

ANNEXE- Rapport d'activité sur les éléments implications politiques

Ce rapport d'activité a pour objectif de compiler les principales analyses et propositions effectuées au niveau de chaque pays partenaire du projet ED-EN Hub.

Ces analyses, menées essentiellement au cours de la dernière année du projet ED-EN Hub, avaient pour objectif :

1. De comprendre les contextes, opportunités et contraintes de chaque région des partenaires du consortium (Lyon pour ULL, & FREREF ; Reggio Emilia pour CIS ; London pour la City of London Corporation, Bruxelles/Wallonie pour la FPE), en lien avec l'analyse des stakeholders menée dans l'IO n°2.
2. De faire émerger une modélisation des préconisations politiques en matière de coopération éducation-entreprise, basée sur les interactions entre les différents acteurs, domaines et challenges politiques, menées dans le cadre de l'IO n°5.

Ce rapport agrège les réponses et les éléments fournis par les partenaires concernant :

- Leur rôle direct et indirect et leur sphère d'influence dans la définition des politiques publiques
- Les feedbacks concernant les échanges, réunions, évènements avec des décideurs économiques et politiques
- Les challenges politiques identifiés dans chaque contexte
- Les forces motrices à même de motiver les décideurs politiques à agir dans le domaine
- Les principales recommandations à porter en général et au niveau des hubs locaux.

Apports de l'IUT Lumière-Université Lyon 2

1. Présenter votre rôle (direct et indirect) et votre sphère d'influence dans la définition des politiques publiques

L'IUT Lumière est un institut universitaire de technologie qui appartient à un réseau structuré de 108 IUT en France situés sur 212 sites. La mission des IUT est de former, au niveau cadre intermédiaire, des étudiants en formation initiale et des adultes en reprise d'étude, à l'insertion professionnelle (sans négliger les perspectives d'évolution professionnelle). Les programmes des tous les BUT sont définis au niveau national. Les IUT forment à la technologie par la technologie, ce qui signifie, par ailleurs, que les IUT sont traditionnellement au fait des évolutions des compétences techniques et des besoins du monde socio-économique, ce qui se traduit dans la gouvernance des IUT au niveau national comme au niveau local. En terme de gouvernance, les IUT sont des composantes des Universités, mais ils se sont structurés en réseau qui leur permet d'avoir un lien étroit avec le ministère de l'enseignement supérieur et de la recherche. Au niveau national, trois type d'instances permettent aux IUT de définir leur stratégie, de construire leurs programmes dans le cadre d'une concertation avec les décideurs politiques et économiques et d'avoir une influence au niveau national. L'IUT Lumière a un représentant dans chacune de ses instances nationales.

- La commission consultative nationale des instituts universitaires de technologie (CCN-IUT), dont les membres sont nommés par le ministre chargé de l'enseignement supérieur et les missions définies par une lettre de mission aux rectorats est composé de représentants du monde socio-économique¹. Elle formule des avis et recommandations notamment sur les orientations pédagogiques, l'organisation des études, les conditions d'admission des étudiants dans les IUT, la création, le regroupement et la suppression des spécialités; la carte des spécialités et l'articulation entre les formations et les activités de recherche.
- Au niveau de chaque spécialité, les commissions pédagogiques nationales (CPN) des spécialités des BUT ont un rôle important dans l'harmonisation et l'évolution des formations ainsi que pour la garantie de la définition nationale des diplômes. Il s'agit d'instances d'expertises pédagogiques placées auprès de la ministre de l'enseignement supérieur et de la recherche. Composée d'enseignants-chercheurs, d'enseignants, de représentants des employeurs intéressés par les spécialités concernées, de représentants des salariés, de représentants des étudiants et de représentants des pouvoirs publics et de personnalités qualifiées appartenant au secteur public ou au secteur privé.
- Constituée en association loi de 1901, l'Assemblée des Directeurs d'IUT (ADIUT) est un organe consultatif institutionnel regroupant l'ensemble des 108 directeurs. Clé de voûte de la concertation entre IUT, il permet de structurer la communauté des IUT de construire une véritable politique de réseau qui est portée par le conseil de l'ADIUT et de partager et mutualiser leurs bonnes pratiques. L'ADIUT est aussi l'interlocutrice du ministère de l'Enseignement Supérieur, de la Recherche, de France Universités, et des organisations professionnelles et syndicales qui a pour vocation de promouvoir le

¹ La CCN est composé de deux présidents d'université ; quatre directeurs d'institut universitaire de technologie ; deux présidents de conseil d'administration d'institut universitaire de technologie ; quatre étudiants ; quatre enseignants ; six représentants des employeurs ; six représentants des salariés ; six personnalités qualifiées.

système IUT en France et dans le monde. En particulier, la commission Formation continue et l'alternance (FCA) de l'ADIUT a en charge la mise en œuvre et la promotion de la formation continue et de l'alternance dans les IUT. Elle effectue la veille du réseau concernant les différentes réformes sur la formation professionnelle, agit au national pour représenter les IUT auprès des partenaires institutionnels et socio-économiques concernés par l'alternance. Elle vise à maintenir et développer les relations étroites que les IUT ont tissées avec le monde des entreprises au fil des années.

Au niveau local, l'IUT Lumière Lyon2, en particulier, a trois accès privilégiés aux décideurs politiques et économiques. Au niveau de sa gouvernance, l'IUT Lumière est administré par un conseil qui définit l'orientation générale de l'institut et délibère sur toutes les questions intéressant la politique générale, la gestion, l'animation et le fonctionnement de l'IUT. Outre les représentants des enseignants, usagers et administratifs, le conseil comprend 16 personnalités extérieures représentant des collectivités territoriales, des organisations syndicales des employeurs et des organisations syndicales de salariés désignés par leur organisation, et des représentant.es des activités économiques en lien avec les filières de formation. Il comprend, en particulier, un représentant de la région Auvergne-Rhône-Alpes, un représentant de la ville de Bron et il est présidé par un représentant du MEDEF.

