creativeflip.eu

Co-funded by the European Union

CREATIVE FLIP (CULTURE) POLICY ORIENTATIONS IN TIMES OF RAPID CHANGE*

Equipping creators and creative professionals for the AI era.

Issue 3, March 2026

Author: Sylvia Amann

inforelais

GOETHE INSTITUT

european creative hubs network

idea consult moving society

INTELLECTUAL PROPERTY INSTITUTE LUXEMBOURG

TABLE OF CONTENTS

1. Introducing Creative FLIP Transformation Policies

In the context of Creative FLIP, a strategic EU project, we aim at supporting good (culture) policy-making in the European Union. With the series of CREATIVE FLIP (CULTURE) POLICY ORIENTATIONS, we explore some of the main challenges in the European Union with the objective to better integrate culture (policy) in transformation areas. To do this, we make use of the **Creative FLIP Collaborative Transformation Policy Approach**[1], developed in 2023 and which identifies 8 elements of good (cultural) policy making in transformational times. We refer to annex 1 for further information about the framework.

Introducing the Creative Flip (Culture) Policy Orientations: The present policy orientations are elaborated by applying light desk research (Annex 2) covering the 8 elements of good (cultural) policy making complemented with a range of good practice examples. Based on a related analysis, stakeholders representing CCS policy, intermediaries and creatives are convened to deliberate on the preliminary results in the framework of a focus group. The overall outcomes are summarized in this publication.

2. Introduction to Issue 3: Equipping creators and creative professionals for the AI era.

In this policy orientation paper, we specifically investigate how (new) skills and future jobs in the AI[2] era can be further explored and integrated in transformational (culture) policy making. **Expected impacts are considerable:** Almost 40% of core competences of workforces in 2025 will be obsolete by 2030 due to AI[3]. After the release of ChatGPT, for example illustrators and writers experienced fast and strong impact on their jobs and contracts[4]. AI effects became fully visible in 2025 and require rapid action by policymakers, intermediaries and organisations in the CCS and beyond. Equally, **related opportunities need to be tackled** by the CSS. Furthermore, it has to be carefully kept in mind that **AI tools are manifold** and that a diversity of AI applications and techniques as well as **uncertainty in view of future AI scenarios uptake** prevail – a complex framework in view of preparing the AI-related skills in and with the CCS.

[1] https://creativeflip.creativehubs.net/post/policy-paper-from-reaction-to-action-collaborative-transformation-policies-in-culture-and-beyond-for-future-oriented-policy-making-and-action
[2] Diversity of AIs (Source: UK.gov AI 2030 scenarios, Glossary): Foundation Models, Generative AI, LLMs, Machine Learning, Narrow Artificial Intelligence, Reinforcement Learning, etc.
[3] https://www.eitdeeptechtalent.eu/news-and-events/news-archive/the-future-of-work-emerging-job-trends-and-the-impact-of-ai-2025-2030/
[4] https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4602944

3. The Main EU Initiatives for Regulating the Digital World and Related to AI, Skills and Jobs

The EU dedicates a strong focus on AI development and uptake to cope with rapidly evolving (technological, international) AI ecosystems.

Regulative frameworks: "The Artificial Intelligence Act (AI Act), adopted in June 2024, is the world's first comprehensive regulatory framework for AI. It sits at the centre of the EU's broader digital rulebook, alongside the General Data Protection Regulation (GDPR), the Data Act, the Digital Services Act (DSA), the Digital Markets Act (DMA), (…) . Together, these laws aim to promote safety, trust, and competitiveness in Europe's digital economy. However, questions arise about how they interact and whether their combined effect strengthens or burdens the EU's AI ecosystem.[5]"

AI related initiatives: The European Commission has launched several AI initiatives[6]: First, the Apply AI Strategy has three objectives, one of which is "strengthening the EU workforce to be AI-ready across sectors[7]" and "a use-case based approach in key European industry sectors and the public sector" which includes the cultural and creative industries[8]. The AI in Science Strategy includes earmarking and raising funds for AI research in the HORIZON framework[9] and to attract global scientific talent and highly skilled professionals to 'Choose Europe'[10]. Both are embedded in the overarching AI continent action plan[11] which aims also at "focus on measures to enlarge the EU's pool of AI specialists and to adequately upskill and reskill EU workers and citizens in the use of AI". It includes the AI Academy[12] [13]and the European Digital Innovation Hubs[14] [15].

Culture and AI in the EU: An EU AI Strategy for the CCSI is under preparation as part of the strategic orientation "Culture Compass for Europe[16]". The EU Creative Europe Programme reinforces considerations in view of AI in order to well prepare the CCS on the expected

