CYANOTYPES



IMPLEMENTATION PATHWAYS

POLICYMAKERS

CYANOTYPES IMPLEMENTATION PATHWAYS

INTRODUCTION: Different entry points into the same ecosystem

The CYANOTYPES Creative Agency Framework is designed to help people and organisations to address their skills needs, explore change, connect perspectives and develop their capacity to act. It does not prescribe one way of working. Different actors face different needs, questions, challenges and opportunities, and may therefore enter the CYANOTYPES ecosystem from different starting points.

To better address the variety of different up and re-skilling contexts and the diverse needs of the CCSI, CYANOTYPES provides six specific implementation pathways:

1. **Creative Professionals & Individuals**
2. **Creative Organisations & Businesses**
3. **Creative Sectors & Networks**
4. **Learning Organisations — Higher Education**
5. **Learning Organisations — Vocational Education (VET)**
6. **Policymakers**

The six pathways correspond to five CYANOTYPES perspectives: Higher Education and Vocational Education and Training (VET) are two distinct entry points within the single Learning Organisations perspective. The pathways therefore expand the five perspectives into six practical routes without introducing an additional perspective or changing the underlying framework.

These pathways are not six independent strategies, nor a fixed sequence; they are interconnected entry points that lead the different actors to the same, wider, ecosystem. Individuals may begin with their own **learning and development**; an organisation may start with workforce or **organisational change**; a learning organisation may focus on **changing their curriculum** or **revising teaching methods**; a sector network may focus on **collaboration and skills intelligence**; and a policymaker may begin with **the conditions that enable learning and**

innovation. These starting points can connect with each other and will likely develop further over time.

The pathways translate the CYANOTYPES policy recommendations and the experience of the pilots into **possible routes for action**. They help users move from a real situation or question towards exploration, experimentation and learning. They can be adapted to different professional, organisational, regional and policy contexts rather than followed as fixed implementation plans.

A shared way of working

No matter what your context is, start with a real situation. Explore what is actually needed. Make competences, assumptions and existing strengths more visible. Choose an area for exploration or experimentation, develop or adapt a response, and then reflect on what has been learned, before deciding what should happen next.

This process also creates space to question the starting point. A challenge that appears to require new skills may instead reveal an organisational barrier, an existing but unrecognised competence, or a different way of understanding the situation. CYANOTYPES therefore encourages users not only to ask "What do we need to do?", but also "**Are we asking the right question?**" and "**What is the assumption here?**" This creates space to reconsider the problem, the approach and the conditions around it before deciding what needs to change.

CYANOTYPES is therefore **not a fixed solution, but a structured framework for reflection and informed experimentation**. Its pathways provide direction, while the context, experience and learning of the people involved determine what happens next.

Terminology: skills and competences

The pathways use the terms *skills* and *competences* in related but distinct ways.[1]

Skills are abilities to apply knowledge and know-how to carry out tasks, processes or activities and achieve results. They may be cognitive or practical and are generally described in relation to a particular task, activity or context.

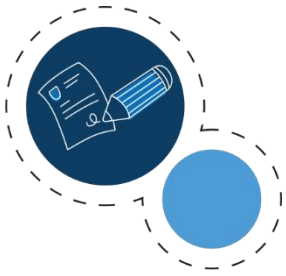
Competences refer to a broader combination of knowledge, skills and attitudes appropriate to a context, including the ability to apply learning across different situations. Within CYANOTYPES, the term refers specifically to the 25 transversal competences defined in the Creative Agency Competence Framework.

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

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PATHWAY for Policymakers



Purpose and orientation

This pathway is designed for policymakers and public authorities working at local, regional, national or European level on cultural and creative industries, skills, education, employment, innovation, economic development or wider ecosystem policy.

The challenge is that future competence development cannot be addressed through training policy alone. Creative professionals and businesses may face barriers related to time, income, access, fragmented provision or recognition. Learning systems may also struggle to respond quickly to changes in professional practice.

There is a wider policy challenge. Cultural and creative practices are increasingly recognised for their contribution to economic, social and cultural life, yet **this recognition is not always reflected consistently in strategies, institutional priorities, funding structures or the way value is defined**. Policy can acknowledge the importance of culture and creativity while still treating them as separate from wider questions of innovation, regional development, wellbeing, social cohesion or long-term resilience.

CYANOTYPES can help policymakers examine these conditions together. The Framework provides a way to explore whether existing policies recognise emerging competence needs, connect different actors and create sufficient space for experimentation, learning and adaptation.

The pathway is not a policy template. It is a way of using the CYANOTYPES Framework to examine policy assumptions, identify possible blind spots and explore where policy conditions could better support future-oriented competence development.

