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**SACCORD
SKILL ACCORD**

Manual for LEP

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Manual for LEP

The Manual for LEP outlines the initial version of the Local Ecosystem Partnerships (LEP) model developed under the SACCORD project. It serves as a comprehensive guide for establishing and enhancing collaboration within local skills ecosystems, particularly in the creative and cultural industries (CCIs).

The manual highlights considerations from various reports and studies, such as the need for skills ecosystems thinking and the importance of stakeholder partnerships. It presents a detailed analysis of the current situation and proposes an initial LEP model with five components: Stakeholder Mapping, Stakeholder Engagement, Awareness-Raising, Network Building & Collaboration, and Consolidation towards local skills governance approaches. This model aims to facilitate cooperation and collaboration within local skills ecosystems. Preliminary findings from initial workshops are also included.

Additionally, the document outlines the next steps for implementing the LEP model across four Demonstrator regions (Amsterdam, Upper Austria, Prague, and Matera/Basilicata) and emphasises the iterative nature of the model, which will be updated based on feedback from these regions. The SACCORD project's goal is to establish a flexible, adaptable approach to developing skills ecosystems that meet local needs and align with broader EU objectives for the CCIs.

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1. Introduction

SACCORD - The Skills ACCORD is a European-funded action under Erasmus plus Forward Looking Project scheme. The aim of SACCOR is twofold: to support the Large Scale Partnership (LSP) for Creative Skills and to foster the creation of Local Ecosystem Partnerships (LEPs). These LEPs will form local partnerships to coordinate re- and upskilling initiatives at the local level, while also supporting the European Skills Agenda with its Pact for Skills. Additionally, SACCOR aims to collect skills data and investigate the implementation of micro-credentials into the CCI ecosystem. Furthermore, SACCOR will host the Creative Skills Week for 2024 and 2025.

The project aims to:

- Support the Creative Pact for Skills also known as the Large-Scale Partnership (LSP), in the running of its assembly and working groups.
- Initiate Local Ecosystem Partnerships (LEPs) putting creative skills development firmly on the agenda at regional level specifically in Italy, Upper-Austria, Amsterdam and Prague.
- Increase data intelligence on upskilling and reskilling within the CCSI
- Explore the potential of micro-credentials and new learning pathways to support CCSI stakeholders.
- Coordinate Creative Skills Week 2024 (Amsterdam) and Creative Skills Week 2025 (Prague) – curating the main programme and accompanying satellite events.

Purpose

This document is the initial version (D3.1.1) of the Local Ecosystem Partnerships (LEP) model to be deployed during the course of the SACCOR project.

As such it provides an overview of the approach that will be adopted during the project lifecycle and tested in the four LEP Demonstrator regions, namely Amsterdam, Upper Austria, Prague and Matera/Basilicata.

This document will therefore be updated at key points based on the feedback from the Demonstrator regions. This feedback will follow the demonstrator phases and the iterative deliverables will be provided at M14 (D3.1.2) and at M24 (D3.1.3).

2. Background

Culture, creativity, and innovation lie at the core of the CCI ecosystem, identified as one of the 14 industrial ecosystems in the 2020 New EU Industrial Strategy to drive change. Encompassing both commercial (industry) and non-commercial cultural and creative sectors, along with cultural and creative aspects in other domains (e.g., education), this ecosystem comprises over 8 million passionate individuals across Europe.

These professionals are engaged in 1.2 million enterprises, enhancing the quality of life for European citizens, and contributing significantly to their well-being. While the intrinsic value of this contribution is immeasurable, the economic impact is substantial, with these sectors generating over €477 billion in annual turnover, equivalent to nearly 4% of EU's GDP.

A recent study also noted a “*remarkable trend such that many regions have shifted their focus toward CCIs and the broader cultural and creative sector as a priority within their Smart Specialisation Strategy....The 2021–2027 programs in various regions have witnessed a strategic realignment, with a growing emphasis on CCIs as key drivers of regional development.*”¹

The European Skills Agenda² 2020 includes five objectives and 12 actions and outlines a collective approach aimed at linking skills development to employment opportunities. The agenda not only articulates the need for significant financial investment in skills but also sets ambitious objectives for upskilling and re-skilling to be accomplished within the next five years. In essence, it aspires to create a comprehensive strategy that not only addresses immediate skill needs but also promotes a culture of ongoing learning and adaptation throughout individuals' lives.

As described by the EU Fund Ireland³, the new ESA has four objectives:

- to increase the number of adults who participate in learning every year,
- to increase the number of adults with low qualifications who participate in learning every year,
- to increase the number of job seekers with a recent learning experience,
- to increase the number of adults with at least basic digital skills

These four objectives are accompanied by a 12-point action plan (see diagram below).

¹ Marasco A, Lazzeri G, Tartari M, Ubaldi S and Sacco PL (2024), Revisiting the CCIs-tourism nexus: insights from Smart Specialisation Strategies. Eur. J. Cult. Manag. Polic. 14:12393. doi: 10.3389/ejcmp.2024.12393

² <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

³ ESI Funds, Gov Ireland European Skills Agenda, Gov Ireland, ESI Funds

The European Skills Agenda has 12 actions:



Figure 1: European Skills Agenda Actions

The new European Skills Agenda outlines a multifaceted approach to bolstering skills development and creating more opportunities for training. The establishment of the LSP Creative Pact for Skills is a key part of the agenda and the opportunity now exists with the SACCORD project to formulate how best to establish Local Ecosystem Partnerships (LEP) that align with these goals.

Creative Pact for Skills

The European Pact for Skills (PfS) was launched on 10 November 2020. This initiative aims to support public and private organisations in maximising the impact of their investments in upskilling and reskilling. This step is crucial for these organisations to thrive amidst the green and digital transitions. The Pact promotes collective action to maximise the benefits of investing in upskilling and reskilling. It encourages national, regional, and local authorities; companies; social partners; cross-industry and sectoral organisations; chambers of commerce; education and training providers; and employment services to collaborate. It also calls for a clear commitment to invest in training for all working-age people in the EU.

The Pact is a flagship action under the European Skills Agenda. It is firmly rooted in the European Pillar of Social Rights and supports the ambitions of the EU Industrial and SME Strategies. According to the New European Industrial Strategy 2020, the Cultural and Creative Industries (CCIs) are among the 14 key industrial ecosystems driving growth, prosperity, and supporting the green and digital transition. As such, upskilling the European creative workforce is a crucial component of these efforts. These initiatives are organised in a bottom-up approach known as the Large Scale Partnership (LSP). In summer 2022, three organisations, BEDA, ECBN, and UNI Europa, were asked by the EU Commission to initiate such an LSP to coordinate the upskilling and reskilling efforts within the CCI Ecosystem.

