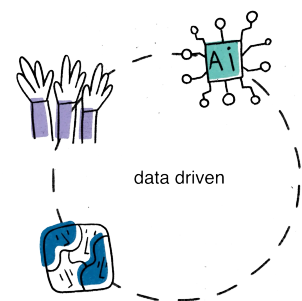


Learning
Organisations

C1 Data and Digital Literacy

Navigating the digital landscape confidently

*Data-Driven Agency Cluster
Topic C1*



Associated

Competences

C2 Understanding Socio-Technical Systems

C3 Digital Self-Determination

C4: Creatively Using Digital Technology

C5: Digital Content Co-creation

As an educational designer, integrating Data and Digital Literacy into your curriculum is a powerful way to equip learners with the essential skills to navigate the digital landscape confidently, responsibly, and creatively. This competence goes beyond teaching technical skills—it empowers learners to critically engage with digital tools and information, enabling them to **enhance their creative practices, solve problems effectively, and adapt to evolving industry needs.**

In your role, you can help learners master the art of collecting, managing, and interpreting data. This could involve designing exercises where students analyse audience trends, refine project outcomes based on user feedback, or explore creative possibilities using data insights. For example, a module could focus on interpreting social media metrics to improve digital campaigns or evaluating survey results to tailor creative initiatives. These **activities teach learners how to use data thoughtfully to make impactful decisions.**

Teaching digital tools and platforms is another key opportunity. Introduce learners to tools like collaborative apps, graphic design software, or project management platforms, and demonstrate their role in fostering teamwork, creating content, and engaging audiences. Encourage projects where learners produce digital storytelling content or interactive media, showcasing how digital fluency expands creative boundaries and professional opportunities.

To address the increasing challenges of misinformation and biases online, include activities that focus on critically evaluating digital information. This might involve fact-checking exercises, identifying unreliable sources, and discussing the ethical implications of information-sharing. By cultivating these skills, **learners will build integrity and credibility in their professional endeavors.**

Online safety and security are crucial components of digital literacy. Equip learners with knowledge about protecting personal data, managing strong passwords, and adhering to regulations like GDPR. Scenarios where they identify and mitigate risks, such as phishing attacks, can make this competence highly practical and immediately relevant.

Highlight how emerging technologies such as AI, VR, and digital design platforms can amplify creativity. Encourage learners to experiment with AI-generated content, design immersive VR experiences, or innovate using digital tools. This approach not only fosters innovation but also builds resilience in adapting to rapid technological changes.

By embedding Data and Digital Literacy into your programs, you prepare learners to thrive in the digital-first world of cultural and creative industries. For learners, mastering this competence enhances employability, adaptability, and creative impact. For their future employers,

Learning Outcomes



*Data-Driven Agency Cluster
Topic C1*

Main Learning Outcomes

Learners will **collect, manage**, and **interpret** data to inform decision-making within creative practices.

Learners will **navigate** digital technologies, communicate effectively online, and critically evaluate digital information.

Learners will **recognise** and evaluate the credibility of digital sources, mitigating risks related to misinformation and digital security.

Knowledge

Understands the methods and tools for collecting, managing, and interpreting data to enhance creative practices.

Recognises the importance of navigating digital technologies for effective data management and communication.

Skills

Can collect, manage, and interpret data to support informed decision-making and improve problem-solving.

Uses data to influence artistic strategies and outcomes.

Effectively **navigates** digital technologies to communicate and critically evaluate digital information within creative contexts.

Responsibilities

Supervises data collection processes to ensure they meet ethical standards and focus on obtaining information relevant to creative outcomes.

Takes responsibility for managing data in a secure and transparent manner, ensuring practices respect privacy.

Cyanotypes Practical Support



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Learning Plans

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Sample Demonstrator Module

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Supporting Materials

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Cyanotypes Blueprinter

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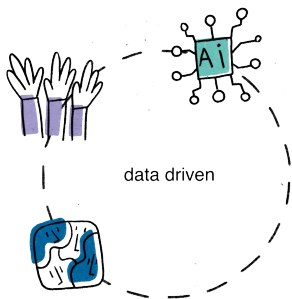
understanding socio-technical systems



C2 Understanding Socio-Technical Systems

Understanding how people, tools and technology work together

*Data-Driven Agency Cluster
Topic C2*



Associated Competences

C1 Data & Digital Literacy

C3 Digital Self-Determination

C4: Creatively Using Digital Technology

C5: Digital Content Co-creation

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Understanding socio-technical systems can be a valuable skill when designing educational programs or training for students in vocational or higher education, especially in the cultural and creative industries (CCIs). It helps you connect the social and technical parts of the learning process, showing how people, tools, and technology all work together. While not mandatory, this competence could **open up new ways to approach teaching that are both practical and forward-thinking.**

In your role, you might find this skill useful when **teaching students how to think critically about how technology and society interact.** For example, you could encourage them to consider how apps, tools, or platforms they use every day are shaped by the people who designed them and how they, in turn, influence user behaviour. This kind of critical thinking helps learners make better decisions when creating their own work, ensuring it fits both technical needs and human values.

One way you could integrate this into your programs is by designing projects that involve gathering user feedback. Asking students to test a tool or system with real users can show them how to collect insights, refine their ideas, and make systems more user-friendly. This kind of practical experience not only builds their skills but also mirrors the processes they might use in professional roles like software design, exhibition curation, or digital storytelling.

Another approach is to teach them about collaboration in systems with many players—such as teams, communities, or industries. For instance, group projects could help learners see how stakeholders like end-users, industry leaders, or policymakers interact. This helps them understand how their creative work fits into larger social and technical systems.

For future employers, **having students skilled in socio-technical systems means they'll bring a balanced perspective to the workplace.** They'll be able to analyse how their creative ideas affect both the people who use them and the systems that support them. This can lead to better innovation, smoother collaborations, and work that aligns with ethical and sustainability goals.

By including elements of socio-technical thinking in your teaching, you equip learners with tools to adapt to a changing world. They'll be ready to design solutions that are not just functional but thoughtful, ethical, and impactful, ensuring their creative work serves both human needs and broader societal goals.

Learning Outcomes



*Data-Driven Agency Cluster
Topic C2*

Main Learning Outcomes

Learners will **understand** socio-technical systems involving the interaction between people and technology and their interactions within work environments.

Learners will **design** user feedback processes tailored to assess usability and effectiveness within socio-technical systems.

Learners will **understand** how various stakeholders and systems interact at both macro and micro levels in society.

Knowledge

Knows how to design and implement user feedback processes, including selecting appropriate tools for evaluating usability and effectiveness.

Shows awareness of stakeholder interactions and how these relationships function at both macro and micro levels.

Skills

Can analyse socio-technical systems, comprehending their roles and implications within creative contexts.

Demonstrates the ability to design user feedback processes tailored for assessing usability and effectiveness.

Responsibilities

Facilitates the understanding and management of dynamics between social and technical elements in different environments.