1. Policy and the conditions for long-term change

Cultural and creative sectors and industries are affected by technological change, artificial intelligence, green transitions, changing labour markets, new business models and changing relationships between cultural, economic and social policy.

These developments do not fit neatly into one policy domain.

A skills policy may need connections with employment policy. Innovation policy may need connections with cultural policy. Regional development may depend on creative ecosystems, learning organisations and intermediary infrastructure. Questions of digital transformation may also involve authorship, rights, professional identity and working conditions.

For policymakers, the question is therefore not simply whether a policy contains provisions for skills. It is:

Does the wider policy environment create the conditions in which people and organisations can develop, apply, recognise and shape the competences needed to respond to change?

This also raises a longer-term question about what policy considers valuable.

Culture and creative practice may be recognised as economically, socially and culturally important, while policy instruments continue to prioritise shorter-term outputs, measurable economic returns or narrowly defined forms of innovation. The issue is not to replace economic value with another single measure of value, but to recognise that creative ecosystems can generate multiple forms of value, including cultural, social, civic, environmental and wellbeing-related value.

A future-oriented policy approach should consider not only what can be measured or funded in the short term, but also the conditions that enable creative ecosystems to develop capacity over time. It should consider all aspects, as these policies operate through various layers of complexity.

2. What needs to change

Future-oriented policy needs to move beyond the assumption that increasing the supply of training is sufficient.

The challenge is broader: to create conditions through which changing professional practice, learning, organisational development and policy priorities can inform one another over time.

This requires a shift in how policy problems are framed.

At present, questions affecting culture and creative practice may be distributed across separate policy areas: culture, education, skills, employment, innovation, regional development, digitalisation, sustainability and economic development. Each may have its own objectives, funding mechanisms, language and indicators.

This fragmentation can make it difficult to see how the different conditions affecting creative work connect.

The CYANOTYPES competence approach offers a way to work across these boundaries. By focusing on what people and organisations need to know, understand, combine and apply in changing situations, it can provide a shared language across policy domains without requiring them to become the same policy domain.

This can help connect:

- professional practice and learning provision;
- individual and organisational learning;
- businesses and training providers;
- culture, skills, employment and innovation policy;
- sector organisations and public authorities;
- local, regional, national and European strategies;
- economic objectives with wider cultural, social and wellbeing considerations.

There is also a need to examine the relationship between policy recognition and resource allocation.

If culture and creative practices are considered important for innovation, social cohesion, place-making, wellbeing or long-term resilience, this raises a practical policy question**: where is that value reflected in strategies, budgets, infrastructure and implementation?**

The discrepancy does not necessarily indicate a lack of recognition. It may instead reveal that different policy systems use different definitions of value, operate on different time horizons

or allocate resources through mechanisms that do not capture the contribution of creative practice well.

This is where competence development becomes a useful policy lens. It can help reveal where policy objectives depend on capacities that are not yet supported, where responsibilities sit between departments, or where an issue is being treated as a training problem when the underlying challenge concerns coordination, access, recognition, infrastructure or institutional priorities.

Skills intelligence is therefore not only a data exercise. Signals about emerging competence needs can come from professional communities, projects, businesses, hubs, sector organisations, events and other forms of practice.

Policy can help create mechanisms through which these signals are gathered, interpreted and connected to learning, organisational development and longer-term strategy.

This also means recognising that relevant learning does not always begin with a formal course. Practice-based learning, peer exchange, mentoring, experimentation and self-directed learning can all contribute to competence development.

3. The CYANOTYPES contribution

For policymakers, the CYANOTYPES Framework can provide a structured way to connect policy objectives with competence development and the conditions surrounding it.

It can support policymakers to:

- explore which future competence needs are already reflected in policy;
- identify where policy instruments address learning only indirectly or in isolation;
- connect skills policy with wider cultural, economic, innovation, regional and social strategies;
- examine where policy responsibilities or interventions are divided between departments or policy domains;
- use a shared competence language when different sectors and disciplines need to work together;
- identify where policy objectives depend on competences that are not yet sufficiently supported;
- support experimentation rather than assuming that one intervention will work everywhere;
- strengthen the role of hubs, intermediaries and sector organisations;
- improve connections between professional practice and learning provision;
- consider how practice-based and non-formal learning can become more visible and recognised;
- create feedback mechanisms through which policy can learn from implementation.

The Framework therefore provides a way of examining the connections and assumptions within a policy environment, rather than a checklist against which policy is simply judged.

Its particular value for policymakers lies in creating a common language around questions that might otherwise remain separated: **what is changing, what capacities does this require, where are those capacities being developed, and what conditions allow them to be used?**

This can make the competence approach useful not only within skills policy, but also as a connective perspective across policy areas.

4. From policy instruments to enabling conditions

A policy response to emerging competence needs may involve several instruments rather than one programme.