Objective Upskilling the CCI Ecosystem

The ecosystem concept covers both the commercial (industry) and non-commercial cultural and creative sectors, as well as cultural and creative areas of other sectors (e.g. education). The ecosystem is composed of over 8 million talented people across Europe, who work with great passion in 1,2 million enterprises. They enhance the quality of the lives of European citizens and contribute to their well-being. This added value is unquantifiable but essential for society, whilst in economic terms these sectors represent over €477 billion in turnover annually, which translates to almost 4% of EU's GDP.

As part of the EU's response to tackle this challenge, the Pact for Skills was launched in 2020 as the first flagship action of the European Skills Agenda. The EU aims to have at least 60% of adults participating in training every year by 2030. The Pact for Skills brings together public and private organisations to upskill and reskill people of working age, so that they can thrive in the labour market and society.

What is the Pact for Skills - Large Scale Partnership (LSP)

The Pact for Skills prioritises **strengthening collective action on skills development** through skills partnerships involving all stakeholders. Consequently, at the EU level, Large-Scale Skills Partnerships (LSPs) are established as a shared engagement model for collective action. In this model, major players in industrial ecosystems and value or supply chains, including associations, relevant public authorities, and SMEs, commit to cooperate and invest in providing upskilling and reskilling opportunities for working-age people across the entire industrial ecosystem.

The LSP for the Cultural and Creative Industries Ecosystem launched a [Creative Pact for Skills \(C-P4S\) Manifesto](#) initiative in 2022 and was signed by over 160 Organisations until February 2024. For participating in the [Pact 4 Skills CCI Partnership](#) all members have to endorse the Manifesto and support the goals and efforts formulated in the Pact for Skills and the Manifesto.

Regional Skills Partnerships - Local Ecosystem Partnerships (LEP)

Through the Pact for Skills, the European Commission aims to facilitate the establishment of [regional skills partnerships](#). These partnerships involve multiple stakeholders working together to provide upskilling and reskilling opportunities for working-age individuals in a region. This initiative also includes **local level skills partnerships** and **Macro regions**, which are collaborations between regions in multiple EU member states that share geographical or economic ties. One of the goals is that the PfS provides opportunities to engage with European and national policymakers on the regional dimension of skills and economic development or with other Pact members working in the same region or with related priorities and aims.

3. Considerations

The recent CEDEFOP publication on '*Skills in Transition*'⁴ was a significant contribution to the 2023 European Year of Skills. Aside from noting the need to move away from thinking in silos, the report notes that:

"Traditional boundaries between the worlds of education and training, employment and careers are blurring. Trends and challenges may be national or global, but sectoral needs and local realities define how they can be tackled. Stakeholder partnerships, such as the ones championed by the Pact for Skills, need to be encouraged and upscaled. Centres of vocational excellence enable comprehensive skills governance and widen collaboration opportunities that help tap synergies and foster innovative solutions. It takes skills eco-system thinking, trust-based partnership, and expanding support for learners to create the right conditions for delivering VET and skills in line with multiple policy objectives."

In terms of engaging stakeholders, the report notes that it is important also to remember that "*Micro companies and small and medium-sized enterprises (SMEs) need to be active players in skills ecosystems and have access to support.*" In the development of the LEP model, emphasis will also be given to the recruitment of micro companies and SMEs as this is a defining and central characteristic of the CCSI ecosystem. The interplay between local enterprises and the challenges faced by public authorities is also relevant as the report notes:

"SMEs can become advocates of change and contribute to the uptake of twin transition driven transformations. Cities and regions that think and act more strategically and interconnect different policy areas will be more successful in developing the new skills and mindsets the twin transition requires. In regions facing shrinking employment due to the green transition, and smaller urban centres that experience bottlenecks in funding and infrastructure or skill shortages, it takes local level thinking to ease labour market and social tensions."

Identifying and aligning these interests within renewable skills ecosystems is considered an important part of the SACCARD LEP model and this in turn emphasises the need for multi-stakeholder collaboration. A 2019 paper on technological change and the future of work⁵ also noted that:

"Recent interest in skills ecosystems and initiatives associated with their reform represent the latest manifestation of a long-standing tradition of skills analysis recognising the importance of the context in which skills are developed and used. Linking skills policy and programmes with other efforts to support innovation and growth in regions and enterprises is necessary to make sure that skills drive workplace innovation. In this sense, because of their easier accessibility by citizens and their geographical nature, regions are in a privileged position to develop strong learning environments that allow learning to be undertaken at any time and in any place, quickly and tailored to the needs of the individual, with validation and quality as main challenges ahead."

⁴ Cedefop (2023). Skills in transition: the way to 2035. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/438491>

⁵ EC (2019), European Education and Training Expert Panel 'Issue Paper on Technological Change and the Future of Work,' see <https://op.europa.eu/en/publication-detail/-/publication/b976dfa7-a6a9-11e9-9d01-01aa75ed71a1>

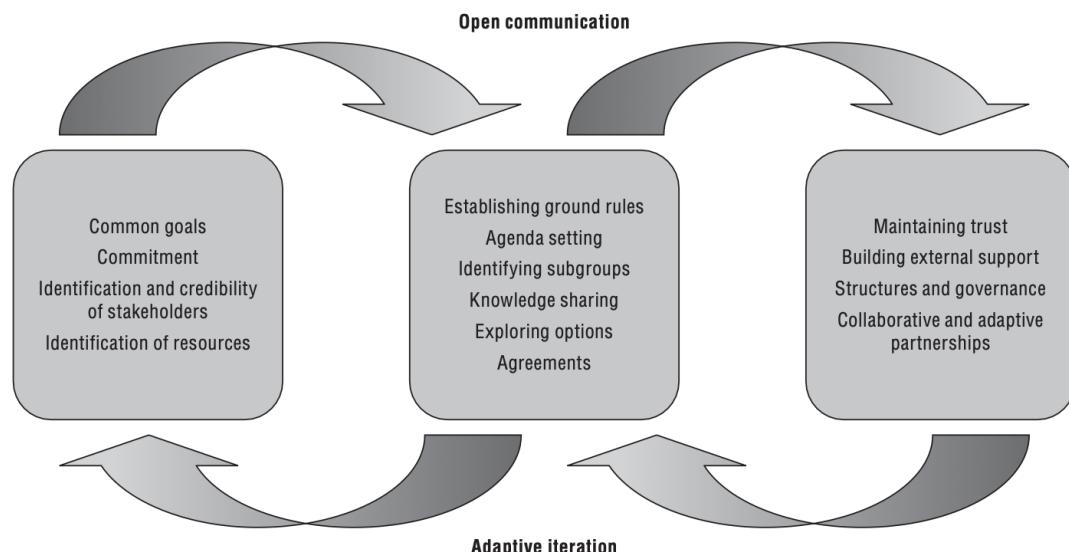
Future skills ecosystems need to be built on multi-stakeholder engagement, taking into account all actors of the quadruple helix model (authorities, education providers, businesses, and individuals).