En tant qu'acteur de la formation en apprentissage reconnu depuis 30 ans, l'IUT a développé un large réseau d'entreprises partenaires, pour avoir signé plus de 7000 contrats d'apprentissage depuis sa création. Son expertise dans le domaine de l'alternance a permis à l'IUT Lumière d'être un acteur d'un Groupe de Travail de la Direction Générale de l'Enseignement Supérieur et de l'Insertion Professionnelle (DGESIP) dédié à la qualité des pratiques de l'alternance. Dans ce cadre, l'IUT Lumière a fait de nombreuses propositions concernant la coopération éducation-entreprise, en lien avec les conclusions de l'IO5. Il est également membre du conseil d'administration du CFA Formasup (en charge du développement de l'apprentissage dans l'enseignement supérieur dans la région) réunissant les principales les organisations professionnelles, interprofessionnelles et consulaires (MEDEF, CPME, CCI), les Universités et Grandes Écoles. Cela donne à l'IUT un accès à un réseau de partenaires diversifiés du côté de l'enseignement supérieur.

Enfin, dans le cadre de son pôle RTI, l'IUT est engagé dans différents projets européens (Capacity Building et Strategic Partnerships) tous orientés sur les questions d'apprentissage et de développement des compétences complexes³, ce qui lui permet d'avoir une influence sur dans de nombreux pays européens et extra-européens.

2. Liste des ateliers politiques locaux et autres événements et réunions impliquant des décideurs (qui ont donné lieu à des échanges ayant des implications politiques). Pensez à identifier certains événements avant la réunion de Bruxelles

² Et ses 5 filières, Gestion des Entreprises et des Administrations, Gestion Logistique et Transport, Qualité, Logistique, Industrielle et Organisation, Statistique et Informatique Décisionnelle, Hygiène, Sécurité et Environnement.

³ Par exemple SHYFTE 4.0 "Building Skills 4.0 Through University and Enterprise Collaboration" University Sannio (IT) - UNINOVA (PT) - COGNITUS (FR) - Chiang Mai University (TH) - Kasetsart University (TH) - Chengdu University (CN) - Universiti Putra (MY) - Universiti Teknologi (MY); MONGWBL

Work-based learning for higher education system in Mongolia towards better employability of university graduates - Dornod University (MN) - Golomt Bank LLC (MN) - Hochschule für Wirtschaft und Recht Berlin (DE) - Ministry of education, culture, science and sport (MN) - Mongolian National University of arts and culture (MN)

Dans le projet ED-EN hub, l'IUT Lumière est à la fois le coordinateur du projet, le coordinateur de l'IO5 et un acteur de la formation qui a pu non seulement tester de nouvelles formations élaborées dans le cadre de l'IO3 à l'attention d'étudiants, d'apprentis, de maîtres d'apprentissage et de tuteurs académiques, mais également intégrer durablement ces éléments dans ses programmes et dans ses pratiques de formation de formateur.

Pour ce qui concerne l'IO5, l'IUT a participé à différents moments d'échange lui ayant permis de recueillir l'avis de décideurs (tableau ci-dessous). Il a plus spécifiquement procédé à l'organisation de 3 temps forts ayant permis la consultation auprès de partenaires et décideurs.

1. Dans le cadre de ses forums de recrutement des apprentis et des formations des maîtres d'apprentissage et tuteur académiques, l'IUT a mené au cours de l'année 2022 une enquête à la fois sur les enjeux que représentent les compétences transversales pour les acteurs entreprise, sur les attentes en termes de coopération, notamment au niveau de l'évaluation des compétences transversales des apprenants.

2. Le 21 octobre 2022, l'IUT Lumière a organisé, en parallèle de la mobilité d'octobre, un workshop d'une demi-journée avec des décideurs politiques et des acteurs issus du milieu des entreprises, de la formation et de l'orientation. Ce workshop portait à la fois sur les enjeux du développement des compétences transversales, les pistes à développer au niveau politique, avec, en particulier, le lancement d'un hub local. Ce workshop (en français) a permis d'organiser également un temps d'échange avec les différents partenaires du consortium qui étaient à la mobilité ;

3. Le 9 juin 2023, en amont du meeting à Bruxelles, l'IUT Lumière a organisé un atelier de recommandation politique à l'attention de différents acteurs de l'emploi, des collectivités locales et de l'orientation, afin de dégager principales recommandations à porter à Bruxelles en matière de développement des compétences transversales.

Date	Name and location of event**	Number of participants	Category of participants*	Objectif	PREZ/ contribution
28 - 05- 2021	International Roundtable of Good Practices: European experiences of Enterprises – Technical Schools Partnerships Fundación Observatorio PyME Virtual	800+	Technical Education Authorities at national and regional level, school heads and teachers, employers and managers, university teachers and students, ED-EN Hub Partners (ULL2, CIS, FPE, City of London)	Présentation croisée de pratiques en faveur de la coopération entre l'éducation et le monde des entreprises, de pays européens, notamment de l'alternance et des implications politiques	“Education-Enterprise Partnership: Experiences from France & Europe” (CG) Témoignage et échanges sur l'évolution des politiques VETen France et sur le savoir-faire de l'IUT Lumière. Présentation du projet ED-EN hub.
Mars 2022 (et	Forum de recrutement des apprentis	50 environ *2	Recruteurs d'entreprise	Enquête et interview sur l'importance des	« Enquête compétences