[5] https://www.europarl.europa.eu/thinktank/en/document/ECTI_ATA(2025)778577
[6] https://commission.europa.eu/news-and-media/news/keeping-european-industry-and-science-forefront-ai-2025-10-08_en
[7] https://commission.europa.eu/topics/eu-competitiveness/ai-continent_en
[8] "For creative industries, an AI strategy for cultural and creative sectors and industries will be developed in parallel to the forthcoming Apply AI Strategy. It will focus on ensuring that AI enables and reinforces human creativity rather than replace humans, and that it contributes to safeguarding European cultural and linguistic diversity.", page 13, in "AI Continent Action Plan"
[9] As an example, we provide information on the Horizon 2025 Call "Leveraging artificial intelligence for creativity-driven innovation" (https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/HORIZON-CL2-2025-01-HERITAGE-04?order=DESC&pageNumber=1&pageSize=50&sortBy=startDate&isExactMatch=true&status=31094501,31094502,31094503&programmePeriod=2021%20-%202027&frameworkProgramme=43108390&callIdentifier=HORIZON-CL2-2025-01)
[10] https://commission.europa.eu/topics/research-and-innovation/choose-europe_en
[11] https://commission.europa.eu/topics/eu-competitiveness/ai-continent_en
[12] https://www.eitdeeptechtalent.eu/calls-and-opportunities/ai-skills-academy/
[13] Nota bene: The Digital Europe programme launched a call on "Sectoral digital skills academies: Digital Skills Academy in GenAI / DIGITAL-2025-SKILLS-08-GENAI-ACADEMY-STEP" (https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/opportunities/topic-details/DIGITAL-2025-SKILLS-08-GENAI-ACADEMY-STEP?isExactMatch=true&status=31094501,31094502,31094503&order=DESC&pageNumber=1&pageSize=50&sortBy=startDate),
[14] https://european-digital-innovation-hubs.ec.europa.eu/knowledge-hub/european-ai-innovation-ecosystem
[15] https://digital-strategy.ec.europa.eu/en/policies/ai-talent-skills-and-literacy#1720699867912-0
[16] https://culture.ec.europa.eu/policies/culture-compass

fundamental changes due to accelerated AI use. The Work Plan for Culture 2023-2026[17] refers not specifically to AI, but to digital transformation. Research for the Culture Committee of the European Parliament "EU culture and creative sectors policy – overview and future perspectives 2024-2029[18]" already recommended empowering the CCS with updated sills, the monitoring of the AI Act and the AVMS Directive as well as the systematic addressing of labour shortages in the CCS.

4. Eight guiding elements for good policy making to equip creators and creative professionals for the AI era

Based on the Creative FLIP Collaborative Transformation Policy Approach, ***we conducted light desk research on the topic of "Equipping creators and creative professionals for the AI era.", making use of the 8 guiding elements of good transformation policy-making. The following table provides a range of insights gained from this desk research,*** as well as questions which arise from some of the AI scenarios. The insights and reflections are aimed to feed policy orientations in the thematic field of "Equipping creators and creative professionals for the AI era." as well as further debate in the context of the European Union.

The 8 guiding elements are interconnected and overlaps between them are intended. The elements aim at raising the understanding of policymakers to a systemic approach. Below we provide an **overview on main findings from the light desk research**. The complete analysis including references is provided in Annex 2 of these policy orientations.

Scientific results converge towards the conclusion that the AI technology developments are a very dynamic and diverse framework including recent innovation in fields like generative virtual playgrounds. Previous studies on skills needs for the CCS in view of AI technologies refer to limited AI literacy in the sectors including a partial lack of understanding of needs and potential benefits.

Considering the CCS **ecosystems**, CCS sectors face a huge diversity of AI-related challenges and opportunities. Benefits related to AI uptake are mainly expected for workers with advanced skills. However, CCS using AI report about additional workload and (lack) of technical skills. Furthermore, AI requires organisational (interface) changes. Audience's AI uptake is uncertain based on research.

Value driven: Research and debate converge towards the need of a culture of accountability when using AI. Audiences seem to refuse the use of some AI applications (e. g. for the generation of news content) due to their values. Parts of the CCS refuse AI due to related

[17] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022G1207(01)
[18] https://www.europarl.europa.eu/thinktank/en/document/IPOL_STU(2024)752453

ecological, social and business model concerns. Skills needs in view of ethical competences and digital humanism are brought forward by some case studies.

Collaborative approaches are required to cope with the needs of the CCS in the AI era. This includes enhanced networking skills in (current, future) jobs, collaboration across many sectors (e. g. creative and tech skills) and across ministries (culture, labour, innovation). Communication skills are therefore considered as a key competence.

Urgent action is needed as can be well-illustrated with the launch of ChatGPT. Related research in 200 countries found that 20% of writing and coding jobs disappeared a few months after the start of that AI application. Research also converges that most of the jobs will be affected by AI. AI literacy is reported in international case studies to be an urgent and central skill for the CCS. However, skills cannot replace fair IP – another urgent policy area.

Behavioral patterns also require considerable attention in the AI transformation. AI tools might change the workflow of creatives. Pressure on creatives is accentuating by replacement trends (e. g. high-end fashion brands doing campaigns without human creatives) which reflects their priorities. Change management is a crucial competence to accompany (required, desired) change of behaviour.

AI is a global phenomenon and requires hard- and software with a diversity of **impacts on different territories** (e. g. electricity consumption, digital divides) and is strongly linked to **international relations** (e.g. dominance of AI systems from the US or China). Smoothly managing these frameworks requires negotiation and diplomacy skills. Ethical skills are required e. g. to improve relations with the Global South in view of AI. Territorial divides need to be well-addressed including train-the-trainer activities as European research points out.

Middle- to long-term-orientation is crucial to handle main transformation areas like AI. Lifelong learning is a lasting policy field of the EU. STEM competences are well-anchored in the Union of Skills. However, scenario analysis on AI highlights the uncertainties in view of artificial intelligence. Related impacts on skills and training needs are difficult to predict, conclude studies in the field. Analytical skills are therefore another central cornerstone in the AI era.

5. Overview on Creative Sector Skills Needs "We are all are Learners"

Based on the light desk research in view of the eight elements of good policymaking in transformation areas, we have identified a range of skills and competences with relevance for the CCS ecosystem in order to address changing frameworks due to AI. A variety of skills from **artistic** (e. g. literacy) to **cultural** like critical thinking, **management and business** (e. g. negotiation competences) as well as **legal** (e. g. IP) and **tech skills** like advanced AI use are

required to address the AI frameworks by the CCS stakeholders. The overview covers the CCS value chain as well as the CCS ecosystem in a holistic approach.