A further relevant approach to developing skills ecosystems is found in the OECD publication ‘Skills Development and Training in SMEs’.⁶ Chapter 5 provides the results of workshops and study visits to the case study areas, intended to determine the skills needs, issues around developing training and competencies, the role of networks in skills development, and the outcomes of skills and training development activities.⁷

The concept of skill ecosystems is introduced as an alternative framework to traditional skill development models, emphasising the dynamic interactions between different actors and factors within the labour market. This approach challenges the conventional emphasis on supply-side solutions to skill mismatches and highlights the need for a comprehensive understanding of both skill demand and the quality of jobs. The report calls for closer collaboration between educational institutions, businesses, and policymakers to ensure that skill development programs are closely aligned with the evolving needs of the labour market.

Of particular relevance to the SACCORd project is *an understanding of the dynamics of skills ecosystems* and the need for open communication and adaptive iteration, as illustrated in Figure 2 below. In addition, attention must be paid to the involvement of stakeholders across the quadruple helix.

Figure 5.1. Skill ecosystem dynamics



Source: Smith (2006).

Figure 2: Skill Ecosystem Dynamics and Quadruple Helix Stakeholders

⁶ OECD (2013), Skills Development and Training in SMEs, Local Economic and Employment Development (LEED), OECD Publishing. <http://dx.doi.org/10.1787/9789264169425-en>

⁷ Martinez-Fernandez, C. and T. Weyman (2013), "Skills and training ecosystems", in Skills Development and Training in SMEs, OECD Publishing, Paris, <https://doi.org/10.1787/9789264169425-9-en>.

The report concludes that “*The establishment of regionally based networks and partnerships organised around the principal of workforce development is vitally important for creating a skill ecosystem environment.*”

Although formulated to support countries to govern skills systems effectively, the OECD Skills Strategy⁸ identifies four building blocks of strong skills governance arrangements that can at least partially be adapted to the establishment of local ecosystem partnerships. The four building blocks are shown in Figure 3 below.



Figure 3: Four key building blocks of strong skills governance arrangements

While such a comprehensive approach is not practical within the constraints of the SACCORd project, components from these blocks can be captured in the LEP model proposed below. In particular, the need to align needs and coordinate financing is an important consideration to include.

A recent paper⁹ produced in the broader context of the EIT Culture & Creativity KIC provides some useful insights into the role of CCIs in enabling innovation- led regional development for the triple transition. The paper notes the evolution of skills ecosystems and notes that:

“The skills ecosystems literature is conventionally dated to Finegold’s 1999 paper, which draws on his earlier work on high and low skill equilibria (Finegold & Soskice, 1988). Skills ecosystems are regional or sectoral configurations of skills formation (Buchanan et al., 2017). They place attention on networks and connections between various actors. The skills ecosystems perspective leads to a focus on context and connectors, those individuals and organisations who bring people into cooperation when competition might otherwise be more natural. It grows out of and exists within the wider political economy of skills literature, but problematises its assumption about the unit of analysis, that of the firm within a national economy. Instead, the approach focuses on sectoral and regional levels, much like the regional innovation system literature (Lund & Karlsen, 2020). Like the much older industrial districts literature, this initially focused on empirical studies of high skill spatial-sectoral clusters, such as Silicon Valley. More recently, Buchanan and Spours (both with various colleagues) have moved towards a more intermediate skills level approach. However, the

⁸ Elaboration on OECD (2019[1]), OECD Skills Strategy 2019: Skills to Shape a Better Future, <https://dx.doi.org/10.1787/9789264313835-en>.

⁹ Marasco A, Lazzeri G, Tartari M, Ubaldi S and Sacco PL (2024), Revisiting the CCIs-tourism nexus: insights from Smart Specialisation Strategies. Eur. J. Cult. Manag. Polic. 14:12393. doi: 10.3389/ejcmp.2024.12393

literature is concentrated on Anglophone OECD states, though there are parallel concerns regarding a different scalar focus in other traditions (e.g., Emmenegger et al., 2019; Wiemann & Fuchs, 2018). ”

This paper focus on the CCI-Tourism nexus but points towards an area of significant potential for CCI regional ecosystems in so far as it shows that earlier studies have underestimated the potential for far greater synergy between the CCI and regional smart specialisation strategies (RIS3):

“This study provides a preliminary analysis of the role of the CCIs-tourism nexus in smart specialisation, which needs to be extended through a comprehensive analysis of RIS3 in the whole of European regions and countries. It is worth highlighting that almost half of the territories (43%) featured in Eye@RIS3 at the time of the data collection include both tourism-related and CCI- related priorities in their strategies. This finding appears to contradict previous evidence on the marginal representation of tourism and CCIs in smart specialisation strategies during the previous programming period (Weidenfeld, 2018; Stanojev and Gustafsson, 2021; Meyer et al., 2022). ”

This study also highlighted a remarkable trend such that many regions have shifted their focus toward CCIs and the broader cultural and creative sector as a priority within their Smart Specialisation Strategy. In this respect, although using the UK as a case study, a recent paper¹⁰ addressed regional approaches for skills policy and outlined an integrated place-based framework for regional skills policy. This is shown in Figure 4 below.