mars 2023)	de l'IUT Lumière (BUT et LP)			compétences transversales dans le recrutement de techniciens/ techniciens supérieurs	transversales/ Savoir-Etre A l'attention des participants au forum» (CG)
11-10-2022 et 13-10-2022	Journées de formation des Maîtres d'Apprentissage de l'IUT Lumière 2022	95 tuteurs entreprise et 13 tuteurs formation	Maîtres d'apprentissage et tuteurs académiques	A l'occasion de la journée annuelle de formation des Maîtres d'Apprentissage, enquête et échanges sur l'importance et les enjeux des soft skills et sur le rôle et la nécessité d'un hub local.	« Enquête compétences transversales/ Savoir-Etre A l'attention des TUTEURS ENTREPRISE » (CG) Besoins en CT et approche collaborative de l'évaluation.
21-10-2022	Worshop- IUT Lumière (en parallèle de la mobilité d'ED-EN hub) suivi d'un temps d'échange avec les partenaires ED-EN hub	30	Représentants variés des milieux professionnels, de l'enseignement supérieur public et privé, start-up de l'édu-tech et des acteurs de l'orientation.	Débatte sur les besoins en compétence des entreprises et faire émerger des solutions politiques, analyser collectivement le rôle que pourrait avoir un hub local.	«Construire un hub local en faveur du développement collaboratif des compétences transversales» (CG)
08-03-2023	Policy Workshop	14	Membres du consortium	Cartographie des Policy Challenges, area policy	
28-04-2023	Focus Group sur les perspectives politiques du projet ED-EN hub	4	Eric Peyrol (Vice Président Université Lyon 1) ; Myriam Peyronnet (Présidente CCI Rhône) ; Vincent Rivoire (UIMM Lyon) ; Christian Sallault (TC).	Perspectives de développement de l'approche ED-EN hub en local, préconisations sur la coopération éducation/entreprise et le fonctionnement du hub local	« Développer une approche collaborative des compétences transversales en local» (CG)

09-06-2023	Atelier de recommandation politique	12	Représentants politiques locaux, représentants des syndicats professionnels et des acteurs de l'emploi et de l'insertion professionnelle.	Tester les Perspectives de développement de l'approche ED-EN hub en local, à partir de l'association du hub local et de la plateforme, connaître les motivations (approche user oriented) des parties prenantes et faire émerger des pistes d'implication politique.	« Construire un hub local en faveur du développement collaboratif des compétences transversales »
23-06-2023	Interview acteur de la lutte contre l'illétrisme	Expert	Interview acteur de la lutte contre l'illétrisme	Comment appliquer au public spécifiques la démarche ED-EN hub	
28-06-2023	Focus Group in Closing event "A step forward into education and enterprises' partnerships"	10	Cf. plus bas	Group C (in English) : Discussing key policy recommendations to support ED (education)-EN (enterprise) collaborations	Finalisation du schema de la dynamique politique des compétences transversales

*Attach the list of participants at the end of the document

** Attach invitation and photos at the end of the document

3. Analyse des facteurs qui font qu'il est pertinent de s'engager à la fois dans le développement de compétences complexes (en particulier les compétences transversales) et dans le développement de la collaboration entre les entreprises et l'éducation.

Sur la base des discussions et en référence aux réunions énumérez et expliquez les forces motrices que ces discussions ont mises en évidence.

Les raisons d'agir au regard des compétences transversales sont multiples.

Au niveau des partenaires entreprises de l'IUT, qui embauchent des techniciens et cadres intermédiaires, c'est essentiellement la pénurie de main d'œuvre et les difficultés de recrutement qui ont été soulignées dans le cadre des enquêtes menées auprès des recruteurs et des maîtres d'apprentissage. Aussi, le premier réflexe de certaines entreprises en difficulté de recrutement est-il de nier le rôle des compétences transversales. En revanche, lorsqu'on évoque la possibilité, par ces compétences transversales, d'améliorer les reconversions et d'accompagner les mobilités, alors ces dernières s'intéressent vivement au sujet.

Une autre force motrice du développement des compétences transversales s'avère l'incertitude sur les évolutions des métiers et les besoins futurs en compétence technique. Face aux difficultés à prévoir les besoins futurs en raison des nombreuses mutations techniques et économiques, les entreprises voient dans les compétences transversales un refuge qui permettra de favoriser la transférabilité. C'est une sorte de stabilité dans les besoins en compétence qui rassure les interlocuteurs.

Dans l'industrie, le sujet des compétences transversales renvoie beaucoup au besoin de compétences pour accompagner la digitalisation. Dans l'octogone, ce sont alors les compétences transversales liées au digital et à l'organisation qui sont évoquées. Cette question est également présente dans les secteurs de service et de la logistique qui sont aussi de plus en plus marqués par des évolutions des besoins compétences et de nouvelles organisations du travail.

Sur la nécessité de collaborer pour développer les compétences transversales, les entreprises enquêtées par l'IUT, présentes lors des sessions de formation ou dans les policy workshop, ont été affirmatives. Mais cela est peut-être dû à leur culture de l'apprentissage : elles sont habituées à collaborer avec l'IUT pour recruter les étudiants, les former, les évaluer. Cependant, on note à la fois une nécessité d'apprécier les compétences transversales mais aussi une prudence – voire une gêne – à les évaluer. La méthode proposée par ED-EN hub qui consiste à accompagner une démarche d'auto-positionnement a tendance à leur convenir. Certains maîtres d'apprentissage ne se sentiraient pas prêts à évaluer seuls ces compétences et sont ravis de partager cette tâche avec les tuteurs formations.

4. Analyse des défis à relever dans le développement de compétences complexes (en particulier les compétences transversales) et dans le développement de la collaboration entre les entreprises et l'éducation.

Sur la base des discussions et en référence aux réunions ci-dessus, listez et commentez les principaux défis identifiés au cours des débats. Le cas échéant, veuillez joindre des photos des post-it et autres outils créatifs que vous avez utilisés (comme au Portugal).

Dans le cadre des policy workshop (cf. compte rendu plus bas), ce qui ressort le plus, ce sont les motivations fortes à organiser des rencontres régulières afin de prendre du recul sur les compétences transversales et comprendre les mécanismes de leur développement. Cela relève, pour les participants, plus que de la formation, de l'éducation, et ne paraît pas si facile à travailler. Le hub est une occasion de le faire de manière concrète et scientifique. En matière de coopération, cela paraît, pour tous les participants, un moyen de agréger les points de vue, les expériences et de prendre du recul (verbatim : « cela permettra de prendre du recul, de monter en compétences pour mieux intégrer les soft skills », « prendre de la hauteur », « servir de terrain d'expérimentation », « se retrouver en réseau pour expérimenter, faire des prototypes, mais aussi se comparer au niveau européen grâce à la plateforme digitale », « faire de la R&D ensemble », « faire du benchmark européen » « avoir un vocabulaire partagé »). Il s'agit d'aller au-delà de la juxtaposition et de l'adéquationnisme (verbatim : « développer des collaborations réelles », « associer nos expertises », « analyser nos pratiques et faire du retour d'expérience », « faire de la R&D ensemble », « rechercher sur le terrain sur la base de dynamiques réelles »). Au niveau du contenu il s'agit d'orienter les activités sur des situations professionnelles et des problématiques professionnelles spécifiques (verbatim : « réfléchir en particulier aux transitions professionnelles », « Aider à repérer des talents pour les entreprises qui ont des difficultés de recrutement », « réfléchir à des contenus de formation sur les compétences transversales », « mieux apprécier, voire évaluer, les compétences transversales »).