Cyanotypes Practical Support



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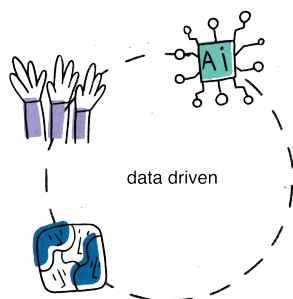
digital self-determination



C3 Digital Self-Determination

Learning how to use data responsibly

*Data-Driven Agency Cluster
Topic C3*



Associated Competences

C1 Data & Digital Literacy

C2 Understanding Socio-Technical Systems

C4: Creatively Using Digital Technology

C5: Digital Content Co-creation

Digital self-determination could be a valuable addition to the educational programs, curricula, or trainings you design for vocational and higher education in the cultural and creative industries (CCIs). It focuses on teaching learners how to manage personal data responsibly, understand their digital rights, and navigate challenges like data privacy, ethical use of AI, and compliance with laws like the General Data Protection Regulation (GDPR). While not essential in every program, integrating aspects of this competence can **help learners become more confident and responsible digital citizens**.

As an educational designer, you can incorporate digital self-determination into your teaching by creating activities that show learners how to assess privacy settings on digital platforms or analyse the terms and conditions of popular apps. These exercises can make learners more aware of how their personal data is collected and used, building their ability to make informed decisions about their digital identities.

You might also include projects that explore the ethical implications of AI in creative industries. For example, students could investigate how biases in training data can affect AI outputs in tools used for digital design or content creation. These discussions encourage critical thinking and teach learners how to make ethical choices when working with technology.

Teaching about data protection laws, like GDPR, could also be a practical

focus. You could develop scenarios where learners must navigate issues like securing consent for data use or responding to a data breach. This kind of **problem-solving prepares them to handle real-world challenges confidently, especially in roles where data handling is part of their creative process**.

For learners, mastering digital self-determination not only boosts their confidence in managing their own data but also equips them with valuable skills that employers increasingly demand. Being able to navigate digital tools responsibly, understand data protection regulations, and make ethical decisions enhances their employability and positions them as thoughtful, informed professionals in their field.

From your perspective as a designer, integrating digital self-determination into your programs helps learners engage with the digital transformation shaping the CCIs. It encourages them to balance creativity with responsibility, ensuring that they use digital technologies in ways that respect privacy, fairness, and inclusivity. Even small additions to your curriculum, like discussions on digital ethics or exercises in secure data practices, can have a lasting impact on their professional growth and societal contribution.

Learning Outcomes



*Data-Driven Agency Cluster
Topic C3*

Main Learning Outcomes

Learners will **select** appropriate training data for machine learning models while considering privacy and data diversity.

Learners will **gain** knowledge about their legal rights concerning data protection under GDPR and other regulations.

Learners will **take** action to manage and control their personal data effectively, applying relevant legal protections.

Knowledge

Knows how to select appropriate training data for machine learning models, considering data diversity and privacy.

Shows awareness of proactive measures for effectively managing personal data in digital spaces.

Skills

Can **choose** appropriate training data while respecting privacy regulations.

Takes action in the digital realm to manage and control personal data effectively.

Responsibilities

Supervises the selection of datasets to ensure they meet ethical and legal standards.

Manages data securely and efficiently, promoting transparency in data practices.

Advocates for staying informed about changes in legislation to apply updates to data management practices effectively.

Cyanotypes Practical Support



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Learning Plans

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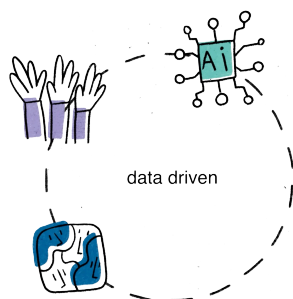
creatively using digital technology



C4: Creatively Using Digital Technology

Using digital tools to enhance creativity

Data-Driven Agency Cluster Topic C4



Associated Competences

C1 Data & Digital Literacy

C2 Understanding Socio-Technical Systems

C3 Digital Self-Determination

C5: Digital Content Co-creation

Creatively using digital technology can add significant value to the educational programs, curricula, or trainings you design for learners in vocational and higher education within the cultural and creative industries (CCIs). This competence encourages students to go beyond basic technical skills, teaching them **how to strategically use digital tools to enhance creativity, efficiency, and audience engagement**. While not a must-have for every curriculum, integrating elements of this competence can help learners explore the full potential of digital innovation.

As an educational designer, you could include activities where learners experiment with tools like image editing software, 3D modelling programs, or interactive storytelling platforms. Giving them hands-on experience with a variety of technologies ensures they not only learn the technical aspects but also **develop the ability to choose the right tools for different creative goals**.

Consider weaving in projects involving emerging technologies, such as artificial intelligence (AI) and virtual reality (VR). For instance, learners could collaborate with AI-driven design tools to create unique visual content or explore how VR can be used to design immersive storytelling experiences. These projects teach them how to combine human creativity with machine-driven innovation, preparing them for the evolving demands of creative industries.

To build adaptability, you might design challenges that push learners to think outside their comfort zones—like designing content for unconventional platforms or creating interactive digital experiences. This **fosters a mindset of experimentation and shows students how technology can expand creative boundaries while meeting practical objectives**.

Including case studies or industry examples in your program can help learners understand how digital technology transforms creative practices in the real world. Highlighting how professionals use tools like AI for efficiency or VR to captivate audiences makes the learning relatable and shows learners what's possible in their future careers.

For learners, **mastering this competence builds confidence and makes them more versatile and competitive in the job market**.

Employers in CCIs increasingly look for professionals who can integrate innovative technologies into their work to enhance impact and efficiency.

For you as an educational designer, adding this competence to your programs supports students in navigating the digital transformation of CCIs. Even small additions, such as workshops on interactive media or lessons in AI-powered design, can inspire learners to use technology in ways that are both innovative and impactful, helping them unlock new creative opportunities.

Learning Outcomes



*Data-Driven Agency Cluster
Topic C4*

Main Learning Outcomes

Learners will **recognise** the advantages of digital technology in creative practices and select suitable tools for optimising their work.

Learners will **use** AI platforms to define and adapt prompts for image generation and presentations in virtual reality.

Learners will **design** and **produce** presentations using virtual reality tools to enhance engagement and understanding.

Knowledge

Understands how digital technology enhances creative work and knows how to select appropriate digital tools to optimise creative outputs.

Shows awareness of how to use AI platforms for generating content and creating presentations in virtual reality.

Skills

Can **recognise** the advantages of digital technology within creative practices and select suitable digital tools.

Effectively **uses** AI platforms to define and adapt prompts for generating images and presentations.

Responsibilities

Takes the lead in integrating new tools into creative processes and manages the transition to new technologies within teams.

Cyanotypes Practical Support



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Learning Plans

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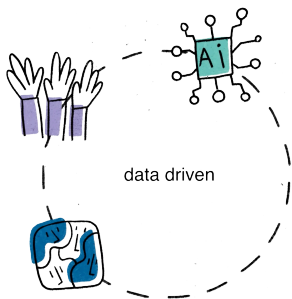
digital content co-creation



C5: Digital Content Co-creation

Sharing and blending creativity and know-how

*Data-Driven Agency Cluster
Topic C5*



Associated Competences

- C1 Data & Digital Literacy
- C2 Understanding Socio-Technical Systems
- C3 Digital Self-Determination
- C4 Creatively Using Digital Technology

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Digital content co-creation can add depth and relevance to the educational programs and curricula you design for vocational and higher education in the cultural and creative industries (CCIs). This competence emphasises collaboration in crafting meaningful digital experiences, blending creativity, technical know-how, and ethical awareness to produce content that engages and informs diverse audiences. Including this skill in your curriculum can **inspire learners to work effectively in teams and create impactful content, though it's not a necessity for every program.**

As an educational designer, you could structure collaborative projects where students work together on tasks like designing a multimedia campaign, developing an interactive website, or curating digital exhibitions. These projects teach learners how to combine their individual strengths and perspectives into a shared vision, reflecting the collaborative nature of the CCI workplace.