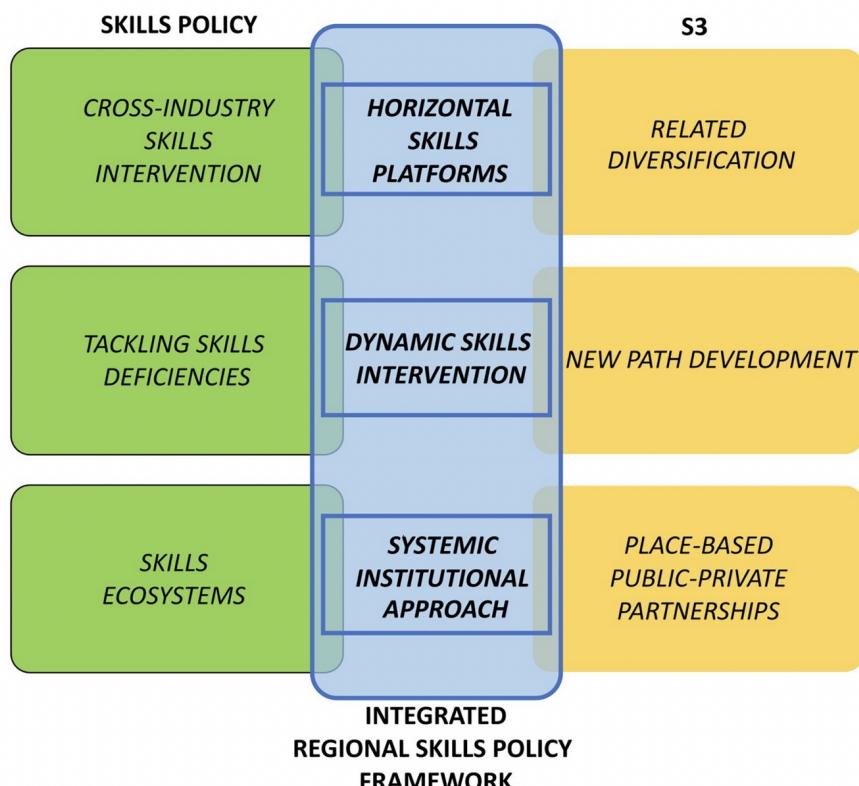


Figure 4: Integrated framework for regional skills policy bridging together skills policies and Smart Specialisation Strategies (S3).

¹⁰ Carlo Corradini, David Morris & Enrico Vanino (2023) Towards a regional approach for skills policy, *Regional Studies*, 57:6, 1043-1054, DOI: 10.1080/00343404.2022.2031950

This paper explains how “*these three layers build upon the existing conceptual blocks already available across the skills policy and S3 literatures, and how they connect these two strands to form a unified framework. The first two layers reflect the mechanisms through which synergies across skills and regional development policies can be achieved, while the third layer refers to the institutional structure necessary for integrating the various components.*” This does suggest that a fruitful alignment can be sought between regional skills policy and smart specialisation strategies.

Lastly, in the course of the CYANOTYPES Blueprint project¹¹ it has become clear that educators use a wide range of different terms to talk about learning. There is not yet a common, shared language to talk about skills, nor is there a shared foundational narrative. Maybe there is no need for that, and the diversity of ways of speaking about learning simply reflects the diversity of backgrounds and skilling contexts. It should, after all, not come as a surprise that practice-oriented vocational education and research-oriented academic learning do not always speak the same language. However the interest in impact - what is the role for creatives in addressing the challenges of our time - has shifted the learning conversation across contexts: from having knowledge to being able to act on such knowledge and make a (measurable) difference.¹²

This also calls attention to the importance of multi-stakeholder collaboration and to the relationship between how our different organisational contexts affect how we imagine the future of learning and the range of future skills. In this respect the work of SITRA, the Finnish innovation agency, is important and their report on “competence ecosystems”¹³ highlights the need to unlearn mental models as a key element of skilling processes, and gives workplace-based learning a central role as “*new competence is gained outside the education system*”.

¹¹ Soenke Zehle, Sónia Alves, David Crombie and Esko Reinikainen (2024), Organizing Learning in Regenerative Systems: The Triple Loop is the Message, RSD12: Systemic Design Symposium (forthcoming), see <https://cyanotypes.website/>

¹² This is reflected in policy analysis concerned with strategic foresight: “The transitions will require strong European education and training systems, placing a premium on adaptability. Our education and training systems are not yet fit for the magnitude and speed of the transformations. Skills are becoming increasingly important on top of formal qualifications. This is coupled with shifts in values and aspirations of new generations towards work-life balance and meaningful jobs.” JRC (2023), 2023 Strategic Foresight Report. Sustainability and people's wellbeing at the heart of Europe's Open Strategic Autonomy (European Commission: Brussels), 9.

¹³ SITRA (2022), Future skills are created in ecosystems: Description of the new skills system, Helsinki.
<https://www.sitra.fi/en/publications/future-skills-are-created-in-ecosystems-summary/>

4. Initial LEP Model

The main goal of the LEP model is to establish and promote coordination, cooperation and collaboration within local skills ecosystems. This work involves the following components (see Figure 5 below), though not all will be necessary, depending on the maturity of the local ecosystem partnership.



Figure 5: LEP Model Components

Based on the considerations outlined above, the LEP model has five components:

Stakeholder Mapping

Surveying regional stakeholders using a quadruple helix approach (*public authorities, education and training providers, cultural and creative businesses and relevant individuals*).

This mapping will also include the identification of links between the Demonstrator regions and organisations actively involved in the Creative Pact for Skills LSP in order to harness potential synergies between regional, national and European levels.

Stakeholder Engagement

The approach to stakeholder engagement will vary between the Demonstrator regions, depending on the level of maturity within each region. Where particular stakeholder groups are not yet included, these groups will be actively targeted for involvement. A wide range of approaches is

envisioned and encouraged in order to deepen engagement with stakeholder groups and to bring these groups together in collaborative settings.

Awareness-Raising

This involves providing region-specific background information on skills policies, initiatives and funding opportunities. The inclusion of public sector representatives is considered to be essential. Among the key topics to be addressed will be the identification of skills gaps and needs, provision of transversal competences for the CCI sector and the potential of micro-credentials.

Network Building & Collaboration

This involves building trust among regional stakeholders and identifying opportunities for shared initiatives and deeper collaboration through structured collaboration. This will be manifested in agreeing a Local Pact for Skills Manifesto.

Consolidation towards local skills governance approaches

This involves encouraging stakeholders to participate in local policy design, implementation and evaluation. This may include identifying local skills priorities and financing needs and opportunities to match funding with those needs. At this stage, alignment with RIS3 strategies that can introduce or better align the regional CCI approaches may also be an approach to consider. Taken further, the development of a regional skills strategy may be considered.