Related learning needs are not limited to artists and creatives. **AI is a transversal topic for the whole CCS ecosystem** comprising the **creators** (artists, content creators, creative workers), **organisations** (CCS institutions, intermediaries, networks, universities, administrations), the **governance sectors** (decisionmakers, policymakers) as well as **people** (audiences, readers, visitors, consumers and citizens). Furthermore, **skills required for the AI era will differ** substantially depending on the situation of stakeholders in the **whole CCS value chain** – from **conception** (e. g. ethical skills), **production** (e. g. advanced AI use skills) to **dissemination** (e.g. artistic literacy) and **commercialisation** like licensing (e. g. legal skills).

Based on these considerations, we propose **a preliminary list of required skills related to the AI-induced transformations**. Further research is required to develop specific learning pathways for the different actors in the CCS ecosystems and their role in the CCS value chains.

Advanced AI use skills (of staff) differing from AI tech skills
Advanced creative expert know-how
Advanced international negotiations skills (e.g. in view of US and China dominated AI industries)
AI business (plan) skills
AI diplomacy skills in view of related international implications
AI diverse systems literacy
Analytical skills (e. g. for a cross-sectoral funding programme development)
Artistic / art literacy (e. g. understanding quality of an artwork)
Artistic and creative competences
Campaigning skills
Change management skills (like leadership, communication skills, human-centred change, risk management, experimentation, data)
Communication skills
Conceptual skills
Critical thinking competences (e. g. critical AI literacy, in decision-making)
Cross-sectoral / bridging skills like "speaking" the "languages" of tech, art, audiences
Economic, business and management skills
Ethical skills (e. g. responsible creative goods consumer, expert on CCS AI Ethics)
Fair trade / fair culture skills
Hybrid art / culture / AI production skills
IP in AI skills
IP in AI support know-how (where do I get support? e. g. IP in FLIP)
IP as a holistic approach for value generation from / with AI
Legal competences (e. g. for rights enforcement, related to AI Act Implementation, AI use in creation, production, cross-sectoral approaches, contracting and subcontracting, ownership literacy, etc.)
Management skills (e. g. for value creation)
Media literacy (e. g. of audiences and of creative mediators)
Mediation and facilitation skills in view of AI (e. g. by cultural organisations)
Negotiation skills (e. g. AI use of cultural data in the public domain, public sector / collecting societies negotiators, with clients)
Tech competences in AI (e. g. demonstrate ethical AI tools and models in development and use)
Training, teaching and education skills (e. g. for AI train the trainer programmes)

Source: Inforelais based on the light desk research conducted for these policy orientations

Based on **exchanges with key stakeholders in a focus group** for these policy orientations, participants especially highlighted the **crucial need for investments in critical thinking skills,**

updated AI business model approaches and the understanding of IP as management tool. Furthermore, skills needs are substantially different depending on the role of a person in the CCS ecosystem. The results of a survey conducted in the framework of the same focus group demonstrated clearly that **skills and training needs differ substantially between the different stakeholders in the CCS ecosystem** with e. g. cultural managers top one skills need are legal skills and policy makers would require strong analytical skills.

6. What options do policy-makers have to further jobs and skills in the CCS in the era of accelerated AI use?

Based on the insights from the light desk research summarized in the previous chapter and further stakeholder exchanges, we elaborated a selection of actions on which policy-makers and stakeholders in the European Union could especially focus on.

Participants in the focus group organized for the elaboration of these policy orientations prioritized four policy recommendations as most urgent. These are highlighted in green colour.

1. Consider investments in skills related to the AI era covering the **whole (specific) CCS value chains** as well as responding to the training needs of the **whole CCS ecosystem** from creators, organisations and including governance stakeholders.
2. **Develop holistic insights to AI impacts and opportunities related to the transformations generated by AI in societies and (CCS) economies.** A publication from **Eurobarometer as well as continuous (CCS-specific) research on effective AI uptake and related value-sets of all stakeholders in the CCS ecosystem** could be most helpful to better understand AI-related developments and build solid ground for decisionmakers.
3. **Consider (better) the international dimensions of the AI developments in (CCS) policymaking.** Support decisionmakers and the CCS to understand dependencies, alternatives and needs for common efforts for AI sovereignty and invest in the related required skills (e. g. negotiation skills, ethical skills, legal skills, diplomacy skills)
4. Enlarge notions of (AI / tech) competences from a STEM approach to a **STEAM approach** in order to reflect on the central needs for artistic and creativity skills for the AI tools to fully deploy their potential (e. g. including when developing AI tools and applications) & in **EU funding /calls to enhance accessibility for the CCS**.
5. Apply professional **change management** in view of AI use and related sustainable, just frameworks which concern **CCS internal relations** (e. g. between composers and music editors, between employees and employers in cultural organisations) as well as **across sectors** relations (e. g. CCS and tech companies). **Both require adapted skills related**

to accelerated (human-centred, ethical) AI use. Both require reciprocal recognition of competences.

6. **Adapt innovation support frameworks** like innovation support programmes for the cultural and creative sectors and industries in order to allow for best possible use of opportunities in the field of AI. These programmes must address the specific needs for AI uptake in the CCS and empower the stakeholders and creatives to use these tools for good cultural development as well as for positive change for the societies.

7. Finance AI-related training courses for cultural organisations, intermediaries and collecting societies as well as other AI governance stakeholders in order to develop their **AI-IP related know-how (e. g. knowledge how to apply the AI Act), (international) negotiations skills and legal skills. Communication and campaigning skills** as well as train-the-AI trainer programmes can complement training offers.

8. Consider (further) the imbalances in the CCS and related access to skills, know-how and comparative advantages. **Develop accessible (learning, legal, innovation support) frameworks to allow the small-scale CCS companies for a good AI uptake** – a pre-condition to remain on the market in some of the CCS sectors like games development.