For example, flexible Continuing Professional Development (CPD) can depend on the combination of appropriate learning formats, access and time, recognition, funding and delivery arrangements. For creative professionals, particularly freelancers and solo professionals, these conditions can be difficult to align.

European policy already provides several relevant instruments. Individual Learning Accounts (ILAs) are an established EU policy instrument which sets out an enabling framework to support adults' participation in training. Micro-credentials provide a European approach to shorter learning experiences, while validation of non-formal and informal learning and European Digital Credentials can support the visibility and portability of learning.[2]

The policy opportunity is to consider how these instruments can work together around the realities of creative work, rather than treating them as isolated measures.

This does not mean that every instrument is appropriate in every context. The relevant question is how existing policy tools can be connected, adapted and made usable for different groups and professional realities.

The same principle applies beyond learning instruments.

A policy objective may depend on funding, regulation, infrastructure, intermediary capacity, recognition, access to advice or collaboration between departments. The competence perspective can help identify these connections rather than assuming that each policy objective has its own separate intervention.

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- Council Recommendation on Individual Learning Accounts, 2022/C 243/03: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2022_243_R_0003
- Council Recommendation on a European approach to micro-credentials, 2022/C 243/02: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2022_243_R_0002
- European Commission: Validation of non-formal and informal learning: https://education.ec.europa.eu/node/2076
- Europass: European Digital Credentials for Learning: https://europass.europa.eu/en/european-digital-credentials

5. Digital and AI transformation: creating the conditions for agency

Artificial intelligence is changing how creative work is produced, distributed, commissioned, valued and recognised. For policymakers, this raises questions that go beyond digital skills or access to training.

Creative professionals and organisations may need to experiment with new technologies, but they may also face questions concerning consent, copyright, authorship, attribution, data use, remuneration, professional identity, working conditions and control over how their work is reused.

These issues can be particularly significant for freelancers, self-employed professionals, micro-enterprises and early-career creatives, who may have fewer resources for legal, technical or contractual support and less bargaining power in relation to clients, employers, platforms or technology providers.

A human-centred policy approach to AI therefore needs to consider both capability and conditions. It should support people to understand and critically evaluate technologies, while also creating an environment in which they can make informed choices about when and how those technologies are used.

Relevant policy questions include:

- What information do creative professionals and organisations have about how AI systems use creative works and data?
- What conditions apply to consent, copyright, attribution and remuneration?
- What mechanisms exist for complaints, redress and enforcement?
- Do freelancers and micro-enterprises have access to affordable legal, technical and professional advice?
- Can creative professionals participate meaningfully in decisions about how AI is introduced into their work?
- What forms of collective representation, licensing or bargaining may be relevant?
- Are there independent mechanisms for testing and assessing AI systems, including their effects on cultural diversity and creative work?

- Which decisions should remain human-led, and where should non-use remain a legitimate option?

Policy therefore has a role not only in supporting AI learning, but in creating the wider infrastructure within which creative professionals and organisations can exercise agency.

CYANOTYPES can contribute by helping policymakers examine the competences involved in critical evaluation, ethical reasoning, communication, negotiation, collaboration, risk awareness and informed decision-making. These competences should not, however, be treated as a substitute for appropriate regulation, rights, collective representation or public-interest infrastructure.

The strategic question is therefore not simply:

“How can creative professionals adapt to AI?”

It is also:

“What rules, infrastructures and forms of collective capacity are needed so that AI develops with creative professionals and organisations rather than simply requiring them to adapt to systems developed elsewhere?”

6. A practical implementation route

A policymaker does not need to begin with a complete review of the policy system. A specific policy challenge can provide a more useful starting point.

The following sequence is a possible blueprint and should be adapted to the policy level and context.

Step 1 — Start from a real policy challenge.

Choose an issue where changing competences, learning or ecosystem capacity are already relevant.

Step 2 — Examine the assumptions behind the current response.

Ask what the policy assumes about who learns, where learning happens, who provides it, what is considered valuable and what enables participation.

Step 3 — Explore the relevant CYANOTYPES competences.

Use the Framework to examine which competences and forms of capability are relevant to the policy challenge.

Step 4 — Map the existing policy and delivery environment.

Identify relevant funding, learning provision, recognition mechanisms, intermediaries, sector organisations, partnerships and responsibilities across policy domains.

Step 5 — Identify gaps and disconnections.

Consider whether the main issue is insufficient provision, limited access, weak coordination, lack of recognition, missing intelligence, fragmented responsibilities or another condition.

Step 6 — Test a focused policy intervention.

Use a small pilot, funding mechanism, partnership, learning initiative or other intervention to explore a possible response.

Step 7 — Create a policy learning loop.

Document who engaged, who did not, what barriers appeared, what was useful and what needs adaptation.