Integrating tools like version control systems, collaborative platforms, or digital design software into your program introduces learners to technologies they'll use in real-world settings. For instance, **teaching students to co-edit content on platforms like Figma or Trello can enhance their ability to communicate ideas and manage workflows efficiently.**

To highlight the importance of audience engagement, consider designing exercises where learners tailor content for different platforms or demographics. For example, creating interactive stories for social media or multimedia experiences for online exhibitions **helps them understand how to design content that resonates with specific audiences.** This hands-on approach bridges the gap between theory and practice, preparing students to create content with real impact.

Embedding ethical principles into the curriculum can also be beneficial. Discussions on intellectual property, inclusivity, and privacy challenges ensure that learners approach content creation with a sense of responsibility. Activities like analysing case studies of ethical dilemmas in digital media can foster critical thinking and prepare students to navigate complex issues in their future roles.

For learners, mastering digital content co-creation enhances teamwork, sparks creativity, and builds technical proficiency. These skills make them versatile and attractive to employers in CCIs, where collaborative and innovative work is highly valued. Employers benefit from hiring professionals who understand how to create engaging, ethical, and audience-focused digital experiences.

Learning Outcomes



*Data-Driven Agency Cluster
Topic C5*

Main Learning Outcomes

Learners will **design** and **create** engaging interactions in online or virtual spaces, curating website content.

Learners will **create** ethically conscious content both synchronously and asynchronously with collaborators.

Learners will **apply** technical skills and conceptual knowledge to co-create digital content and manage online co-creation spaces.

Knowledge

Understands that collaborative design and curation of engaging online interactions involves integrating text, imagery, and layout.

Knows the processes for creating ethically conscious content collaboratively and is aware of

methods for using collaborative tools.

Skills

Can **work with others** to design and create engaging interactions for users in online spaces.

Collaborates seamlessly to produce cohesive and innovative digital content, applying technical skills in co-creation processes.

Responsibilities

Oversees the design of online environments that facilitate collaborative creativity among diverse stakeholders.

Promotes continuous improvement of the collaborative environment and manages group dynamics to foster innovation.

Cyanotypes Practical Support



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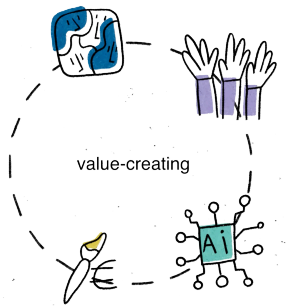
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CYANOTYPES

value-creating agency cluster



Value-creating Agency Cluster



Competences

- D1 Financial & Economic Literacy
- D2: Planning and Management
- D3 Valuing Ideas
- D4. Opportunity Management
- D5. Working With Others

The **Value-Creating Agency Cluster** emphasises the diverse ways cultural and creative industries (CCIs) generate value—spanning economic, social, cultural, and environmental dimensions. This framework expands the concept of value beyond monetary measures, highlighting the intrinsic and extrinsic contributions of creative practices to individuals, communities, and societies. It challenges CCIs to embrace their role as catalysts for holistic growth, creating benefits that support long-term societal well-being and transformation.

At its core, the Value-Creating Agency Cluster reframes cultural production as a process of generating meaning, connection, and positive change. Value creation becomes an intentional act, rooted in aligning creative endeavors with human aspirations and systemic needs. CCIs are encouraged to design projects and practices that achieve specific economic goals while fostering broader outcomes, such as strengthening community ties, advancing environmental stewardship, and preserving cultural heritage.

The cornerstone of this cluster is **multidimensional value creation**. CCIs have a unique capacity to produce value across multiple domains simultaneously. For example, a music festival may generate economic value through tourism, cultural value by celebrating artistic heritage, and social value by bringing together diverse audiences. This interconnected approach underscores the richness of creativity's contributions, illustrating its ability to transcend boundaries and impact society in profound ways.

Balancing tangible and intangible outcomes is a critical element of this cluster. Tangible results, such as increased revenue or measurable audience growth, are essential, but the Value-Creating Agency Cluster also emphasises intangible outcomes. These include the emotional resonance of a performance, the

inspiration sparked by an artwork, or the sense of belonging cultivated by a community project.

Innovation drives value creation within this cluster. Exploring new methods, tools, and collaborations allows CCIs to create value in unexpected ways. Digital platforms can expand audiences, immersive technologies can deepen engagement, and sustainable practices can align with environmental goals. Innovation, within this context, is not an end but a means to enhance the relevance and impact of cultural endeavours.

The cluster stresses the **importance of measuring and communicating value**. Developing frameworks such as social return on investment (SROI) or cultural impact assessments enables CCIs to articulate their contributions clearly. By demonstrating both immediate and long-term benefits, CCIs can foster greater understanding, appreciation, and support for their work.

Ultimately, the Value-Creating Agency Cluster envisions a cultural and creative sector that embraces its multifaceted role in generating value, positioning CCIs as essential drivers of societal progress. By aligning creative practices with economic, social, cultural, and environmental goals, the cluster ensures that creativity remains a cornerstone of human development and a catalyst for a more vibrant, inclusive, and sustainable future.

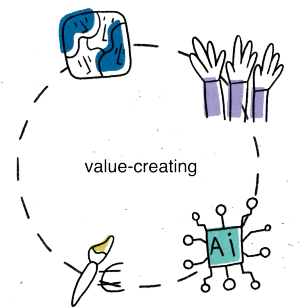
financial & economic literacy



D1 Financial & Economic Literacy

Understanding the economic landscape of the CCI

*Value-Creating Agency Cluster
Topic D1*



Associated Competences

- D2: Planning and Management
- D3 Valuing Ideas
- D4. Opportunity Management
- D5. Working With Others

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As an educational designer, you can use financial and economic literacy to equip students in vocational and higher education with the skills they need to thrive in the Cultural and Creative Industries (CCIs). While it might not be essential for every program, this competence could help learners understand how to manage resources, design sustainable projects, and contribute to the long-term success of the creative sector.

You might include practical exercises where learners create budgets for a mock project, explore funding opportunities, or analyse the financial viability of a creative idea. These activities can show how good financial management supports creative visions and ensures projects remain viable. For example, **asking students to balance artistic goals with financial realities in a project plan mirrors challenges they'll face in their careers.**

Consider incorporating lessons on different business models, including those focused on social or environmental impact. Activities like comparing traditional profit-driven models with sustainable or community-centred approaches help learners see how they can use their work to address bigger societal challenges. This could be **particularly motivating for students passionate about making a difference through their creativity.**

Teaching the basics of global economic systems and how they relate to CCIs can give learners a broader context for their work. Discussions about the role

of taxes, capital markets, or cultural funding policies can make them more informed about the larger forces that shape opportunities in their field. Adding case studies of successful creative businesses can provide inspiration and concrete examples of how to navigate these systems effectively.