9. **Further artistic literacy** in order to train **audiences, consumers and decision makers** to understand the quality and frameworks of artistic and creative works compared to machine-generated outputs. This approach also requires further engagement **for art and culture in the EU educational systems.**

10. Focus on **media literacy and AI (detection) literacy to allow audiences, consumers and citizens to make informed choices** in view of the use or not-use of AI-generated text and images.

11. **Invest further in (digital, AI) infrastructures** accessible for the CCS and in view of a balanced territorial development including the good coverage of the remote and rural parts of the European territory.

12. **Enhance digital platforms on EU level for spreading information on** (self-taught, instructor-based, and physical) **training offers** for the CCS to better cope with AI-related challenges and opportunities. Creatives Unite could be an appropriate framework for these offers. The Europeana Academy is another well-established provider.

13. **Encourage digital humanism through strategic initiatives and the development of ethical (fair cultural consumption) skills** in order to provide an alternative **European pathway** to bring forward the positive potential of AI for creation and development.

14. **Continue to invest in radical physical culture and creative experiences**, related training and skills for creative workers in order to respond to the demand for "real,

human" experiences and/or cultural offers with limited ecological and social footprint. Further invest in artistic literacy and the CCS ecosystems as a whole.

15. **Provide learning opportunities in the framework of EU-funded programmes based on the understanding that learning in the arts and culture sectors is a process often embedded in project implementation and provide adapted support (programmes)**. Informal learning is as important as formalized training programmes which are often not adapted to the realities of the large freelance parts of the CCS (e.g. not remunerated learning time, implying loss of income).
16. **Further strengthen the EU AI regulatory frameworks** e. g. by reflecting on the AI Act evaluation results in a participative process with CCS stakeholders and related skills needs. Accompany the CCS with AI-IP related questions e. g. with the Creatives Unite IP Tool.

These recommendations could be addressed in the following policy areas:

- The EC priorities 2024-2029
- The Culture Compass and the future AI Strategy for the CCSI
- The New EU Creative Europe / CERV Programme in the framework of the Agora EU Programme 2028-2034
- The Digital / AI in Creative Europe & Related Work Programmes
- The Work Plan for Culture 2023-2026 – Digital Activities; Work Plan for Culture Post-2026
- The Union of Skills
- The EU Pact for Skills: Culture and Creative Ecosystems
- The EU Social Fund, Regional and Rural Development Programmes including in view of cross-sectoral and eco-systemic collaborations
- The New EU Research Framework 2028-2034 and relevant ongoing KICs
- (EU) Policy Initiatives related to AI, digital transformation, skills and talent
- The evaluation of the Artificial Intelligence Act (2026 full application, 2029 evaluation)
- Planned EU revisions of both the Audiovisual Media Services Directive and the Copyright laws in 2026 to update with platforms and AI.
- Further relevant EU regulations: General Data Protection Regulation (GDPR), the Data Act, the Digital Services Act (DSA), the Digital Markets Act (DMA) – their implementation also requires continued upskilling of the different CCS stakeholders.

7. Inspiring culture policies and practices

The following short presentation of good practices from Europe and beyond aims at further inspiring policy- and decision-makers in the European Union. The collection of inspiring practices is built on the main actions related to (future) jobs and skills in the CCS taking into account the expected transformations of the eco-systems due to enhance AI use.

Ekip - New CCS Jobs (European Union, Horizon)
- A Horizon project providing insights in CCS jobs futures including with AI

ekip partner Nextatlas has identified five distinct "personas" or archetypes that represent the most relevant "New Jobs" emerging in the areas ekip is exploring. Each persona is accompanied by a short profile description, relevant pains & gains, as well as their top skills and educational needs. The AI artist will need skills like artistic sensibility, creativity, and tech literacy.[19] [20]

Action Strategy AI – For Cultural and Responsible AI (France)
- A comprehensive AI strategy on national level considering skills and jobs

The French Culture Ministry has started the "Action Strategy AI" covering five main areas: Developing responsible AIs and AI use; Ensuring a just economic model including anticipating changes in cultural professions (observatory on new jobs and impacts of AI, educating students in culture for AI, supporting professional AI training); Stimulating innovation and experiment for new cultural offers using AI; Mobilising AI for heritage and public archives; Strengthening efficiency of the public services with AI.[21]

Nordic-Baltic AI Center (Sweden, Nordic Cooperation)
- An example how national cultural ministries engage with major AI initiatives

"The new centre will serve as a tool to implement Nordic-Baltic collaborative ambitions. Building on the strengths of the national organisations, the centre aims to enhance the capacity and capability for AI adoption in the countries." One of the first assignments of the new centre (founded in October 2025) is to come-up with a joint network for AI language models based on knowledge exchange. This specific network is initiated by the Nordic Culture Ministers.[22] [23]

Creative Skills Week 2025 – Digital Transformations in the AI Era (European Union)
- An ecosystemic approach to address the potential of AI/digital competences

"This thought-provoking session explored the rapidly evolving impact of generative AI on our society, focusing on its ethical, democratic, and market implications. (…) The discussion examined how generative tools are reshaping creative workflows, ownership, and value systems, while also addressing concerns around bias, transparency, and access. Panellists reflected on the role of policy, education, and collective action."[24]