The LEP model is intended to be as flexible as possible to adapt to local conditions.

For example, in some regions the initial stakeholder mapping and awareness-raising may have already been undertaken, allowing for greater focus on collaboration and the consolidation of skills governance. Similarly, those regions with less familiarity may choose to focus on Stakeholder Mapping & Engagement and Awareness-raising. Those regions that have already established solid stakeholder involvement may choose to build on this work through awareness-raising and move towards a collaborative agreement focused on the Local Pact for Skills Manifesto.

5. Preliminary Analysis

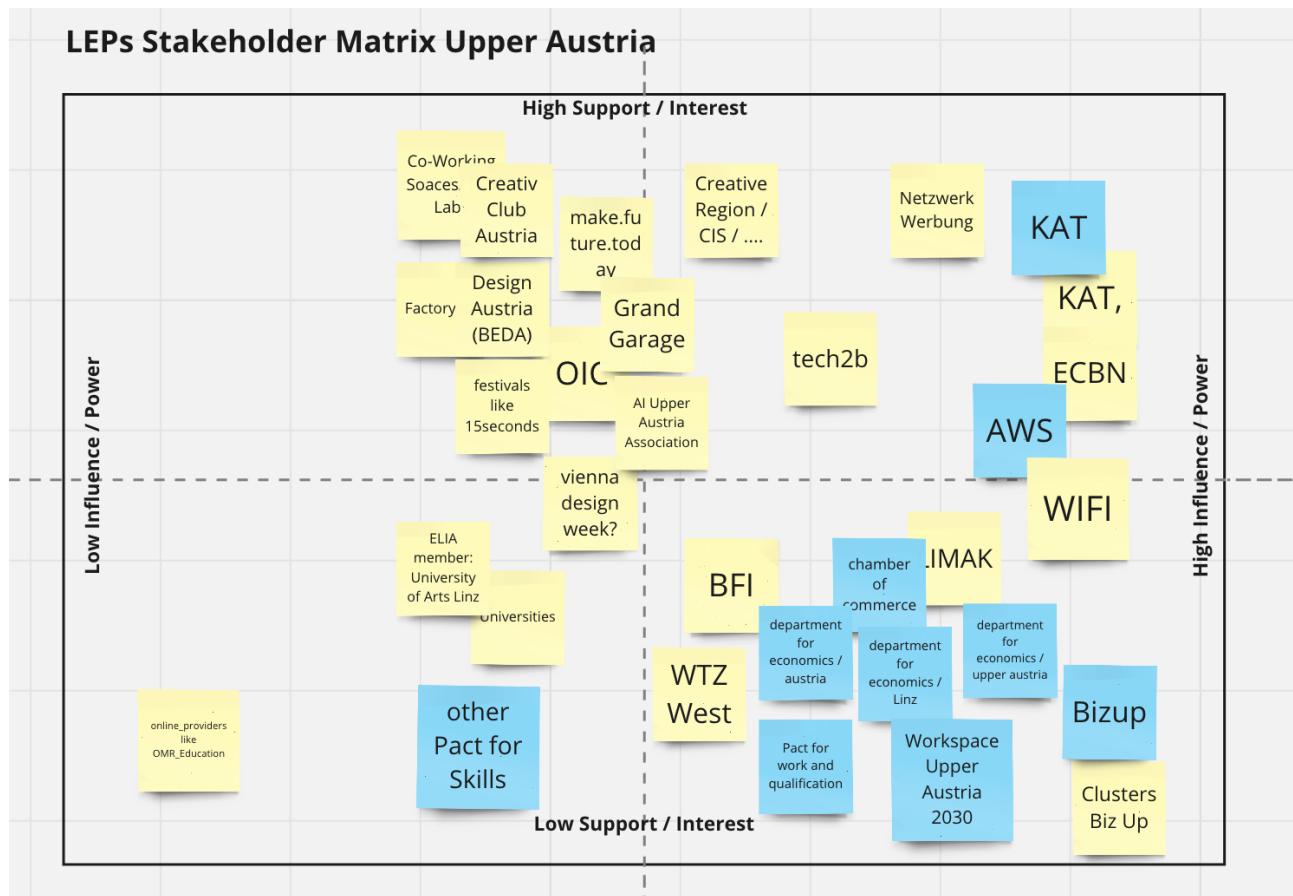
A preliminary analysis of the four Demonstrator regions was conducted in a short series of mapping Workshops (held on 31.01.24, 13.02.24 and 12.03.24) The main outcomes are as follows.

5.1 Upper Austria

In total, 33 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 4
 Training providers: 5
 VET providers: 2
 Higher Education providers: 4
 CCI enterprises: 0
 Policymakers: 3

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these stakeholders, when mapped onto a grid showing those with regional influence, 6 were considered to have direct influence, 3 indirect influence and a further 6 with system influence.

In addition, the organising partner ranked the following general questions between *1 (strongly disagree) to 5 (strongly agree)*

Statement	Level of Agreement
My organisation/sector is already well-served by the Higher Education courses that are currently available.	2
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	2
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	2
In my organisation/sector the development of skills is not a priority.	2
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	3
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	5
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	5
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	5
Entrepreneurial and communication skills remain critically important.	5