Incorporating role-play or simulations could help students understand key skills like securing funding or pitching a creative idea to investors. These hands-on approaches allow them to practice communication and negotiation skills while building their confidence. Additionally, introducing tools like spreadsheets or accounting software into coursework ensures they gain practical skills that employers value.

For learners, financial and economic literacy means more than balancing books—it's **about turning creative ideas into sustainable realities.**

Employers in CCIs increasingly value individuals who can align artistic goals with financial sustainability, ensuring that projects thrive and deliver value.

By integrating this competence into your curriculum, you're **preparing students not just for financial stability but for leadership in the creative economy.** These skills empower them to innovate responsibly, make sound decisions, and contribute meaningfully to a resilient, impactful creative ecosystem.

Learning Outcomes



Value-Creating Agency
Cluster
Topic D1

Main Learning Outcomes

Learners will **understand** different global economic systems and their impact on societies.

Learners will **know** various business models, including those for the common good, and apply them to societal challenges.

Learners will **enhance** decision-making through financial literacy by analysing costs and resources in creative projects.

Knowledge

Understands global economic systems, their interconnectedness and their impact on societies and the cultural and creative industries.

Knows existing business models (direct, indirect, platform, etc) and business models for the common good.

Skills

Can **analyse** the influence of economic systems on societies and the cultural and creative sectors.

Applies business models to address societal and professional challenges, using tools like the business model canvas.

Evaluates costs and resources to enhance financial decision-making in creative projects.

Responsibilities

Demonstrates interest in aligning personal values with the economic systems they participate in and promotes the common good within their economic context.

Cyanotypes Practical Support



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Cyanotypes Blueprinter

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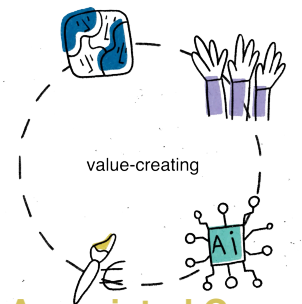
planning & management



D2: Planning and Management

Organising Time and Resources for Creative Success

*Value-Creating Agency Cluster
Topic D2*



Associated Competences

- D1 Financial & Economic Literacy
- D3 Valuing Ideas
- D4. Opportunity Management
- D5. Working With Others

As an educational designer, you can use planning and management to help learners in vocational and higher education gain the skills needed to organise tasks, manage time, and allocate resources effectively. While not every program may require these skills as a central focus, **teaching this competence could prepare students to handle both the creative and practical demands of their future careers in the Cultural and Creative Industries (CCIs).**

You could include exercises that allow learners to practice project planning using tools like Gantt charts or Kanban boards. For example, ask students to map out a timeline for a creative project, detailing tasks, deadlines, and resources. This kind of activity gives them hands-on experience with tools they might use in the workplace.

Encouraging learners to set clear goals and break them into smaller tasks can help them see how to connect day-to-day work with larger objectives. Activities like prioritising tasks using the Eisenhower Matrix or brainstorming resource needs for a group project could show how thoughtful planning leads to smoother execution. These lessons also teach them to focus on what truly matters and avoid wasting energy on less critical tasks.

Teaching time management strategies, such as time blocking or minimising distractions, could benefit learners in any discipline. Building these habits can help them stay productive and reduce stress when deadlines loom. Simulating

real-world challenges, such as unexpected changes to a project scope, could also teach adaptability and resilience—key traits in today's fast-paced work environments.

To give learners a broader perspective, you might incorporate case studies of creative professionals who successfully balanced artistic goals with practical demands. For example, sharing how a freelance designer manages client expectations or how an arts administrator coordinates a festival could inspire students to think strategically about their own work.

Planning and management skills are invaluable not just for individual success but also for teamwork. Group projects where students plan and execute a shared goal can **highlight how clear roles, good communication, and effective delegation lead to better outcomes.**

For learners, mastering this competence means gaining tools to turn their creative visions into reality. Employers value professionals who can meet deadlines, manage budgets, and adapt to challenges while staying true to their artistic goals.

By embedding planning and management into your curriculum, you can **equip learners with skills that will serve them throughout their careers.** These competences enable them to navigate complexity, achieve goals, and contribute to the success and sustainability of the creative sector.

Learning Outcomes



Value-Creating Agency
Cluster
Topic D2

Main Learning Outcomes

Learners will **demonstrate** a basic understanding of project planning tools and apply them effectively in managing creative projects.

Learners will **gain** insight into the finite nature of time and its implications for personal and professional development.

Learners will **distinguish** between important and urgent tasks, and is able to manage stressful situations in a mindful and more relaxed way by taking a step back.

Knowledge

Understands various tools for project planning and time management, including both traditional and innovative approaches.

Recognises the importance of aligning tasks with personal and professional objectives and understands decision-making principles and resource allocation strategies.

Skills

Can **use** project planning tools in practical situations and prioritise tasks based on their personal and professional goals alignment with objectives.

Reflects on project progress, adapts strategies, and allocates resources effectively to meet goals.

Responsibilities

Demonstrates autonomy in applying acquired knowledge to enhance planning and management processes, ensuring alignment with personal values and goals.

Cyanotypes Practical Support



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valuing ideas



D3 Valuing Ideas

Moving from concepts to meaningful solutions

*Value-Creating Agency
Cluster
Topic D3*

As an educational designer, incorporating “Valuing Ideas” into your curriculum can help students develop the ability to turn creative concepts into solutions that are impactful, sustainable, and meaningful. This competence encourages learners to move beyond generating ideas to thoughtfully evaluating and refining them, ensuring their alignment with user needs and societal goals. While this may not be essential for every program, it could **greatly enhance the real-world relevance of your teaching, particularly for creative learners who aim to make a tangible difference.**

You can integrate activities that emphasise understanding problems deeply through research. For example, have students conduct interviews or focus groups to explore the needs and challenges of a specific audience. These exercises teach learners to gather and interpret qualitative data, ensuring their ideas are informed by real-world insights. This approach helps students grasp how understanding motivations and aspirations shapes creative solutions.

Human-centred design principles could guide another set of activities.

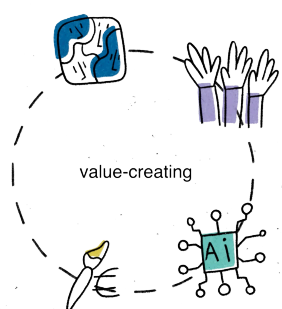
Encouraging learners to prototype and test ideas with peers or target audiences introduces them to experimentation and iterative improvement. For instance, a workshop where students develop a concept, seek feedback, and refine their designs can highlight the importance of empathy and usability.

Testing and validation can also be introduced through case studies or practical exercises. For instance, students could present their ideas to a panel acting as stakeholders, simulating real-world feedback scenarios. By responding to this feedback, learners understand how refinement improves both relevance and effectiveness.

Teaching tools like the Lean Canvas or other evaluative frameworks provides a structured way for students to assess the sustainability and impact of their ideas. This includes considering financial, environmental, and social factors, making the process of evaluation more tangible and accessible.