[19] https://knowledge-bank.ekipengine.eu/resource/creative-personas-new-jobs-from-social-listening/
[20] https://ekipengine.eu/wp-content/uploads/2024/10/Creative-personas-new-jobs-from-social-listening.pdf
[21] https://www.culture.gouv.fr/thematiques/innovation-numerique/agir-pour-des-intelligences-artificielles-ia-culturelles-et-responsables
[22] https://www.newnordics.ai/news/nordic-baltic-ai-center-to-catalyze-rapid-uptake-of-ai-across-the-region
[23] https://www.newnordics.ai/news/nordic-baltic-ai-center-to-catalyze-rapid-uptake-of-ai-across-the-region
[24] https://creativeskillsweek.eu/monday/wednesday/

Europeana Academy (The Netherlands, European Union)
- A widely accessible (online, digital/AI) training format for the heritage sector

The Europeana Academy provides professional (self-paced, instructor-led) training for heritage professionals including introduction to the Europeana Apis (Api – Application Programme Interfaces), their features and how to use them; training course on data spaces, data sharing and data sovereignty; online course on choosing rights statements; and a training on copyright when sharing data with Europeana;[25]

WONDERCUT (Slovenia, Austria, Germany)
- A Creative Europe project addressing AI learning needs in the CCS

Collaboratively Exploring the Public Value of Artificial Intelligence (AI) to Next Level Cultural Experiences. Boost new set of skills and competencies for the CCSs with in person learning program, to deploy technology steering human-centric approaches towards the audience interests (education- engagement- entertainment).[26] [27] [28]

AI4Creativity (Poland, Italy, Belgium, Spain, Slovakia, France)
- A European project highlighting the needs for train the trainers for AI and CCS

"Creative jobs are going to change, as creators will have to compete with AI-based art generators, and the risk of less jobs and changing opportunities. A new kind of profile is going to arise, the AI-assisted artist/designer – this profile is going to require artistic and design knowledge coupled with digital skills." Artistic skills remain relevant. VET providers require adaptation to changing frameworks. The project provides a related e-learning platform.[29] [30]

Cyanotypes (The Netherlands, Portugal, Germany, Austria, Norway, Sweden, Slovakia, Italy, European Networks)
- A strategic EU project to come up with ecosystemic (digital) training pathways

Strategic skills for creative futures is the overarching orientation of the EU project "Cyanotypes (2022-2026)". The "Skills Strategy for the CCIs" – a major outcome of the project – highlights the need for a focus on enhanced digital skills for the cultural and creative sectors. For the implementation of the strategy, the consortium builds on strategic collaboration between industry, education, governance, local and regional communities as well as professional bodies and associations – comprehensive approach for learning.[31] [32]

TOOLBOX: Make sure you are not a bot! (European Networks)
- A Europe-wide training initiative taking account geopolitical AI/digital implications

ENCC and Reset! Network provide training for stakeholders in the CCS ecosystem on digital transformation. The first edition of the online training scheme starts in 2026 covering topics like of power, ethics and big tech as well as digital governance. The exploring ethical alternatives sessions provides insights to alternatives to GAFAM tools in order to strengthen digital sovereignty. Ai, privacy and digital safety parts of the training programme support participants to better understand data extraction frameworks and to develop strategies for minimising harm.[33]

[25] https://pro.europeana.eu/page/europeana-academy
[26] https://www.ait.ac.at/en/research-topics/societal-futures/projects/wondercut
[27] https://www.wondercut.io/post/wondercut-where-ai-meets
[28] https://www.instagram.com/innovato_si/
[29] https://ai4creativity.eu/
[30] https://e-learning.ai4creativity.eu/en/courses/ai4creativity/
[31] https://cyanotypes.website/
[32] https://cdn.ymaws.com/elia-artschools.org/resource/resmgr/csw2024/talent_skills_strategy_flyer.pdf
[33] https://encc.eu/

About Creative FLIP

creativeflip.eu

Co-funded by the European Union

Creative FLIP – Finance, Learning, Innovation and Intellectual Property Rights for CCSI is a Policy project, co-funded by the EU and project partners: Goethe-Institut (lead), the European Creative Hubs Network, IDEA Consult, and Intellectual Property Institute Luxembourg. Its goal is to support the CCSI actors by increasing their **long-term resilience** and preparing them to **tackle future disruptions** and **transformation processes**.

Its comprehensive approach involves research, collaborative transformation policy recommendations (green, digital, democratic

AUTHOR:

Sylvia Amann, FLIP Policy Expert & Inforelais, office@inforelais.org

Special thanks to Isabelle De Voldere, IDEA Consult, as well as to the FLIP team for feedback and support!