5.2 Amsterdam

In total, 47 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 9

Training providers: 8

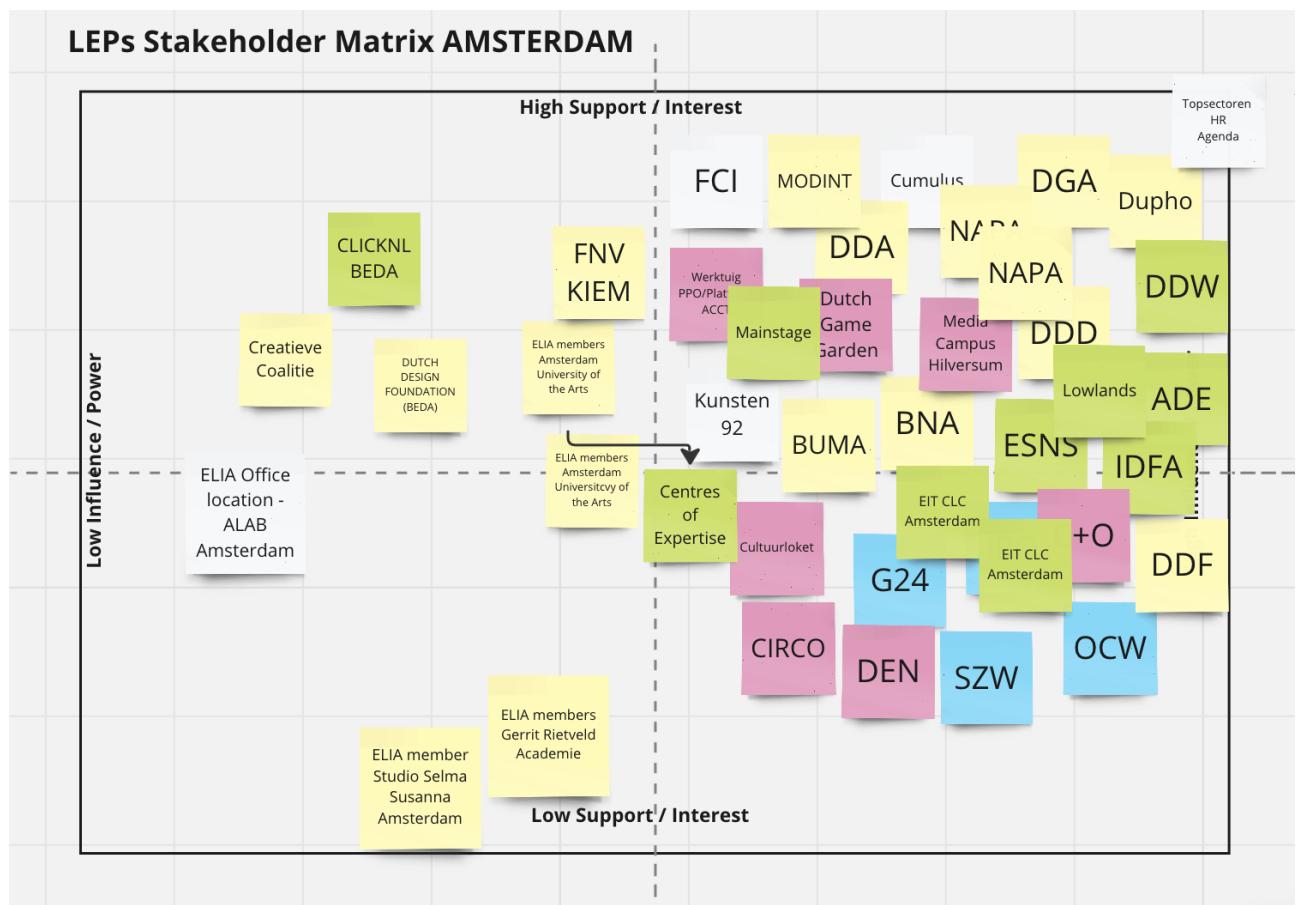
VET providers: 2

Higher Education providers: 2

CCi enterprises: 44.910 (71.805 jobs) (2023)

Policymakers: 1

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 7 were considered to have direct influence, 8 indirect influence and a further 5 with system influence.

In order to better understand the Demonstrator areas, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
My organisation/sector is already well-served by the Higher Education courses that are currently available.	3
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling. In my organisation/sector the development of skills is not a priority.	3
More focus is needed for creating personalised skills development pathways	4
There is a growing recognition of so-called ‘soft skills’ that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	5
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	5
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available.	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	5
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	5
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	5
Entrepreneurial and communication skills remain critically important.	5

5.3 Prague

In total, 31 key stakeholders were identified. Of the stakeholders identified, the following types were found:

FIXME Prague ADD NUMBERS

Network organisations:

Training providers:

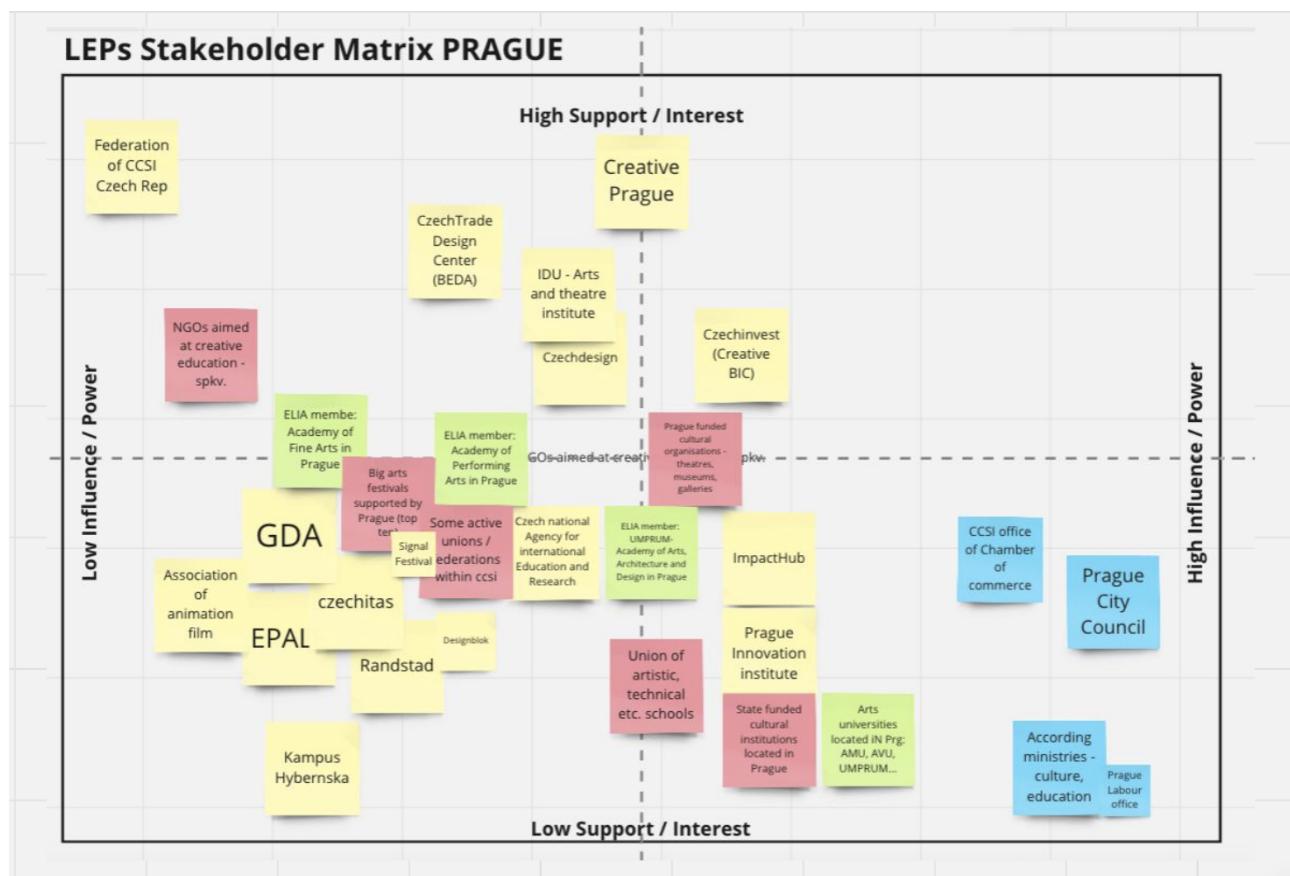
VET providers:

Higher Education providers:

CCI enterprises:

Policymakers:

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 2 were considered to have direct influence, 7 indirect influence and a further 5 with system influence.

In order to better understand the Demonstrator areas, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
My organisation/sector is already well-served by the Higher Education courses that are currently available.	2
There is a growing recognition of so-called 'soft skills' that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	2
In my organisation/sector the development of skills is not a priority.	2

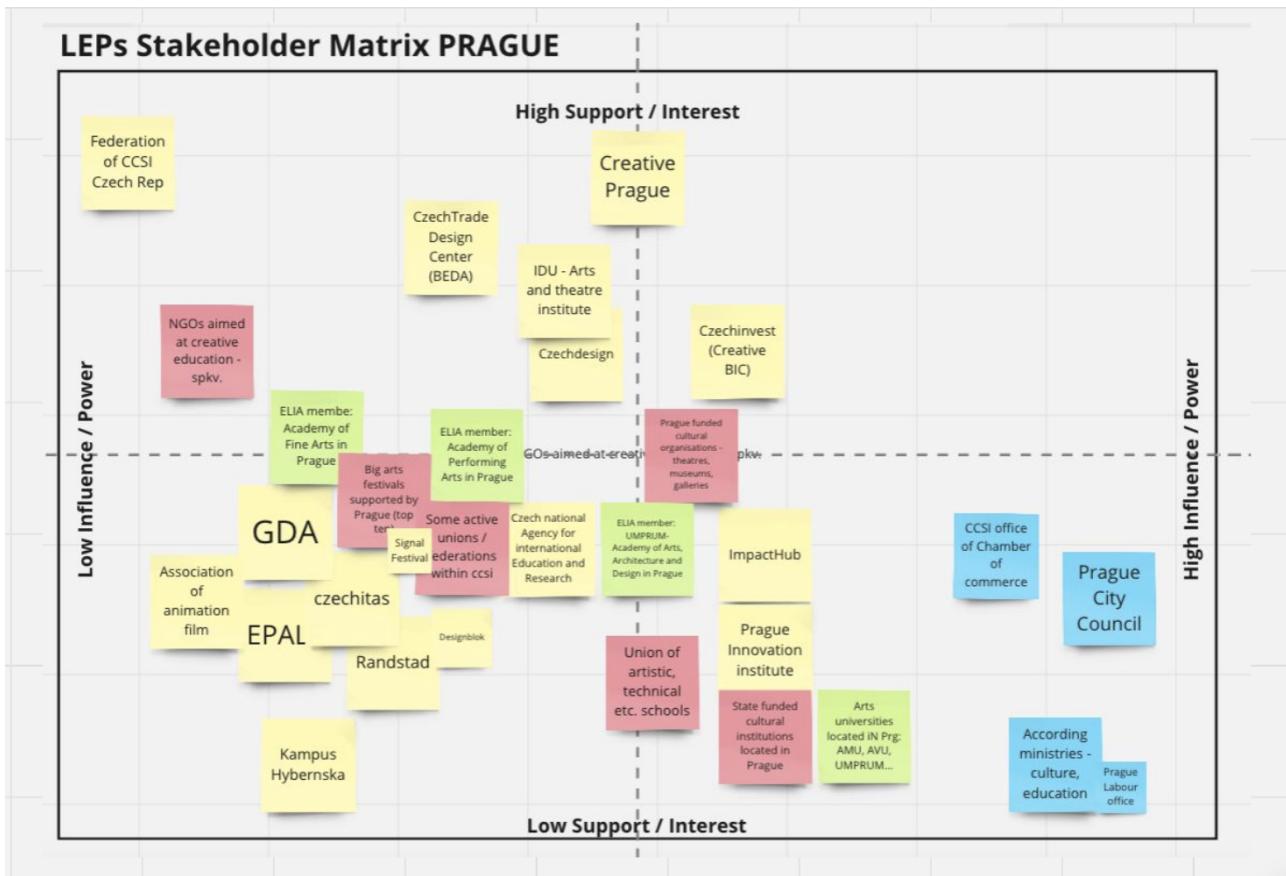
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	2
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	3
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	3
While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	4
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	4
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	5
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
Entrepreneurial and communication skills remain critically important.	5

5.4 Matera/Basilicata

In total, 23 key stakeholders were identified. Of the stakeholders identified, the following types were found:

Network organisations: 1
 Training providers: 0
 VET providers: 5
 Higher Education providers: 1
 CCI enterprises: 10
 Policymakers: 6

When mapped onto an influence/power matrix, the stakeholders fit into these quadrants.



Of these, when mapped onto a grid showing those with regional influence, 7 were considered to have direct influence, 6 indirect influence and a further 8 with system influence.