5. Analyse des domaines politiques prioritaires pour le développement de compétences complexes (en particulier les compétences transversales) et le développement de la collaboration entre les entreprises et l'éducation.

& 6. Quelles sont les principales recommandations que vous tirez de ce qui précède et de vos discussions avec les décideurs et les hommes politiques ?

Sur la base des discussions et en référence aux réunions ci-dessus, dressez la liste des principaux domaines politiques identifiés au cours des débats et commentez-les. Le cas échéant, veuillez joindre des photos des post-it et autres outils créatifs que vous avez utilisés. L'atelier de recommandations politiques a été un moment fort pour faire ressortir des axes de préconisation politique.

Au niveau de l'éducation et de la formation, les recommandations portaient sur la démarche d'auto-évaluation des apprenants à renforcer dans les formations, sur l'identification plus systématique des compétences transversales dans les référentiels de compétence et dans les référentiels de formation, en lien avec les branches et les observatoires de branche. Au niveau du marché du travail, ce sont les pratiques d'accompagnement des reconversions et de la mobilité qui ont attiré le plus d'attention : comment les rendre plus efficaces à la fois en misant plus sur les compétences transversales et en misant plus sur la collaboration entre organismes de formation et besoin des entreprises en situation de pénurie. Au niveau des politiques industrielles, l'approche ED-EN hub est apparue comme une solution pour « augmenter » les compétences techniques et pallier aux situations de pénuries. Les sketch notes en annexe permettent de montrer quelques propositions concrètes.

7. Veuillez résumer ici la configuration du pôle local que vous avez choisi de développer avec vos partenaires

Le hub local a été pensé en région lyonnaise comme un lieu essentiel d'échanges entre les différents mondes de l'entreprise, de la formation, de l'orientation et des décideurs politiques. Compte tenu de la grande diversité des acteurs, de l'aspect fragmenté des organisations d'enseignement supérieur, très nombreux, avec un environnement assez concurrentiel, il a été décidé d'organiser un hub sous forme du volontariat, prenant la forme d'un réseau, en évitant de lui donner une orientation institutionnelle trop importante. L'objectif étant d'éviter de commencer par la question de la gouvernance, parfois trop rigide et impliquant une représentativité des différentes institutions, pour préférer la constitution d'un réseau, d'une communauté, basé sur les intérêts et motivation des uns et des autres.

L'IUT Lumière- Université Lyon 2, par son expérience de 30 ans en matière d'alternance et de formation à des niveaux technicien, propose de fédérer ce réseau, suite à la réussite de l'évènement organisé le 21 octobre 2022 et les retours très positifs des différents intervenants. Le hub local prend donc la forme d'un réseau, structuré par le noyau dur des 4 partenaires lyonnais du projet : IUT, Rectorat, Trouver/Créer et FREREF, mais ouvert au plus grand nombre. Il se développera sur la base d'évènements qui viendront consolider l'intérêt des différents acteurs.

Annexes : retour sur les événements marquant

1. Meeting International 28/05/2021

La table ronde organisée le 28 mai 2021, était une conférence virtuelle réunissant plus de 800 participants sur le partenariat entre l'éducation et l'entreprise. L'IUT Lumière- Université Lyon 2, CIS, City of London Corporation et la FPE y ont illustré le développement à ce jour du projet EDEN HUB en tant que modèle pour mieux cibler la collaboration sur la question des compétences transversales. L'IUT Lumière a également témoigné des pratiques de l'alternance en France et participé plus généralement aux débats sur la coopération entre éducation et entreprise au travers de l'alternance, en particulier dans les PME.



PROGRAMA VINCULACIÓN PyME ESCUELAS TÉCNICAS
MESA REDONDA INTERNACIONAL
 BUENAS PRÁCTICAS DE VINCULACIÓN EMPRESAS-ESCUELAS TÉCNICAS

28 MAYO 2021
 9.30 HS (GMT-3)
 14.30 HS (EUROPA CENTRAL)
 Modalidad virtual
 ACTIVIDAD NO ARANCELADA QUE REQUIERE INSCRIPCIÓN PREVIA

OBJETIVO:
 Explorar el presente y el futuro de la asociación educación-empresas, y las diversas prácticas de colaboración que están generando terreno en el mundo. Se revisará el papel de la PyME, la importancia de espacios compartidos para la educación técnica y la formación continua, presentando modelos innovadores para consolidar la alianza. www.vinculacionpymeescuelastecnicas.com.ar

Conducción: ALEJANDRA GALLO

Oradores:

- Modérateur:** CLAUDIO DONDI, Experto en Educación, Bruselas.
- CLAUDIO GALLI, Vicepresidente, Unindustria Reggio Emilia
- OLIVIER REMELS, Fundador y profesor, Enseignement Bruselas
- CLAUDINE GAY, Project Manager ED-EN HUB Institut Universitaire Technologique Lyon
- WOLFGANG SCHUSTER, Presidente European Foundation for Education, Ex Alcalde de Stuttgart
- ANNE BAMFORD, Directora Educación y Habilidades en Ciudad de Londres
- ERIKA BIENEK, Directora de Relaciones con la Comunidad del Grupo Techset
- VICENTE N. DONATO, Director Ejecutivo, Fundación Observatorio PyME
- DANIEL FUNES DE RIOJA, Vicepresidente Asuntos Laborales e Intercambios de Unión Industrial Argentina
- DIEGO GOLOMBEK, Director Ejecutivo, Instituto Nacional de Educación Tecnológica
- MARIO OPORTO, Secretario General del Consejo Federal de Educación del Ministerio de Educación de la Nación
- CAROLINA CASTRO, Empresaria - Industrias Guad, Miembro del Consejo Empresario FOP
- BARBARA KONNER, Vicepresidente Ejecutiva de la AHC Argentina
- GIORGIO ALLIATI DI MONTEALE, Presidente Fundación Observatorio PyME