Step 8 — Decide what should change.

Use the evidence to consider whether to adapt the intervention, connect it with other instruments or explore wider implementation.

The CYANOTYPES pilot experience suggests that experimentation can itself become a form of policy learning. A pilot should therefore generate evidence about the conditions under which an intervention is useful, rather than being treated only as a demonstration project.

7. Strategic directions

For policymakers, the CYANOTYPES approach points towards the following directions:

1. **Treat competence development as part of wider ecosystem policy**, rather than as a separate training issue.
2. **Use competence language to connect policy domains**, particularly where culture, skills, education, employment, innovation, regional development, digitalisation and sustainability intersect.
3. **Take a longer-term view of policy value**, considering cultural, social, economic, environmental and wellbeing dimensions rather than relying only on short-term economic indicators.
4. **Create conditions for experimentation and policy learning**, allowing interventions to be tested and adapted before wider implementation.
5. **Strengthen access to flexible and lifelong learning**, particularly where conventional provision does not fit non-linear, freelance or project-based creative careers.
6. **Connect learning, funding and recognition instruments**, including consideration of how micro-credentials, Individual Learning Accounts and validation can work together where appropriate.
7. **Recognise hubs, intermediaries and sector organisations as part of the learning infrastructure** that connects policy with professional practice.
8. **Strengthen skills intelligence and feedback loops**, using sector networks, professional communities, projects and events as sources of emerging evidence.
9. **Create the conditions for human-centred digital and AI transformation**, combining opportunities for experimentation and competence development with rights, transparency, fair conditions, collective capacity and appropriate support.
10. **Avoid one-size-fits-all scaling**, allowing policy responses to be adapted to different subsectors, regions, professional realities and institutional contexts.

These directions are not a prescribed policy model. They indicate areas where policymakers can examine whether existing systems support the development and application of future-oriented competences, while also creating the conditions for creative ecosystems to generate and sustain different forms of value over time.

8. Examples from the CYANOTYPES pilots

The CYANOTYPES pilots provide examples of how policy-relevant questions can be explored through experimentation, partnership and learning. Their value is not that they provide ready-made policy models, but that they illustrate different ways of connecting competence development with wider policy conditions.

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The Sectoral Premium Regulation System pilot illustrates how sector-level policy and regulatory mechanisms can be connected with professional development and changing competence needs.

Wirtschaftsförderung Region Stuttgart (WRS)

The Empowering Facilitators pilot illustrates how intermediary capacity can connect businesses, learning and regional development, highlighting the importance of organisations between policy and practice.

NTNU – Norwegian University of Science and Technology

The Can Futures Be Rural pilot illustrates how creative competence development can be connected with place-based development and wider ecosystem questions.

YNFT – Screen Skills Committee Sweden

The pilot illustrates how sector organisations can translate changing professional and skills needs into learning and development activity.

Angewandte – University of Applied Arts Vienna

The exploratory pilots illustrate the value of testing approaches before assuming that they can be transferred or scaled directly.

These examples reinforce an important policy principle: implementation can itself generate useful policy knowledge. The purpose of a pilot is therefore not only to demonstrate an intervention, but also to learn what conditions make it useful, for whom and in which context.

9. Looking ahead

Future-oriented creative policy will need to respond to change while remaining capable of learning itself.

This requires a longer-term perspective on what policy is trying to enable. Rather than treating culture and creative practice only as sectors requiring support, policy can examine their contribution to wider questions of innovation, social cohesion, place, wellbeing, sustainability and cultural life, while also asking whether the strategies and resources attached to these ambitions are consistent with the value attributed to them.

CYANOTYPES provides a way for policymakers to connect competence development with the wider conditions that enable people, organisations and ecosystems to adapt, experiment and create value.

The longer-term opportunity is to build stronger feedback loops between policy, sector intelligence, professional practice, learning provision and implementation experience, while reducing the separation between policy domains that increasingly depend on one another.

This also means recognising that policy does not need to determine every solution in advance. Its role can be to create conditions in which different actors can experiment, learn, connect and adapt.

The starting point is therefore not simply:

“What skills policy should we introduce?”

but:

“What is changing, what competences and capabilities does this make important, what forms of value are at stake, and what conditions would enable the ecosystem to learn, respond and shape what comes next?”

References

1. **Council of the European Union (2022),** Council Recommendation of 16 June 2022 on Individual Learning Accounts to boost training of working-age adults, 2022/C 243/03.
2. **Council of the European Union (2022),** Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability, 2022/C 243/02; European Commission / Europass, Validation of non-formal and informal learning; European Commission / Europass, European Digital Credentials for Learning.
3. **CYANOTYPES**. *Skills vs. Competences*. https://cyanotypes.website/2024/07/30/skills-vs-competences/

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