inforelais

GOETHE INSTITUT

european creative hubs network

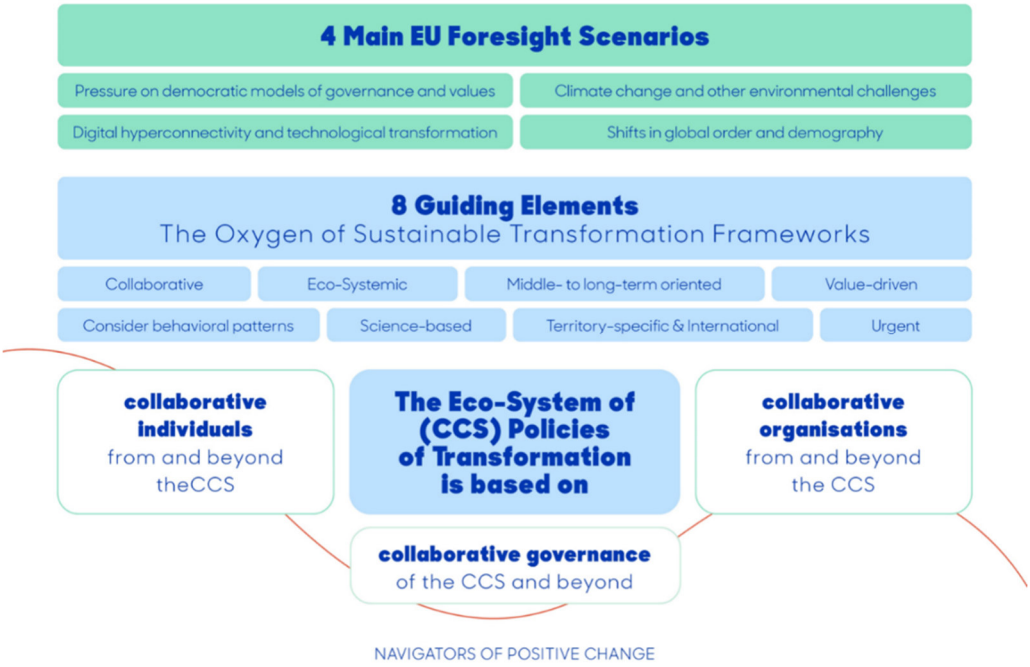
idea consult moving society

INTELLECTUAL PROPERTY INSTITUTE LUXEMBOURG

Annex 1: What are Collaborative Transformation Policies?

Collaborative transformation policies are defined - for the purpose of this paper - as cross-sectoral endeavours involving the CCS (policies). These policies are not solely oriented by cultural objectives but engage in addition for a broader cause. Based on previous analysis of the EU foresight scenarios, four main areas of attention were considered: (1) Pressure on democratic models of governance and values (2) Climate change and other environmental challenges (3) Digital hyperconnectivity and technological transformation (4) Shifts in global order and demography. Furthermore, a set of eight elements were recommended to be taken into account by all partners of the eco-system for CCS policies of transformation.

Transformation Policies Framework[34]



Deploying the full potential of the CCS for society and economy requires updated policy orientations from two angles. For the context of the European Union this implies the following changes of perspectives and actions: CCS policy makers need to more broadly consider the role of the CCS (policies) in transformation areas. The strategic EU policymaking framework needs to broadening the understanding and recognition of the CCS as an ally for positive changemaking.

Background Information

*** Nota bene:** The Creative FLIP (Culture) Policy Orientations are based on the Collaborative Transformation Policy Approach[35] aiming at bringing forward simplified methodologies to accelerate policy responses to most pressing agendas in the context of the development of the European Union. Issue 2 "Green Storytelling through Art, Culture, and Heritage" included a light desk research, a comprehensive stakeholder workshop as well as the collection of good (policy) practices. Issue 1 "Culture Spaces & Democracy[36]" is available online. These policy orientations are published in order to feed further discussion and to provide timely input for the negotiations for the upcoming EU funding period 2028-2034. They will be included in transversal Creative FLIP policy recommendations due to be finalised in the year 2026.

[34] https://creativeflip.creativehubs.net/post/policy-paper-from-reaction-to-action-collaborative-transformation-policies-in-culture-and-beyond-for-future-oriented-policy-making-and-action
[35] https://creativeflip.creativehubs.net/post/policy-paper-from-reaction-to-action-collaborative-transformation-policies-in-culture-and-beyond-for-future-oriented-policy-making-and-action
[36] https://creativeflip.creativehubs.net/post/culture-spaces-democracy

Annex 2: Light desk research on 8 guiding elements for good policy making to equip creators and creative professionals for the AI era

Science-based	MIT Technology Review provides an annual AI trends overview[37]. These are the expected developments: Generative virtual playgrounds which can be also used for training and gaming purposes after generative images and generative video on the market in previous years[38]; Large language models that "reason" in a way of breaking-down complex questions into simpler questions[39]; AI in science - especially were large datasets are available[40]; AI and national security e. g. linked to AI supported drone technologies[41]; Competition for Nvidia related to the chips production including Taiwan and China; Related to the Cultural and Creative Industries and the skills environment in view of AI, a study for the European Commission[42] highlighted key areas of attention: AI literacy is limited in the CCS, understanding of benefits and related needs not widespread. The study authors recommend also investments in change management skills, data management skills, differentiation skills (being unique to humans), and citizens/audiences involvement skills. Tech companies working with AI in the creative fields are reported to face shortages of AI talent due to lower salary levels in the CCS[43]. Dependencies of artists on external skills like those provided by professional music studios could reduce, found a study on AI in the CCS commissioned by the European Parliament[44].
Eco-systemic	Different creative sectors need specific adaptation of skills related to AI[45]. Task automation bears the risk of labour displacement. However, occupations requiring a high level of cognitive engagement and advanced skills could enhance productivity by AI complementing human labour[46]. But case studies confirm that AI products were more labour intensive in creative industries as traditional productions skills needed to be combined with new computational expertise[47]. In addition, highly skilled workers must continue to validate AI with expert judgement[48]. Roles of artists and designers can also change towards creative direction, conceptualisation and critical thinking. Some consider analytical and creative thinking as most promising skills for AI far ahead of AI technical skills[49]. Organisations require preparing with skilled workers for benefiting from AI, e. g. with interface design and role reconfiguration[50]. But fear of automation including with AI is high, to the extent that some workers would agree on a 20% salary cut in order not to be exposed to automation risks[51]. Skills for AI uptake will also consider audiences and not only the productions side in the creative ecosystems. "The relational, collaborative, and iterative nature of AI production, and particularly the ways in which upstream datasets and downstream audiences are co-implicated in these processes[52]" need to be carefully taken into account in creative production, policymaking and research.