For learners, mastering the competence of “Valuing Ideas” enhances their ability to deliver solutions that are both innovative and responsible. It also prepares them to present their concepts confidently to employers, stakeholders, or clients, **demonstrating their capacity for thoughtful and practical application of creativity.**

By embedding this competence into your educational programs, you equip learners to balance creativity with critical evaluation, making their contributions impactful and relevant. For future employers, these skills translate to professionals who can innovate with purpose, turning concepts into real-world solutions that resonate and succeed.



Associated Competences

D1 Financial & Economic Literacy
D2: Planning and Management
D4. Opportunity Management
D5. Working With Others

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Learning Outcomes



Value-Creating Agency
Cluster
Topic D3

Main Learning Outcomes

Learners will **understand** basic qualitative research methods and use them to identify real-life problems in local contexts.

Learners will **collect, develop, and assess** ideas using human-centred design and test them with target groups.

Learners will **use** the lean canvas method to evaluate ideas for both user needs and sustainable income generation opportunities.

Knowledge

Understands the basics of qualitative research methods used in social sciences and knows how to identify and analyse real-life problems within societal contexts.

Shows familiarity with the processes of idea collection,

development, and assessment based on identified problems.

Skills

Can effectively **use** qualitative research methods and human-centred design techniques to identify societal problems.

Manages the entire cycle of idea management, including collecting, developing, and assessing ideas, and is skilled in using methods like the lean canvas.

Responsibilities

Ensures empirical research is conducted ethically and responsibly.

Takes responsibility for accurately identifying real-life problems and testing solutions with diverse groups, managing the idea development process independently.

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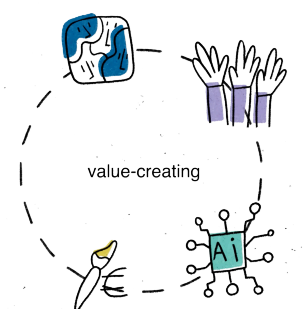
opportunity management



D4. Opportunity Management

Balancing creativity with practicality

*Value-Creating Agency Cluster
Topic D4*



Associated Competences

D1 Financial & Economic Literacy
D2: Planning and Management
D3 Valuing Ideas
D5. Working With Others

Incorporating “Opportunity Management” into your educational programs could **prepare learners to identify, assess, and act on opportunities in ways that balance creativity with practicality.** This competence is not a must for every curriculum but could add significant value to vocational and higher education in the cultural and creative industries (CCIs), especially for learners aiming to thrive in dynamic, fast-changing environments.

You could design learning activities that focus on recognising and assessing opportunities. For example, ask students to analyse real-world case studies where creative organisations navigated uncertainty to achieve success. This activity helps learners explore how others identify potential in challenges, fostering both analytical thinking and creative intuition.

Introduce frameworks like effectuation to help students understand decision-making in uncertain conditions. Through group exercises or simulations, **learners can practice principles such as leveraging existing resources or co-creating with stakeholders.** For instance, you might task students with creating a basic plan for a collaborative project using limited resources, encouraging them to think flexibly and strategically.

Balancing artistic vision with financial sustainability is another key aspect to teach. You could incorporate workshops where learners explore different funding models, such as

grants, sponsorships, or crowd-funding. By discussing the strengths and weaknesses of each model, students learn to align funding opportunities with their goals while maintaining creative integrity.

Collaboration is central to opportunity management. Activities like cross-disciplinary team projects can simulate the kind of partnerships learners might form in the real world. For example, pairing students from design and business backgrounds to work on a shared goal **fosters an understanding of how diverse perspectives lead to stronger outcomes.**

By integrating this competence into your curriculum, you help students build skills that are not only relevant but highly sought after by future employers. They will be better equipped to identify promising opportunities, act strategically, and navigate challenges with confidence. For employers, these skills translate to professionals who can innovate, adapt, and lead effectively in collaborative and competitive settings.

Teaching opportunity management gives your learners the tools to move from recognising potential to realising impactful results. It ensures they can create, contribute, and thrive in the CCIs, turning challenges into opportunities that shape a resilient and innovative future.

Learning Outcomes



Value-Creating Agency
Cluster
Topic D4

Main Learning Outcomes

Learners will **evaluate** and **manage** opportunities in the creative field, considering financial sustainability and artistic integrity.

Learners will **make** informed decisions about collaboration opportunities across different sectors.

Learners will **identify** and **assess** funding opportunities and strategically decide their relevance to their projects.

Knowledge

Understands financial sustainability and artistic integrity in the creative field.

Shows awareness of various funding sources and their suitability for creative projects.

Skills

Evaluates and **manages** opportunities within the creative field, balancing financial sustainability with artistic integrity.

Makes informed decisions about collaborative opportunities across different CCI sectors and assesses funding opportunities relevant to creative goals.

Responsibilities

Takes initiative in identifying opportunities for collaboration, creative/artistic project and business ventures that align with personal creative and professional objectives.

Cyanotypes Practical Support



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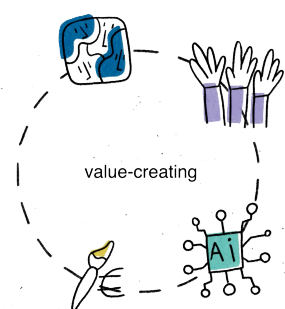
working with others



D5. Working With Others

Understanding effective and inspiring collaboration

*Value-Creating Agency
Cluster
Topic D5*



Associated Competences

D1 Financial & Economic Literacy
D2: Planning and Management
D3 Valuing Ideas
D4. Opportunity Management

Incorporating the competence of “Working With Others” into your educational programs could give learners the tools to collaborate effectively in dynamic and diverse settings. This competence isn’t a requirement for all courses but might be especially valuable for students preparing for careers in the cultural and creative industries (CCIs), where teamwork and inclusivity are key drivers of success.

You can introduce learners to activities that highlight the value of diverse perspectives. For example, group projects that bring together students from different disciplines, like design, marketing, and technology, can show how varied viewpoints enhance creativity. Facilitating discussions where each student presents their unique insights **helps learners understand how to synthesise ideas into cohesive strategies.**

To build strong communication and active listening skills, you might include role-playing exercises or simulations. For instance, learners can practice resolving fictional team conflicts or navigating challenging collaborations. By reflecting on these experiences, students can identify techniques that foster trust, promote mutual respect, and **keep teams focused on shared goals.**

Highlight the importance of leveraging internal and external expertise. A great way to teach this is through networking opportunities or inviting industry professionals to join projects as

mentors. This approach gives learners first-hand experience of integrating specialised insights into their work while showing them how to identify and fill skill gaps within a team.

Incorporating co-creation activities into your programs can deepen students’ understanding of collaboration. You could task learners with designing a product, performance, or campaign that meets a real-world challenge. **By working together, learners experience how combining their strengths leads to innovative and impactful solutions.**

Employers value individuals who can balance autonomy with responsibility in a team setting. To encourage this, structure assignments that require both independent contributions and collective decision-making. For example, assign roles within group projects, such as leader, researcher, or designer, and emphasise how each role contributes to the team’s success.