In order to better understand the Demonstrator areas, the organising partner ranked the following general questions between 1 (*strongly disagree*) to 5 (*strongly agree*)

Statement	Level of Agreement
My organisation/sector is already well-served by the Vocational Education & Training courses that are currently available	1
In my organisation/sector the development of skills is not a priority.	2
My organisation/sector is already well-served by the Higher Education courses that are currently available.	4
There is a growing recognition of so-called 'soft skills' that are often missing from learning and training programmes but are crucial to support people to perform in shifting environments and contexts and are often a key aspect for career development and reskilling.	4
Many skills around critical thinking, systems thinking, problem solving and question-framing are ever-more in demand but are not always the focus of learning initiatives.	4
A renewed focus on meta-cognitive skills (such as reflecting on learning) and transformative skills (such as systems thinking) may be needed to support the development of the CCI sector.	4
There is a need for new Occupational Profiles for the CCI that are not currently described in existing initiatives.	4

While skills for making use of new technologies in terms of products or services are essential, we also need skills in terms of understanding the social-technical contexts within which we must operate.	4
The challenges around sustainability and the green transition present new opportunities to foreground the work of the CCI sector and help to create new markets.	4
Skills should be available at different educational levels and as part of lifelong learning trajectories that are provided in a wide variety of different settings.	5
More focus is needed for creating personalised skills development pathways	5
In order to support the CCI sector in adapting to constantly changing living and working environments, a broad range of skills and competences need to be updated and further developed.	5
Entrepreneurial and communication skills remain critically important.	5

5.5 Initial Scenarios

Based on this information, two scenarios were explored further in terms of which actions could be undertaken to support the stakeholders within the SACCORD LEP model. Although each Demonstrator will develop their own activities, these two scenarios provide some insight into the types of activities that are considered necessary.

The **first** scenario is one where the stakeholders have low interest in the Skills Agenda but with organisations that have high power.

The **second** scenario is one where the stakeholders have high interest in the Skills Agenda but with organisations that have low power.

These actions are grouped into the 5 phases of the LEP model.

Scenario 1: Low interest and high power

Skills Awareness-Raising

- Understand the needs of local actors
- Provide agency for CCI actors from the bottom-up
- Clear framework regarding how they can engage depending on organisational level, size, sib sector etc
- Practical information on predicting reskilling and future skilling needs
- Emphasise economic impact and relevance of the skills discussion
- Ensure stakeholders understand which future skillsets and competences are needed in the region for growth and prosperity
- Get the language right

Network Building & Collaboration

- Bring CCO round the table for designing a local Skills Agenda

- Raising awareness of transformative power of CCI in general
- Connect to CYANOTYPES training model
- Connect CCI to other sectors with specific examples
- Communicate the value of collaboration

Consolidation

- Provide incentives and rewards
- Teach public administration the value of listening to local stakeholders and a GLOCAL perspective

Scenario 2: High interest and low power

Stakeholder Mapping

- Bring together actors who have the connections and ability to engage at local/community and policy level to brainstorm about the eco system participation framework.
- Liaise with local councils and other sector LSPs and conduct a needs or SWOT analysis with them re. CCI
- Connect local actors with European ones

Stakeholder Engagement

- Bring CCI players into decision-making processes
- Ensure the LEP is representative of wider CCI skills events and public engagements
- Empower CCI professionals to engage with local stakeholders

Skills Awareness-Raising

- Establish cooperation between local players on special topics to create more visibility and impact
- Create a sense of unity - belonging under the same "term" CCI, between different professions
- Create common understanding - focusing on the main goals
- Create "ambassadors" or "heroes" from the LEP to give them visibility and power
- Create a narrative and mission around CCSI actor commonality and motivation - advocating creative/artistic thinking, processes, intelligence etc.
- Need to develop mutual vocabulary as CCIs also do not understand the admin processes

Network Building & Collaboration

- Create cross sectoral collaboration and networking opportunities
- Ensure the LEP is representative of wider CCI skills events and public engagements
- Find a symbolic place (localisation) in the LEP to promote the local actors, the project, the CCI etc
- Create a common space (working group, network) to connect people who are interested and want to contribute/collaborate (Can be similar to Creative Skills Week but at local level)
- Choose with the LEP, a local project important for the transformation of their ecosystem, as a demonstrator
- Hold specific engagement events for networking and brainstorming on LEP formation and engagement at CSW2024 & 25

Consolidation

- Use the Skills agenda and the EU Pact for Skills LSP and initiative as a leverage to engage with high power stakeholders

- Need to develop mutual vocabulary as CCIs also do not understand the admin processes
- Develop think/do tanks which initiate structural change in the CCI
- Place Equality, Diversity & Inclusivity (EDI) on the local agenda
- Learn from good practice in European region
- Engage with INTERREG Europe
- Collective power / lobby for funding opportunities for up/reskilling, specifically CCSIs (intersection between S3 & EU strategies)

6. Next Steps (M04-M24)

In order to implement the LEP approach, the following activities are planned for each of the Demonstrator areas.

T3.2 Capacity Building LEP and Identifying key local stakeholders for Demonstrator areas

The first stage of building local ecosystem involves identifying the key stakeholders within the local business community, including suppliers, customers, competitors, and other organizations with complementary offerings or expertise. This will be reached through desktop research, networking events and workshops which engage with local business associations and industry groups, VET organisations and policymakers. The task leading organisation firstly defines through a partner workshop the cornerstones of establishing local ecosystem partnerships where the organisational profile of potential stakeholders is identified.

T3.3 Set up Local Ecosystem LEP Demonstrator Awareness Raising and Relationship building

Once the key stakeholders have been identified (T3.2), the second stage involves building relationships based on mutual trust and shared goals. This can involve formal partnerships or strategic alliances, or informal collaborations, such as networking events. It is important to establish clear communication channels and protocols to ensure that all parties understand their roles and responsibilities. These networking events will be organised twice for the demonstrator and a third time to evaluate the demonstrator in the end half of the project to formalise and finalise the feedback loops for the learning experience.

T3.4 Finalising and running the Local Ecosystem Demonstrator

After stakeholders have been identified (T3.2) and trusting relationships have been built (3.3), the third phase is about fostering collaboration between stakeholders to achieve common goals and create value for all stakeholders. This is achieved by developing a local engagement model and includes joint marketing initiatives or sharing resources and infrastructure. This part also includes defining and establishing metrics and benchmarks to track progress and ensure the partnership is delivering measurable results.

The 4 Demonstrators have been organised using a phased approach. The first Demonstrators (Upper Austria and Amsterdam) will run from M04 to M14. The third (Prague) and fourth (Matera/Basilicata) will both run from M13 to M24. In addition, two replication demonstrators will be invited to participate between M06 and M24.

The LEP model will be refined and updated based on the practical experiences, feedback and best practices from each of the Demonstrator phases.

Each of the Demonstrators will provide an integrated report at the end of the demonstration phase for their region.

Where relevant or necessary, additional considerations will be included and additional components will be added to the LEP model. Equally, existing components will be revised and improved based on the feedback from the demonstration areas.

The results of these iterations will be included in Deliverables D3.1.2 at M14 and D3.1.3 at M22.