2. Workshop du 21/10/2022



ED-EN HUB
 Co-funded by the Erasmus+ Programme of the European Union

Nous vous invitons à participer
Vendredi 21 octobre de 10h à 12h
 au workshop
"Vers une approche collaborative des soft skills"
 A l'IUT Lumière Université Lyon 2, 160 boulevard de l'Université à Bron*
 Bâtiment 1 - Salle du conseil

Dans le cadre du projet européen ED-EN hub, en charge du développement d'une plateforme européenne consacrée aux outils et approches collaboratives des soft skills, ce workshop a pour objectif la création d'une communauté locale/régionale sur le sujet.

INSCRIPTION OBLIGATOIRE AUPRÈS DE : CLAUDINE.GAY@UNIV-LYON2.FR
 *POSSIBILITE DE PARTICIPATION EN VISIO

Liste des présents

10 entreprises dont 2 start-up de l'eductech, 3 décideurs/ politiques, 16 représentants du monde de l'entreprise dont 5 de l'orientation.

Autechaud Carole (AKANEMA) EDU-TECH
 Bencharaa Myriam (présidente CCI Lyon) POL
 Bollenot Clémence (responsable RH, DRAFPIC) ENS
 Bureau Sophie (IUT) ENS
 Buzon Laurent (Directeur des études, ESCE) ENS
 Charle Florence (Directrice opérations EDF) ET

Charles Aurélie (IUT) ENS
Chobriat Fabrice (Directeur MFR Campus Martelet) ENS
Dadomo Sylvie (Directrice adjointe, SCUIO- Lyon 2) OR
Delaye Marie Sabine (T/C) OR
Delloye Caroline (DG, Groupe Gonzales) ET
Dumont Anne Claire (Chef de projet formation monde, Club Med) ET
Eyquem Marie (Fondatrice et dirigeante, SISUU) ET
Faubert Jacques (FREREF) POL
Gay Claudine (Directrice adjointe, IUT Lumière) ENS
Giroud Sabine (Directrice, GIPAL Formation, DRAFPIC) POL
Guichard Emilie (EM Lyon) ENS
Hammadi daniel H. (Fondateur et dirigeant, Le facilitateur) ET
Iché Fabienne (IUT) ENS
Marzougui Hajer (EDF - Direction Transformation et Efficacité Opérationnelle & Rectorat de Lyon) ET/ENS
Mazoyer Myriam (IPR-rectorat) ENS
Moign Roxane (GIPAL) ENS
Mourre Céline (Fondatrice et Dirigeante, Coach professionnel, Sypéor Consllting) ET
Petignier Aude (Chargée de mission ingénierie et développement FTLV, Lyon2) OR
Peycelon Marine Pelé (Responsable FTLV, IUT) OR
Pignataro Emilie (responsable Partenariat Entreprises, IUT) OR
Roure Christophe (Fondateur, directeur, EMAGE-me) EDUTECH
Valiorgue Pierre (Chargé de projet, Lyon 1) ENS





Conclusions :

Les échanges ont confirmé le besoin d'intégrer plus et mieux le développement des compétences transversales à la fois dans l'éducation, la formation mais aussi le recrutement voire même dans le management et l'entrepreneuriat. Ils ont également permis de noter un intérêt fort pour le développement d'un hub local dédié à la collaboration des entreprises et de l'éducation autour de la question des compétences transversales. Les motivations et intérêts de chaque partie prenante ont été soulignés.

L'une des principales raisons est d'améliorer l'efficacité des ressources humaines dans un contexte d'attente forte de retour sur investissement (situation post-COVID, marché du travail tendu etc.). De manière générale il est souligné par les entreprises et les entrepreneurs qu'elles n'ont pas le temps de travailler la posture et le savoir-être, qu'il faut des personnes formées sur ce plan. Ceci est souligné également dans le monde de l'entrepreneuriat, où les compétences transversales sont essentielles (SISSU). Pour ce qui concerne les entreprises qui proposent des produits haut de gamme (Club Med), elles ont spécifiquement besoin des compétences transversales autant que des compétences techniques. Une exception demeure : les entreprises du secteur industriel (Groupe Gonzales), qui souffrent de difficulté de recrutement, voire de pénurie de main d'œuvre, disent au premier abord avoir moins besoin de compétences transversales que de compétences techniques. Ces mêmes entreprises du monde industriel soulignent les difficultés à valoriser leurs métiers et expliquent devoir témoigner directement dans les collèges et Lycées et qu'un effort devrait être fait dans les formations pour rendre plus attractifs ces métiers.

Toutefois, dans le cadre des échanges, l'idée que les compétences transversales puissent fournir une solution aux situations de tension sur le marché du travail, en tant que facilitateur de la mobilité et des reconversions, a reçu une attention particulière. De manière générale, l'assistance converge vers l'idée que les compétences techniques, toujours essentielles, et les compétences transversales sont complémentaires et qu'elles se fertilisent, les compétences transversales venant « augmenter » les compétences techniques. « La compétence se joue en général en situation professionnelle qui nécessite de mobiliser des ressources techniques mais aussi comportementales ».

Au-delà des enjeux économiques, les enjeux sociaux sont aussi soulignés : « Si le socle technique est essentiel, les compétences transversales deviennent de plus en plus importantes et essentielles pour l'employabilité mais aussi la reconnaissance professionnelle et sociale »

« Le savoir-être peut s'apprendre en entreprise mais pour une intégration réelle, il faut capitaliser, mettre en marche un processus de réflexivité ».