By fostering this competence, you prepare learners for future careers where collaboration is essential. Employers in the CCIs will benefit from professionals who know how to create inclusive environments, resolve conflicts, and inspire cohesive teamwork. For learners, these skills not only improve their employability but also enhance their ability to navigate complex projects and achieve sustainable outcomes.

Learning Outcomes



Value-Creating Agency
Cluster
Topic D5

Main Learning Outcomes

Learners will effectively **collaborate** with others in co-creation activities and challenge-based learning environments.

Learners will **recognise** and leverage apply both internal and external expertise in collaborative endeavours.

Learners will **understand** and value different perspectives in teamwork to encourage creativity, inclusivity, and new ideas.

Knowledge

Understands co-creation and challenge-based learning environments.

Shows awareness of internal and external expertise and can assess complementary skills within an organisation or project.

Knows the importance of diverse viewpoints relating to creativity, inclusivity, and new ideas

Skills

Collaborates effectively in co-creation activities and learning environments.

Assesses and **utilises** internal and external expertise in collaborative projects and identifies diverse viewpoints to enhance decision-making.

Responsibilities

Collaborates with others in co-creation and challenge-based settings, addressing skill gaps by leveraging expertise.

Promotes creativity and inclusivity by valuing and incorporating diverse viewpoints.

Cyanotypes Practical Support



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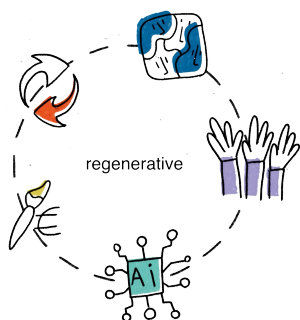
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regenerative agency cluster



Regenerative Agency Cluster



Competences

- E1 Self-Awareness & Empathy
- E2. Ethical and Sustainable Thinking
- E3 Problem Framing
- E4. Exploratory Thinking
- E5 Actionable Futures

The **Regenerative Agency Cluster emphasises the transformative potential of cultural and creative practices to actively restore and rejuvenate social, environmental, and economic systems.** It redefines the role of cultural and creative industries (CCIs) as catalysts for renewal, advocating for practices that heal, replenish, and strengthen communities and ecosystems. By focusing on principles of resilience, reciprocity, and interconnectedness, this cluster positions culture as a powerful force for regeneration in an increasingly fragile world.

At its core, Regenerative Agency moves beyond the goal of sustainability, which seeks to maintain existing systems, and instead prioritises regeneration—repairing past harm and building capacity for future flourishing. This **shift challenges CCIs to align their work with natural cycles, community well-being, and long-term vitality,** ensuring that their contributions extend beyond immediate outcomes to foster enduring impact.

A key principle of the Regenerative Agency Cluster is systems thinking, which highlights the interconnected nature of social, ecological, and economic systems. By understanding these interdependencies, CCIs can address root causes of issues rather than treating surface symptoms, creating more profound and lasting change. This perspective encourages cultural practices that are holistic, adaptive, and deeply integrated into the broader systems they influence.

Reciprocity is another foundational principle of this cluster, centring on the idea of giving back as much—or more—than is taken. For cultural and creative production, this could mean designing outputs that restore resources, strengthen relationships, and enhance the health of ecosystems and societies. Examples include using biodegradable materials, collaborating with communities to co-create cultural experiences, or crafting narratives that

promote climate resilience and social healing.

The relationship between culture and nature is central to Regenerative Agency. Inspired by natural systems that are cyclical, balanced, and restorative, CCIs are encouraged to adopt practices that mirror these principles. Zero-waste events, renewable energy use, and creative storytelling focused on environmental stewardship are just a few ways **this cluster envisions culture as a driver of ecological renewal.**

Education and capacity-building play a critical role in the Regenerative Agency Cluster. **Creative professionals and organisations need the skills and knowledge to transition to regenerative approaches.** Initiatives focused on ecological principles, impact measurement, and restorative design equip stakeholders to lead these efforts effectively.

Narratives of hope, resilience, and transformation are powerful tools in the regenerative process. CCIs can use storytelling to inspire audiences, foster dialogue, and mobilise action on critical issues such as climate change, social justice, and mental health. Through their work, they can spark imagination and motivate communities to envision and create a regenerative future.

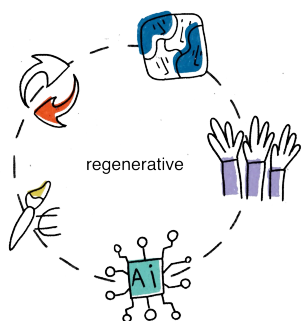
self-awareness & empathy



E1 Self-Awareness & Empathy

Surviving in an inter-connected world

*Regenerative Agency Cluster
Topic E1*



Associated Competences

E2. Ethical and Sustainable Thinking

E3 Problem Framing

E4. Exploratory Thinking

E5 Actionable Futures

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Integrating self-awareness and empathy into your educational programs could enrich the learning experience for students in vocational, higher education, or lifelong learning. While it's not essential for every curriculum, this competence can **inspire learners to see themselves as part of a larger, interconnected world**—an invaluable perspective for those preparing to work in the cultural and creative industries (CCIs).

You can help students develop self-awareness by incorporating reflective exercises into your teaching. For example, journaling prompts or group discussions on personal values and decision-making can encourage learners to think about their roles within broader cultural, ecological, or societal systems. By reflecting on how their work impacts both human and non-human stakeholders, learners can begin to make more intentional, responsible choices in their creative practices.

Empathy can be cultivated through experiential learning activities. Role-playing exercises, for instance, can help students step into the shoes of diverse audiences or collaborators. You could also introduce projects where learners consider the needs of non-human entities, like designing for environmental sustainability or creating work that reflects ecological values. These experiences foster a deeper understanding of interconnectedness and the diverse perspectives that shape creative ecosystems.

Practical assignments might include co-creating with community groups or working on projects with a regenerative focus, such as sustainable design or cultural preservation. These activities allow students to engage with real-world challenges, practice empathy, and align their creative outputs with principles of care and renewal. Encouraging learners to articulate their values during these projects further **strengthens their ability to connect personal intentions with collective impact.**

Employers in the CCIs value professionals who can balance creative vision with ethical responsibility. Teaching self-awareness and empathy helps students recognise and address the needs of diverse stakeholders, making them more effective collaborators and leaders. For example, cultural managers or transformation designers who understand how to consider ecological and societal factors in their work are better equipped to navigate the complex demands of their fields.

By fostering self-awareness and empathy, your programs can prepare learners to create work that is both meaningful and impactful. These skills not only enhance their professional development but also empower them to contribute to a more inclusive, sustainable, and regenerative creative sector. Through this competence, students can connect personal growth with collective well-being, **becoming agents of positive change in their industries and communities.**

Learning Outcomes



Regenerative Agency
Cluster
Topic E1

Main Learning Outcomes

Learners will **discover** ecological complexity, recognise interdependence, and become aware of their own agency.

Learners will **understand** the terms human, non-human, and more-than-human in relation to their creative practices.

Learners will **apply** these concepts to identify choices that promote care and solidarity.

Knowledge

Understands self in relation to entanglement with other living beings and shows awareness of ecological interdependencies.

