

Report of the policy event, Skills, Trends and Next Practice which was held in the City of London.



On Thursday 18 May, the Livery Hall was filled with over 130 attendees from various employment and skills organisations to discuss policy outcomes as part of the Ed-En Hub project. A further 85 people were unable to attend but requested copies of the report. Guest speakers included individuals from Social Finance, City & Guilds, Skills Builder Partnership, Nesta Jobs Observatory and many more. Conversations ranged from skills development in non-linear career paths, the growing demand for green skills and the rise in digitisation and remote working.



A policy report was prepared in advance of the Skills event to ensure that the discussions were as focused as possible. A copy of the pre-meeting report [Global Skills: Trends and Best Practice - Find Fusion](#) can be accessed and shared by clicking on the link. To compile this report, we reviewed the literature and spoke to eight experts on employment, education and skills from organisations operating globally. We identified three overarching trends that will have implications for how the government will need to respond and adapt in their education and skills delivery:

- 1) Changes to workforce and learner demographics
- 2) Changes to the skills required for employment
- 3) Changes to the learning ecosystem and learning methods

Within each trend, we identified further sub-trends and case study examples of global innovative practice. These trends and sub-trends are interlinked, and it is not always possible to identify a causal relationship between a trend and the way that governments and other organisations are responding. For example, there is a rise in the ability to 'learn from anywhere' through online platforms and software but it is not clear if this is the market responding to learning needs or being driven by the possibility of revenue, or both.

The skills training market is increasingly fragmented as new many actors enter the market. Education and skills provision cannot be solely government-led, yet there is a vital role for central and local government in convening actors, working alongside the private sector and schools, and joining up provision to ensure that global needs are met, and that access and outcomes are equitable between social groups. We have seen interesting examples of this convening function which are highlighted throughout the report.