[37] https://www.technologyreview.com/2025/01/08/1109188/whats-next-for-ai-in-2025/
[38] E. g. Genie 2 which can be also used for training: https://deepmind.google/discover/blog/genie-2-a-large-scale-foundation-world-model/
[39] E. g. Deep Mind applications and updates with Gemini 2.0 Flash Thinking
[40] https://huggingface.co/blog/lematerial
[41] https://www.anduril.com/
[42] https://op.europa.eu/en/publication-detail/-/publication/359880c1-a4dc-11ec-83e1-01aa75ed71a1/language-en
[43] https://op.europa.eu/en/publication-detail/-/publication/359880c1-a4dc-11ec-83e1-01aa75ed71a1/language-en
[44] https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/629220/IPOL_BRI(2020)629220_EN.pdf
[45] https://www.unesco.de/assets/dokumente/Deutsche_UNESCO-Kommission/02_Publikationen/DUK_Broschuere_KI_und_Kultur_EN_web_02.pdf
[46] https://www.elibrary.imf.org/view/journals/001/2023/216/article-A001-en.xml?ArticleTabs=fulltext
[47] https://www.tandfonline.com/doi/full/10.1080/17510694.2024.2421135
[48] https://mitsloan.mit.edu/ideas-made-to-matter/how-generative-ai-can-boost-highly-skilled-workers-productivity
[49] ttps://lib.auburn.edu/irc/Equipping-Students-and-Career-Seekers-with-Essential-Skills.pdf
[50] https://mitsloan.mit.edu/ideas-made-to-matter/how-generative-ai-can-boost-highly-skilled-workers-productivity
[51] https://docs.iza.org/dp17097.pdf
[52] https://www.tandfonline.com/doi/full/10.1080/17510694.2024.2421135#d1e879

Value-driven	A culture of accountability is crucial for workers and organisations using AI tools[53] and for their audiences. Furthermore, a study[54] on media content found that audiences are open to use generative AI to further personalise media services, but using generative AI for news content was seen much more critical. Audiences require media literacy skills to be able to make informed decisions in AI frameworks[55] [56]. Culture organisations might also opt for not using AI at all due to ecological, social concerns, contested business models or based on requests of audiences which "hunger for something raw, real and human"[57]. Forbes highlighted in 2023 "55% of audiences are uncomfortable with AI – are brands listening?[58]" Ethical competences are crucial for the CCS in the AI era as well as for the society at large. The digital humanism initiatives in the EU together with the International Labour Organisation bring forward related discussions[59] [60]. The AI hype has also effects on the marketing of creative products having used AI tools for their generation: "The AI systems was prominently foregrounded, sometimes to the point of invisibilising the human labour that went into their creation.[61]" Furthermore, discoverability of creative production or voices might be affected by algorithms.
Collaborative	Networking skills are crucial to generate and maintain jobs in the CCS, concludes an EU Horizon project[62]. The related concept brought forward is the AI artist producing a hybrid creative space with a unique set of skills combining artistic sensibility with tech literacy. The tools being secondary to the core which is the artist's vision. Collaboration across sectors and beyond the boundaries of firms was also common to several case studies from creative SMEs embracing AI to benefit of new possibilities of creative expression[63]. Establishing the missing contacts between some cultural and creative sectors with the AI sector requires communication and "translation" skills between expert vocabulary to bridge diverging perceptions[64]. Collaborative policy making for good CCS jobs in the AI era involving e. g. culture, labour and innovation ministries is also crucial[65]. Collaboration implies e. g. communication, negotiation and legal skills.
Urgent	Research[66] conducted in more than 200 countries found that 20% of writing and coding jobs disappeared a few months after the ChatGPT launch. The same study found that jobs in image generation decreased by 17%. The authors conclude that AI will affect all jobs. The key question to be addressed by the sector and by policy makers is adaptation. Voices from the CCS sectors analysed in case studies emphasise the need to learn AI related skills in order to participate in the creative sectors of the future[67]. The efficient use of AI tools can be considered as key competence. The EU aims at addressing skill gaps with a set of actions [68] [69]. The investments in skills and uptake of a technology like AI, cannot replace fair

[53] https://mitsloan.mit.edu/ideas-made-to-matter/how-generative-ai-can-boost-highly-skilled-workers-productivity
[54] https://www.bbc.co.uk/aboutthebbc/documents/what-do-people-think-of-generative-ai.pdf
[55] https://www.unesco.org/en/articles/ai-can-make-mistakes-why-media-literacy-matters-more-ever
[56] https://digital-strategy.ec.europa.eu/en/policies/media-literacy (Audiovisual and Media Service Directive)
[57] https://www.theguardian.com/technology/2025/jun/03/creatives-academics-rejecting-ai-at-home-work
[58] https://www.forbes.com/sites/garydrenik/2025/01/14/55-of-audiences-are-uncomfortable-with-ai-are-brands-listening/
[59] https://www.digihumanism.eu/
[60] https://eudhit.eu/#about-eudhit
[61] https://www.tandfonline.com/doi/full/10.1080/17510694.2024.2421135#d1e879
[62] https://ekipengine.eu/new-jobs-ahead-in-the-cultural-and-creative-sector/
[63] https://www.tandfonline.com/doi/full/10.1080/17510694.2024.2421135#d1e879
[64] https://www.unesco.de/assets/dokumente/Deutsche_UNESCO-Kommission/02_Publikationen/DUK_Broschuere_KI_und_Kultur_EN_web_02.pdf
[65] ttps://www.unesco.de/assets/dokumente/Deutsche_UNESCO-Kommission/02_Publikationen/DUK_Broschuere_KI_und_Kultur_EN_web_02.pdf
[66] https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4602944
[67] https://link.springer.com/article/10.1007/s00146-025-02180-6#Sec7
[68] https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en
[69] https://commission.europa.eu/topics/eu-competitiveness/union-skills_en