Knows the differences between human, non-human, and more-than-human entities, and understands the historical

development of the category of the "human."

Skills

Can **articulate** sustainable and regenerative values, identify sustainable choices, and show empathy towards more-than-human worlds.

Differentiates between various more-than-human perspectives and assesses the impact of decisions on these contexts.

Responsibilities

Develops and articulates interest in aligning personal values with the more-than-human world in specific contexts.

Acts with awareness and responsibility for personal behaviour, aligning actions with values and curiosity.

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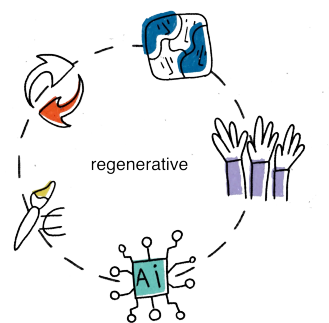
ethical & sustainable thinking



E2. Ethical and Sustainable Thinking

Merging creative freedom and regenerative practices

*Regenerative Agency Cluster
Topic E2*



Associated Competences

E1 Self-Awareness & Empathy
E3 Problem Framing
E4. Exploratory Thinking
E5 Actionable Futures

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As an educational designer, you have the opportunity to embed ethical and sustainable thinking into the programs and curricula you develop, **helping learners in vocational and higher education, as well as lifelong learning, understand their role in addressing pressing global challenges.** While this competence might not be essential for every program, it offers significant value by equipping learners in the cultural and creative industries (CCIs) to make thoughtful, responsible decisions that align creativity with long-term sustainability.

You can foster ethical and sustainable thinking by integrating projects that **encourage learners to explore the environmental and societal impacts of their work.** For example, design challenges that require students to consider renewable materials, energy-efficient processes, or the cultural significance of their creations can help them connect their creative outputs to broader sustainability goals.

Including frameworks such as the GreenComp or the four-pillar sustainability model in your teaching materials provides practical tools for students to analyse and guide their decisions. These frameworks encourage learners to move beyond simply maintaining systems to actively restoring and regenerating them. Assignments could involve applying these principles to real-world scenarios, such as designing a sustainable community space or creating a

campaign to raise awareness of environmental justice issues.

Collaborative activities, like group discussions or workshops, can help students develop their ability to balance innovation with ethical considerations. By engaging in debates or creating shared solutions for challenges like resource use or biodiversity loss, learners practice aligning creative freedom with ecological responsibility. Additionally, inviting guest speakers who are leaders in sustainable design or ethical practices within the CCIs can inspire students and offer concrete examples of what this competence looks like in practice.

Employers in the CCIs value professionals who can think critically about the long-term impacts of their decisions and take proactive steps toward sustainability. Teaching ethical and sustainable thinking equips learners with the tools to address these expectations, making them more attractive candidates in a competitive market. For instance, **a graduate who can apply regenerative frameworks or design solutions that prioritise environmental and social equity will stand out as both innovative and responsible.**

By weaving ethical and sustainable thinking into your programs, you empower learners to make meaningful contributions to their industries and communities.

Learning Outcomes



Regenerative Agency
Cluster
Topic E2

Main Learning Outcomes

Learners will **understand** that concepts of ethics and justice have ecological dimensions.

Learners will **understand** the conditions of habitability and viability in relation to their life situations.

Learners will **apply** frameworks for regenerative sustainability, considering both human and more-than-human perspectives.

Knowledge

Understands the ecological dimensions of ethics and justice and the concepts of multi-species relations and ecological entanglements.

Can **imagine** the impact of decisions on future generations and is aware of competing terms for approaching ethics.

Skills

Can **situate** decisions within more-than-human terms, demonstrating familiarity with design methods that incorporate these considerations.

Understands the use of technology to comprehend ecological complexity.

Responsibilities

Acts with awareness and takes responsibility towards the world, ensuring ethical considerations guide decision-making.

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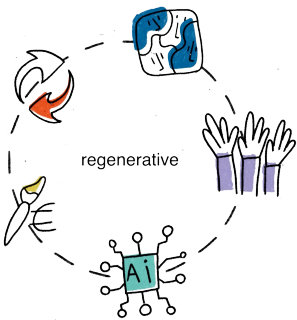
problem framing



E3 Problem Framing

Articulating the right questions

*Regenerative Agency
Cluster
Topic E3*



Associated Competences

- E1 Self-Awareness & Empathy
- E2. Ethical and Sustainable Thinking
- E4. Exploratory Thinking
- E5 Actionable Futures

As an educational designer, embedding the competence of problem framing into your programs and curricula can help learners in vocational and higher education, as well as lifelong learning initiatives, approach challenges in more dynamic and innovative ways. While this competence may not be necessary for every learning pathway, it offers immense value by **teaching students to rethink problems through interconnected, regenerative perspectives**, leading to more impactful and sustainable solutions.

You can integrate problem framing into your educational designs by encouraging learners to explore the root causes of challenges and their broader contexts. For instance, assignments could involve analysing real-world issues, such as community displacement or environmental degradation, and asking students to reimagine these problems as opportunities for systemic improvement. Case studies and hands-on projects can provide learners with the tools to consider cultural, social, economic, and ecological factors, **helping them develop solutions that honour these interdependencies**.

Practical frameworks such as triple-loop learning or resilience thinking can be introduced to help learners reflect on the deeper systems and beliefs influencing challenges. These tools encourage students to move beyond surface-level solutions, fostering critical thinking and adaptability. Activities like mapping stakeholder relationships or identifying leverage points within

systems can help students **understand how strategic interventions can drive significant positive change**.

Group discussions and workshops can promote collaboration and the incorporation of diverse perspectives. By inviting learners to engage with viewpoints from multiple disciplines, cultural backgrounds, or community stakeholders, you ensure they gain the skills to navigate complexity and design inclusive solutions. Role-playing scenarios or co-creative exercises can also be used to simulate real-world problem-framing situations, **enabling students to practice building consensus and designing for collective agency**.

Future employers in the cultural and creative industries highly value individuals who can frame problems effectively and innovate across complex systems. A curriculum that emphasises this competence will prepare learners to contribute meaningfully to their fields by identifying opportunities within challenges and crafting transitions that are both sustainable and equitable. For example, graduates skilled in problem framing might lead projects that integrate community voices into urban development plans or design creative interventions that support biodiversity while meeting artistic goals.

Including problem framing in your programs empowers learners to see challenges not as obstacles but as opportunities for growth and regeneration.

Learning Outcomes



Regenerative Agency
Cluster
Topic E3

Main Learning Outcomes

Learners will **be familiar** with regeneration frameworks (i.e. methods and principles of designing for long-term sustainability in terms of people, economy, and environment), such as ecologies of technology and regenerative sustainability.

Learners will **apply** design-for-regeneration approaches and assess short- to long-term regenerative impacts.

Learners will **gain** awareness of the transversal dimensions of sustainability and regeneration.

Knowledge

Can **describe** sustainability in cultural, economic, environmental, and social terms.

Differentiates between sustainability and regeneration, identifying how actions affect ecological interdependencies.

Skills

Knows how to use tools for generating data to inform decision-making and imagines short, mid, and long-term impacts, designing for mitigations and resilience.