Un autre enjeu du développement des compétences transversales, est l'ensemble des mutations actuelles d'ordre technico-socio-économique qui non seulement requiert de nouvelles compétences techniques, mais vient également bouleverser de nombreuses pratiques professionnelles – mais également la vie quotidienne- et nécessite donc d'être accompagné. En

effet, le développement des innovations technologiques au niveau digital, notamment la plateformes de l'économie (Claudine Gay) et le développement de l'IA (Pierre Valiorgue). En effet, la perspective que l'IA permette d'automatiser progressivement les tâches cognitives à faible valeur ajoutée implique le renforcement, chez les collaborateurs, des compétences transversales, plus spécifiquement humaines (comme l'analyse dans les activités de conseil, l'assistance pour les chargés de clientèle etc.). Sollicitation des compétences dont l'IA est dépourvu (notamment l'esprit critique, la collaboration, l'empathie, la communication etc.). Mais aussi afin d'accompagner l'usage mais aussi la programmation de l'IA qui nécessite la prise de recul critique compte tenu des biais cognitifs et sociaux induits par l'IA (mais aussi les réseaux sociaux). Aussi, même pour l'ingénieur de l'IA, il faudra développer les compétences transversales afin de traduire l'intention humaine dans la programmation, mais aussi pour contrôler l'IA. Implique la nécessité de plus d'intelligence émotionnelle mais aussi situationnelle, notamment pour développer la collaboration homme/machine.

Au niveau sémantique, le terme de soft skills est le plus fréquemment utilisé par les participants, toutefois, une fois que le cadre ED-EN hub est posé, l'usage du terme compétence transversale est adopté sans difficulté, prenant en considération d'une part la nécessité de reconnaître ces compétences transversales, de les intégrer comme objectif pédagogique dans les programmes de formation, et de considérer non seulement les compétences sociales et comportementales mais aussi les compétences de base.

Concernant le hub local et le hub digital au niveau européen, les retours sont très engageants. L'atelier a eu pour principal objectif de tester les motivations et intérêt des uns et des autres.

Alors que le hub local est pensé pour orienter des actions nouvelles de coopération entre le monde de l'éducation et celui de l'entreprise, et des actions développement des compétences transversales, avec une forte dimension opérationnelle, il s'avère que les participants en soulignent le potentiel au niveau de la réflexion : « *cela permettra de prendre du recul, de monter en compétences pour mieux intégrer les soft skills* », « *prendre de la hauteur* », « *servir de terrain d'expérimentation* », « *se retrouver en réseau pour expérimenter, faire des prototypes, mais aussi se comparer au niveau européen grâce à la plateforme digitale* », « *faire de la R&D ensemble* », « *faire du benchmark européen* » « *avoir un vocabulaire partagé* », sont des motivations à intégrer le hub.

Du côté de la collaboration, même si de nombreux progrès sont soulignés dans la coopération entre éducation et entreprises notamment au travers de l'apprentissage (à condition qu'il ne soit pas « juxtapositif »), le hub local suscite beaucoup d'intérêts : « *au-delà de l'adéquationnisme, développer des collaborations réelles* », « *associer nos expertises* », « *analyser nos pratiques et faire du retour d'expérience* », « *faire de la R&D ensemble* », « *rechercher sur le terrain sur la base de dynamiques réelles* »

Au niveau du contenu il s'agit d'orienter les activités sur des situations professionnelles et des problématiques professionnelles spécifiques : « *réfléchir en particulier aux transitions professionnelles* », « *Aider à repérer des talents pour les entreprises qui ont des difficultés de recrutement* », « *réfléchir à des contenus de formation sur les compétences transversales* », « *mieux apprécier, voire évaluer, les compétences transversales* ».

Au niveau du lien entre éducation et entreprises, les entreprises insistent sur le fait que les maquettes de formation n'évoluent pas assez vite et qu'il conviendrait de travailler à une adaptation plus rapide des contenus de formation pour répondre plus rapidement aux besoins en compétences.

Focus Group sur les perspectives politiques du projet ED-EN hub du 28/04/23

Pour Vincent Rivoire (chargé de mission à la direction Compétences de l'UIMM) la problématique des compétences transversales est réelle. De sa longue expérience dans l'accompagnement des apprentis au CFAI (BTS) et des résultats fournis par les observatoires de la métallurgie, si les compétences techniques sont importantes, les compétences transversales aussi (à condition de bien les définir).

En revanche, en ce qui concerne les « drivers », s'il est d'accord pour souligner l'existence actuelle de difficultés de recrutement, il ne partage pas le diagnostic d'une réelle pénurie de main d'œuvre. L'UIMM bénéficie d'enquêtes depuis 1921, les problématiques de recrutement ont toujours existé, cela n'est pas inédit. Au travers d'une enquête récente sur le secteur de l'usinage, seules deux entreprises font une remise en question importante de leur pratique.

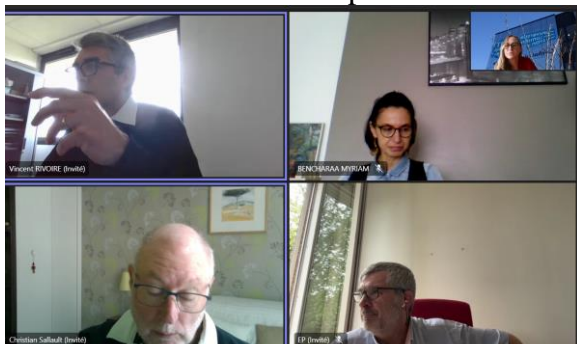
Pour lui, les compétences transversales sont un atout pour apprendre un métier, mais au-delà pour apprendre à apprendre tout au long de sa vie. Ceci est d'autant plus important que les jeunes ne feront pas le même métier toute leur vie.

Au niveau de l'apprentissage, c'est un point essentiel pour éviter les ruptures de contrat. Parmi les compétences transversales traitées dans le projet ED-EN hub, il pose la question de la confiance qui est un sujet important (est-ce que cela s'apprend ?). Dans tous les cas, les compétences transversales viennent bien compléter et augmenter les compétences techniques.

Pour ce qui concerne le développement du hub, pour lui c'est une idée intéressante et il en voit l'utilité. Cela pourrait être un endroit où l'on prend le temps de discuter de sujets de réflexion, de synthétiser et partager les réflexions scientifiques, un lieu de partage entre le monde de l'éducation, de la recherche et le monde de l'entreprise. Car en matière de compétence transversale, il y a des écarts importants entre la théorie et la pratique. La notion mérite d'être discutée et des précisions. Au niveau des métiers des branches de la métallurgie, parmi les soft skills qui sont de plus en plus importants à développer, il y a les compétences liées au travail collaboratif, tandis que les aspirations de individus sont de plus en plus importantes à prendre en compte.