	remuneration and full acceptance of copyright rules by AI companies. Related actions are urgent and e. g. (partly) addressed with the EU AI Act[70].
Behavioral patterns	Adopting new technologies generates changes of behaviour of individuals and organisations. Change management is a difficult task with substantial negative collateral potential[71]. E. g. "The pressure on creative workers is increasing as more companies turn to AI for image generation.[72]" This approach concerns for example international fashion brands doing campaigns with almost no involvement of human designers[73]. Creatives are not only under pressure: creative companies and artists experiment too with AI. The "integration of AI tools into their creative workflows gives them more time to think creatively, thus resulting in more creative products" was found in some case studies[74]. Audiences might buy or not buy AI generated creative content[75] [76] [77]. Accompanying those concerned from or interested in change require skills for building favourable social environments (e. g. considering social norms), know-how for specific communication activities targeting employees, leaders, and audiences as well as savoir about non-linear change processes with experimentation[78].
Territory-specific, international	AI technologies require data and hardware like chips or data centres. Analysts in 2025 see the world at a crossroad in which competing Chinese and US AI systems could (further) emerge, enforcing countries and companies to choose one system or to go for both systems[79] [80]. This has serious impacts for content producers, data access and use of AI tools. On which systems future developers and users (from the creative sectors and beyond) should be trained? Policy- and decisionmakers from Europe will also require advanced international negotiations skills to navigate this geopolitical turmoil. "Growth in electricity demand from data centres could still pose challenges at the local level[81]" with e. g. Ireland, where data centres now account for over 20% of all electricity consumption[82]. Furthermore, AI systems need to be trained which is often done by underpaid workers in the global south as a report by ENCC pointed out in 2025[83]. These developments raise ethical questions. They also refer to colonial practices. Skills are required to address professionally these challenges. as well as decolonialisation and related skills are required to address these challenges. In addition, OECD research[84] concludes that "the local factor in the AI transition cannot be ignored (and recommends) developing place-based innovation and industrial strategies for AI" in order to avoid further divides. In another report, OECD also highlights the need to invest in training providers[85]. Culture and creative operators in rural and remote areas face also these specific frameworks of these territories (e. g. digital divide) will require adapted training (offers).

[70] https://artificialintelligenceact.eu/
[71] https://www.bi.team/comment/most-change-management-fails-heres-how-behavioural-science-can-make-the-difference/
[72] https://www.swissinfo.ch/eng/science/how-ai-is-affecting-switzerlands-creative-workforce/87516491
[73] https://www.mangofashiongroup.com/en/w/mango-crea-la-primera-campa%C3%B1a-generada-con-inteligencia-artificial-para-su-l%C3%ADnea-teen
[74] https://link.springer.com/article/10.1007/s00146-025-02180-6#Sec7
[75] https://www.nim.org/en/publications/detail/transparency-without-trust#:~:text=Participants%20who%20already%20had%20a,bias%20toward%20AI%2Dgenerated%20content.
[76] https://www.forbes.com/sites/garydrenik/2025/01/14/55-of-audiences-are-uncomfortable-with-ai-are-brands-listening/
[77] https://www.gsb.stanford.edu/insights/when-ai-generated-art-enters-market-consumers-win-artists-lose
[78] https://www.bi.team/comment/most-change-management-fails-heres-how-behavioural-science-can-make-the-difference/
[79] https://www.weforum.org/stories/2025/07/ai-geopolitics-data-centres-technological-rivalry/
[80] https://www.bruegel.org/first-glance/geopolitics-artificial-intelligence-after-deepseek
[81] https://www.iea.org/commentaries/what-the-data-centre-and-ai-boom-could-mean-for-the-energy-sector
[82] https://www.cso.ie/en/releasesandpublications/ep/p-dcmec/datacentresmeteredelectricityconsumption2023/keyfindings/
[83] https://cloud.encc.eu/s/7fr96GR9yiyTBnD
[84] https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/06/emerging-divides-in-the-transition-to-artificial-intelligence_eeb5e120/7376c776-en.pdf
[85] https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/12/training-supply-for-the-green-and-ai-transitions_e75ff953/7600d16d-en.pdf

Middle- to long-term	With the "Union of Skills[86]" initiative the EU pursuits a long-lasting engagement to equip companies and individuals with the required (digital) skills including the STEM education strategic plan[87], the EIT AI Community[88] and the Creative Pact for Skills also addressing needs for digital transition[89]. Research for the UK government in 2024[90] provided decisionmakers with 5 possible scenarios for AI until 2030: Unpredictable Advanced AI, AI Disrupts the Workforce, AI 'Wild West, Advanced AI on a Knife's Edge, AI Disappoints. Depending on the further developments of AI technologies, uptakes and legal frameworks, effects on work and skills needs might differ including in the creative sectors. "Despite current uncertainty around the long-term impact of both AI in general and GenAI, the expected ongoing pace of disruption of skills has begun to stabilise, albeit at a high level. Overall, employers expect 39% of workers' core skills to change by 2030.[91]" was the result of the EIT Deep Tech Future Jobs Survey in 2025. In view of related skills requirements, competences to manage uncertainty as well as analytical skills seem to be highly relevant in cultural and creative sectors in the times of AI.

[86] https://commission.europa.eu/topics/eu-competitiveness/union-skills_en
[87] https://education.ec.europa.eu/focus-topics/stem
[88] https://ai.eitcommunity.eu/
[89] https://www.creativepactforskills.eu/
[90] https://www.gov.uk/government/publications/frontier-ai-capabilities-and-risks-discussion-paper/ai-2030-scenarios-report-html-annex-c#executive-summary
[91] https://www.eitdeeptechtalent.eu/news-and-events/news-archive/the-future-of-work-emerging-job-trends-and-the-impact-of-ai-2025-2030/