Responsibilities

Takes responsibility for effectively framing problems within their broader impact contexts.

Cyanotypes Practical Support



CYANOTYPES provides support on four levels. Some of these materials are available via our [open learning platform](#) or from the [Train-the-Trainer Toolkit](#).

Learning Plans

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Sample Demonstrator Module

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Supporting Materials

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Cyanotypes Blueprinter

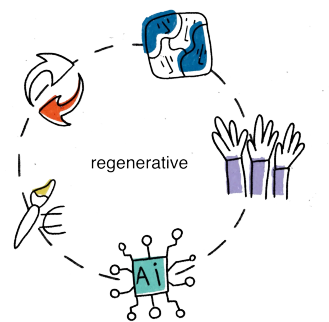
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E4. Exploratory Thinking

Navigating uncertainty with confidence and creativity

Regenerative Agency
Cluster
Topic E4



Associated Competences

E1 Self-Awareness & Empathy
E2. Ethical and Sustainable Thinking
E3 Problem Framing
E5 Actionable Futures

As an educational designer, fostering exploratory thinking in your programs can empower learners in vocational, higher education, and lifelong learning settings to navigate uncertainty with confidence and creativity. While it may not be essential for every curriculum, this competence can greatly **enrich learners' ability to approach complex challenges and envision innovative solutions**, particularly in the cultural and creative industries (CCIs).

You can integrate exploratory thinking by designing activities that encourage learners to question assumptions and imagine diverse futures. For instance, scenario planning exercises can help them explore different possibilities and their implications, while horizon scanning and trend analysis can provide tools for identifying emerging opportunities and risks. Assignments could include researching future trends in technology, sustainability, or cultural shifts and **applying these insights to create forward-looking strategies or projects**.

Hands-on tools like speculative design workshops or storyboarding can help learners articulate potential future scenarios. These activities encourage them to think creatively while grounding their visions in evidence-based analysis. For example, students could develop a multimedia project imagining how digital technology might transform community engagement in the arts over the next decade.

Exploratory thinking also benefits from fostering critical evaluation skills. Embedding tasks that require learners to assess biases, differentiate between reliable and unreliable information, and apply the Precautionary Principle will ensure they approach future-focused challenges with both rigor and inclusivity. Group discussions can provide a platform for learners to share diverse perspectives, **broadening their understanding of potential outcomes and fostering collaborative exploration**.

For learners, mastering exploratory thinking has practical applications that are highly valued by future employers. This competence equips them to anticipate changes in the CCIs, such as shifts in audience preferences or advancements in creative technologies. By envisioning new opportunities, they can lead projects that align with emerging needs while staying ahead of industry trends.

By incorporating exploratory thinking into your curriculum, you also prepare learners to approach decision-making holistically. Connecting this competence to others, like ethical and sustainable thinking or actionable futures, can create a cohesive learning experience that balances creativity with responsibility. For example, learners could envision a project addressing environmental challenges while ensuring inclusivity and equity in its design.

Learning Outcomes



Regenerative Agency
Cluster
Topic E4

Main Learning Outcomes

Learners will **show awareness** of the precautionary principle of acting now to avoid future negative impacts.

Learners will **show** a positive attitude toward fact-based analysis.

Learners will **differentiate** between potential, possible and realistic futures to articulate diverse scenarios.

Knowledge

Knows the precautionary principle and is interested in conducting fact-based analyses.

Understands the necessity of fairness and inclusion, recognising all perspectives involved.

Skills

Can **analyse** and assess ideas, actions, and scenarios to determine their alignment with values.

Integrates knowledge from different domains to articulate different future scenarios.

Responsibilities

Acknowledges the value of scientific evidence and the impact of possible consequences on scenario preferences.

Cyanotypes Practical Support



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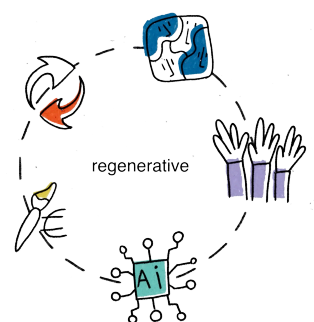
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E5 Actionable Futures

Realising the power of creative practices

*Regenerative Agency
Cluster
Topic E5*



Associated Competences

- E1 Self-Awareness & Empathy
- E2. Ethical and Sustainable Thinking
- E3 Problem Framing
- E4. Exploratory Thinking

As an educational designer, incorporating the competence of Actionable Futures into your programs can prepare learners to move beyond ideas and concepts, **equipping them to take meaningful actions that create real change.** While not a necessity for every curriculum, this competence is particularly valuable in empowering learners to tackle complex challenges and lead initiatives in vocational, higher education, or lifelong learning contexts within the cultural and creative industries (CCIs).

You can foster this competence by designing activities that encourage learners to bridge the gap between envisioning possibilities and implementing practical solutions. For example, case studies or simulations could guide learners through the process of identifying a challenge, crafting a strategic plan, and executing it step-by-step. This might include creating a project proposal to **address community needs, complete with stakeholder engagement and resource allocation plans.**

Encourage learners to synthesise insights from multiple disciplines by incorporating collaborative group projects. Assignments that require integrating legal, ethical, and policy considerations with creative solutions can help learners connect theoretical concepts to real-world applications. For instance, designing an art exhibition that incorporates sustainable practices while meeting regulatory requirements could demonstrate the practical relevance of this competence.

Help learners develop resilience by introducing reflective practices such as journaling or debriefing sessions to analyse the outcomes of their actions. These activities can teach them to view setbacks as opportunities for growth and refinement, fostering a mindset that values iterative improvement. Integrating feedback loops into group projects can also simulate real-world decision-making processes, **teaching learners to adjust strategies based on outcomes and input from others.**

Employ tools like scenario planning, stakeholder mapping, and design thinking workshops to structure learning experiences around actionable outcomes. For example, learners could map out a cultural program that addresses a pressing social issue, using these tools to identify potential obstacles and solutions. This not only builds technical skills but also **encourages creative and forward-thinking approaches to problem-solving.**

For learners, mastering actionable futures is a practical asset that makes them valuable to future employers. This competence equips them with the skills to lead transformative projects, mobilise resources, and create impactful solutions that align with organisational goals and societal needs. Employers value individuals who can not only envision innovative ideas but also implement them effectively, balancing creativity with accountability.

Learning Outcomes



Regenerative Agency
Cluster
Topic E5

Main Learning Outcomes

Learners will **design** inclusive and transparent processes that are fair and open to everyone.

Learners will **act** promptly in the face of uncertainty to make informed decisions and take concrete actions.

Learners will **understand** how human actions may have unpredictable consequences and apply relevant laws and policies to engagement contexts with anticipated, personal and relevant actions.

Knowledge

Understands how diversity can be a strength and recognises that human actions may have unpredictable consequences.

Shows awareness of relevant laws and policies that affect engagement.

Skills

Can **identify** relevant stakeholders, design inclusive processes, and act promptly in uncertain situations.

Synthesises relevant knowledge to inform concrete actions.

Responsibilities

Shows willingness to engage with others to challenge the status quo and promote accountability for unsustainable practices.

Cyanotypes Practical Support



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