Pour Myriam Bencharra, qui a déjà eu connaissance du projet ED-EN hub, en France il y a un retard important au niveau de la coopération entre l'éducation et l'entreprise. Chez les adhérents de la CCI, il y a beaucoup de métier en tension, un besoin crucial en compétences au point où la formation est parfois faite sur le tas « je prends puis je forme au niveau technique ». C'est le cas en particulier des secteurs du BTP, de la restauration, du médico-social. C'est d'autant plus vrai que ce sont des secteurs « intensifs » en compétence transversale.

Eric Peyrol (VP Université Lyon 1) fait remarquer un flou notionnel entre soft skills et compétences transversales et souhaite comprendre la différence. Le positionnement d'ED-EN hub en la matière (positionnement sur les CT car il s'agit d'avoir une approche de l'évaluation- ou au minima de l'autopositionnement-) lui semble cohérence, tandis que l'approche scientifique, qui consiste à rester prudent dans l'usage des soft skills mais aussi dans le niveau d'évaluation lui semble important.



Atelier de recommandation politique 09/06/23

BIDAULT Dominique (Cheffe de Projet Plan d'Investissement dans les Compétences /
Responsable de Service Orientation Formation Prestation, Pole Emploi)
CHEVALLIER Guillaume (Directeur OPCO Mobilité Métropole de Lyon)
DADOMO Sylvie (Directrice Adjointe, SCUIO ULL)
DIDIER Quentin (Partenariat Entreprises, MLT)
GAY Claudine (Directrice adjointe, IUT ULL)
GIROUD Sabine (Directrice, GIPAL Formation, DRAFPIC)
MEZZIOUANE Abdeltif (Directeur Adjoint, CFA Formasup)
PELE PEYCELON Marine (responsable FTLV, IUT)
PERILHOU Yseult (Dirigeante)
PEYRET David (Développeur économique, Métropole de Lyon)
PUGH Alexa (Chargée de projets européens, MEDEF AURA)
VERBAERE Marina (Coordinatrice et manager, Pole Emploi)
WOCH Malgorzata (European Projects and Cooperation Manager, MEDEF AURA)

Cet atelier de recommandation a permis de croiser les regards de décideurs au niveau des représentants du monde de l'entreprise (MEDEF), de grandes professionnelles (OPCO mobilité), du plus gros CFA de la région (CFA Formasup), des établissements de l'enseignement secondaire et de la formation continue (Rectorat, GIPAL) des organismes de formation (IUT) et de l'orientation (COSIE ULL), mais également des acteurs de l'emploi au travers de POLE EMPLOI. Les débats ont donné lieu à des sketch notes afin de synthétiser le propos (plus bas). Ces débats ont permis de balayer les différents enjeux du développement des compétences transversales et de la collaboration entre éducation et entreprise au travers de la présentation de chaque participant au travers de sa raison-d'être et de son rôle vis-à-vis du développement des compétences. Cela a permis à chacun de se positionner, de manière complémentaire, au niveau de sa raison-d'être au regard des compétences (figure ci-dessous) et au niveau des rôles (figure ci-dessous).





EDEN Hub - 09 juin 2023
Atelier de Recommandations
POLITIQUES

Claudius
CAH

Eden Hub?

Projet européen
Italie - Belgique - Portugal
Grande Bretagne - France

"Le paradis est dans la
relation Education
& En reprise"

Collaboration + Soft skills

COMPETENCES
TRANSVERSALES

Learned Agency
identification
développement

Cadres inter Médias
Niveaux L.S.6
Outils

Blame GAME



Porter au yeux
de l'Europe
des recommandations



DEFIS
situations professionnelles



Orientations
Transitions
reconversion

ROLES VIS-A-VIS DES COMPETENCES

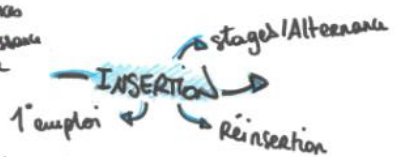
Identifier accompagner
FORMER faciliter favoriser
Stimuler intégrer Valoriser
DESACRALISER faire du bien Certifier
Professionaliser

ASPIRATIONS
rapport au travail
Rupture socio-économique
Masques employeurs "sincères"

"la compétence ça se développe"

"Ne pas faire la course aux Soft skills comme la course aux diplômes"

FORMATIONS initiales
tout au long de la vie
• développement des compétences
• reconnaissance opérationnelle



Evolution PRO

Valorisation de l'expérience de vie → développement personnel
engagement étudiant/citoyen
en cas de décrochage

MANAGEMENT
Fidélisation
Accompagnement
"C'est ESSENTIEL!"



Pour ce qui concerne spécifiquement les compétences transversales, elles sont apparues comme un sujet central, mais pas assez exploré, pour tous les acteurs. Les échanges ont permis d'identifier les situations professionnelles prioritaires. Ce sont de ces situations prioritaires que sont ressorties les principales recommandations politiques (sketch notes ci-dessous).



faites vos Vœux!

embarquée REPERCHER
Interressant Actualité
mobiliza métier
CAP IMPORTANT
RESILIENCE "augment"
Outils TOUT LE MONDE
INNOVATION - nouvelles
Accompagnement PME
VARIÉTÉ en passant tout
regarder PUBLI PARTAGE
Outils INTERACTIF
inspirant Europe Diffusion
hauter conversion en France
Modélisation ECOLE ensemble

UN MOT POUR LA FIN ?

