



# PROFESSIONAL SKILLS

CURRENT STATUS  
AND NEW TRENDS

**Executive Summary**



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## EXECUTIVE SUMMARY

The evolution and modernisation of contemporary society involves the need to adapt current professional skills and training systems to meet the needs arising in an ever-more complex economic system. In this context, cultural professions need to update the skills of their professionals in a specific way, paying attention to the diverse needs in each link of the value chain connected to the cultural sector.

The approach of this report is to explore the new skills required in the CCI field. To this end, a study is made of the main changes leading to the emergence of new training and skills needs, the actions being carried out in Europe, their specific implication in the Basque context and in the CCIs, and trends and recommendations for future actions.

The new requirements in professional skills are motivated by great social changes requiring modifications in the whole education system (formal, non-formal and informal) to adapt professional profiles to the new requirements of the labour market.

<b>The change towards the information society</b>	The change towards the knowledge or information society involves the modification of required skills and working systems. The democratisation of access to information and knowledge involves the modification of needs and requirements to develop a large set of social and occupational activities.
<b>The digitisation process</b>	The digitisation of the economy has a double effect with regard to skills. This is because, in the first place, the adoption of digital technologies in the occupational area refines the skills, abilities and competences required by workers to carry out a job and, secondly, it allows the automation of certain production processes, which destroys jobs, the majority of which required little training.
<b>Globalisation</b>	Globalisation facilitates the existence of processes of delocalisation and specialisation in the work sphere and promotes the inter-connection between regions and countries, leading to new labour demands and requirements.
<b>Demographic changes</b>	Changes in demographic trends such as the ageing population, the reduced birth rate, the increase in maternity age, increased longevity, etc., that have been observed for years have clear repercussions on the economic system and, as a consequence, on the skills requirements of the population.

These changes, which clearly affect the social and economic context, have pedagogical consequences which reconfigure training requirements.

1. There is a growth in the importance of developing the ability to learn to learn, and lifelong learning becomes essential.
2. Changes take place in the options and methodologies to train and recycle professional skills.

In addition to changing pedagogical trends, the social change taking place over the last few decades has also led to an evolution in the abilities and skills required in the labour market.

Traditionally, the typologies of skills demanded in the labour market have been differentiated by splitting them into *hard skills* and *soft skills*.

**Hard skills** are technical skills linked to specific knowledge acquired through training and professional experience, and **soft skills** are skills linked to the worker's personality and social abilities.

In addition to this more traditional classification, there are other classifications allowing us to differentiate the typology of skills currently required in the labour market.

#### Cognitive and metacognitive skills

Cognitive skills refers to knowledge acquired and thinking strategies that make learning skills possible, and metacognitive skills include those abilities to learn to learn and recognise one's own knowledge.

#### Social and emotional skills

These refer to individual skills linked to feelings, thoughts and behaviours that allow people to develop and cultivate their relationships in all environments.

#### Practical and physical skills

Physical skills are those which enable us to carry out certain physical functions, and practical skills are those required to use and handle materials, tools, equipment, etc., aimed at achieving specific ends.

The current context causes changes in the most in-demand type of skills in the general labour market. Some key points stand out as general trends:

1. Information technology has destroyed routine tasks, but it has created new employment opportunities linked to it in which creativity and social and emotional skills are very important.
2. To remain competitive, workers must constantly acquire new abilities and skills. This involves flexibility, a positive and proactive attitude towards learning and curiosity.
3. Social and emotional skills are increasingly essential, even more than cognitive skills in a permanently changing dynamic context.

As well as showing the general evolution of professional skills, the report focusses on the influence of new changing trends in the cultural and creative industries.

Changes and progress in commercial models, the adoption of new technologies or internationalisation are some of the factors imposed by the extension and renewal of the set of abilities and skills necessary to work in the cultural sector. The characteristics of the sector make it particularly important to develop specific training in three fields of action. Firstly, the high registered rates of self-employment involve the need for workers to develop skills linked to management and the business environment. Secondly, progress in digitisation involves the need to update workers' digital skills throughout the whole sector; and, thirdly, the link to creativity and the need for permanent innovation imposes the need to develop creative skills in all aspects. More extensively, the main skills and abilities required in the CCI sector at present are as follows:

<b>Technical skills</b>	This refers to those hard skills most closely linked to the specific knowledge of the sub-sector of activity.
<b>Digital skills</b>	Digitisation facilitates the democratisation of cultural participation and production and makes it easier to create, share and collaborate in artistic projects. However, all the opportunities created also involve the need to develop specific linked skills.
<b>Communication skills</b>	These are skills affecting the capacity for expression in both human relationships and those taking place through virtual media.
<b>Business skills</b>	There is a need for hard skills linked to knowledge about business models and business management as well as soft skills connected to negotiation and leadership skills.
<b>Self-training skills</b>	The continuous progress of the economy and in particular the CCI sector makes it necessary for workers to develop the skill of learning to learn, committing to lifelong continuing training.

In addition to extending needs in professional training, progress in the digitisation process and new information technology also reshape the training and educational offer.

The ever-widening use of ICT, the ease of open education, time requirements and the acceleration of changes and needs in the labour market cause new training models to arise and gain in importance. Examples are nanocourses, massive open online courses, online courses, microdegrees, micromasters, the formalisation of micro-credentials, etc.

Faced with the need to link and adapt training needs to the new requirements of the labour market, European institutions are preparing action agendas such as the **NEW SKILLS AGENDA FOR EUROPE**. This agenda promotes a paradigm change in matters of skills which is driven in Europe by the digital and ecological transition and which guarantees the post-pandemic recovery with a triple objective: to strengthen sustainable competitiveness, guarantee social equality and strengthen resilience.

This Agenda is put forward with the intention that all Europeans should have access to learning and training programmes throughout their lives, allowing them to recycle and update their skills and abilities. Despite clearly committing to lifelong continuing vocational training and learning, data show that even now fewer than two in every five adults participate in learning activities every year.

Among the actions covered by this agenda, approval was granted in April 2022 for the **NEW EUROPEAN PACT FOR CULTURAL AND CREATIVE INDUSTRY SKILLS**, with the aim of improving and providing for the recycling of professional skills in this area.

Along the same lines as Europe, actions are also being promoted from the Basque Country to facilitate the adaptation of professional skills to the requirements of CCIs. Among the agents carrying out specific action in this area, the following ones stand out:

**KSIgune** is a cluster promoted in 2021 and led by the public administration which links businesses, organisations, universities and research centres with the aim of connecting students, professionals, organisations, training centres and the academic environment to carry out actions in the areas of higher education, research, innovation and transference connecting with the existing needs of the CCI sector.

**INNOBASQUE** is the innovation agency of the Basque Country and forms part of the Basque Science, Technology and Innovation Network. This agency was founded to help the Basque Government in the design, implementation and promotion of innovation policies and it is deployed with the aim of giving strategic and technical support to Basque institutions working to promote innovation. With this aim, it carries out numerous actions in diverse areas and also participates in occupational training.

**LANBIDE** is the Basque employment service and offers training to improve employment chances and increase labour skills in multiple sectors.

**PROFESSIONAL ASSOCIATIONS** are potential agents from which to explore the specific training needs of each professional sector, learn the training needs of members, carry out diagnoses and offer training and skills-adaptation courses.

The analysis carried out ends with recommendations for actions to be implemented to improve and facilitate the updating and adoption of professional skills for both workers and organisations in the sector. These recommendations are grouped into 7 fields of action:

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1. Curriculum adaptation
  2. Educational offer for sector professionals
  3. Microdegrees
  4. Promotion of grants and specialisation programmes
  5. Industrial doctorates
  6. Promotion of training at the workplace
  7. Promotion of accreditations
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In conclusion, the updating of professional skills in the CCI sector involves carrying out specific actions allowing the lifelong continuous training of workers and, for that purpose, it is necessary to adapt to the training demands and needs of the individuals who must receive training. The need for new professional skills is clearly changing and skills such as talent, resilience and capacity to adapt are more and more valued in a business and economic environment undergoing permanent evolution and change.

This report has been designed with the aim of serving as a starting point for those organisations linked to the cultural and creative industries, whether public or private, that wish to understand the evolution of current needs in professional training being experienced by the labour market in general and the cultural sector in particular.

Throughout the report, the main characteristics and changes in context that have brought about the need to update professional skills are laid out; the trends that are currently observed with regard to training; the most sought-after skills and abilities in the CCI field at present; actions carried out at European level; the main agents carrying out actions in the context of the Basque Country and some recommendations to provide guidance for actions in case of wishing to promote changes linked to the improvement of training for professionals in the sector.