- Pensez des nouveaux modes de recrutement. Sortir du "CV"
- identification des CT par métier ou branches et les inclure dans les référentiels métiers
- introduire et créer des modules soft skills dans les formations universitaires en lien avec les entreprises partenaires
- Ne pas "NORMALISER" les compétences transversales (par ex: en les intégrant dans les fiches RNCP)
- Garantir que les situations professionnelles permettent de mobiliser et développer les CT
- Sensibiliser : les entreprises, les enseignants, les personnes

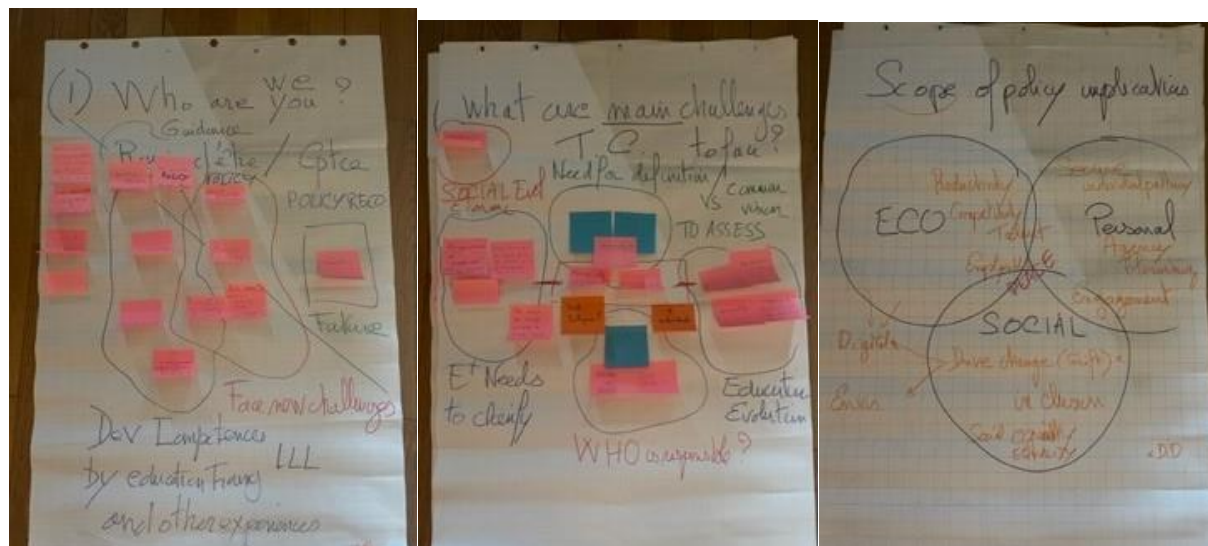
Marianne PÉLÉ-PEYRON

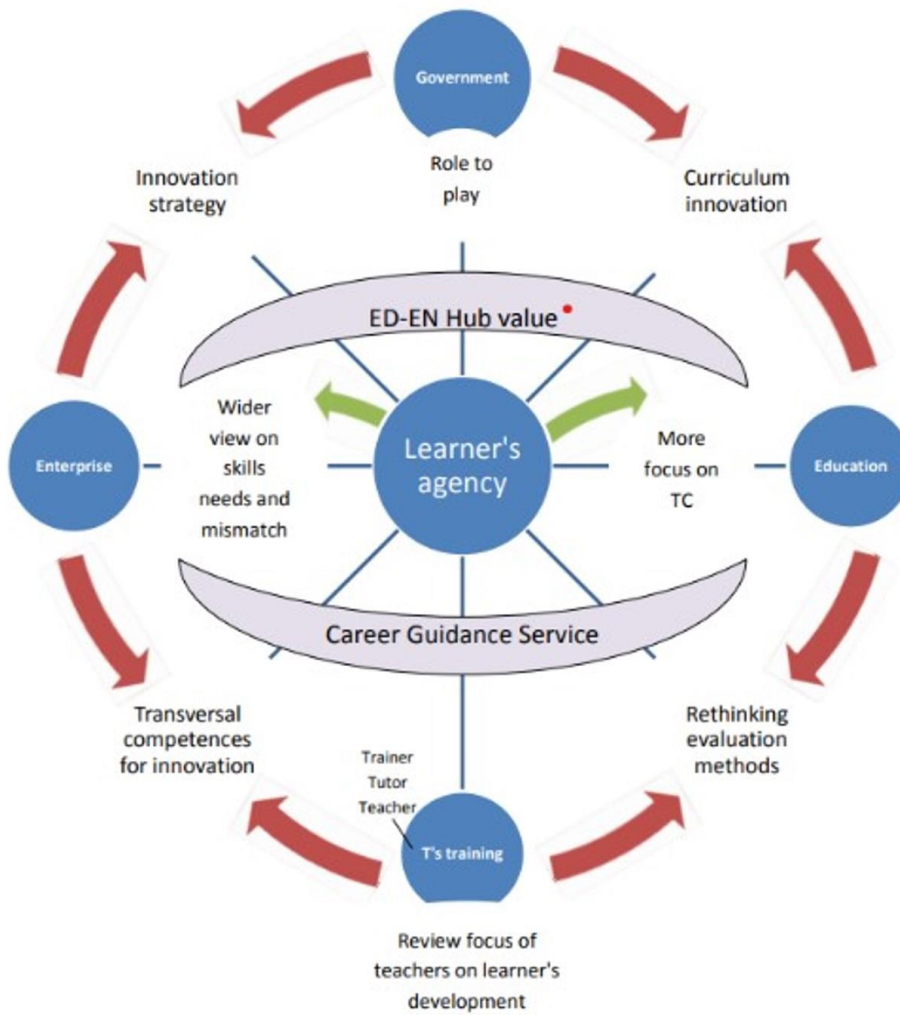
28/06/23 Atelier C « Closing event »

Participants :

- Sabine Giroud-Sugden, Rectorat : orientation,
- Audrey Granjean, Instance bassin (IB), Responsable de l'Instance Bassin enseignement-formation-emploi de Bruxelles : politique - organe consultatif, rassemble les représentants des gouvernements. Et fournit des recommandations
- Victor Herrera Velasco, Cité des métiers (CM), chargé de mission de l'enseignement obligatoire : orientation, enseignement obligatoire
- Bénédicte Eïd, Work Skill (WS), Responsable Startech's & Coopération Internationale : qualification et requalification. Promouvoir le système vétérinaire par la concurrence
- Anne Bamford, CoL, directrice stratégique : Faire des politiques à grande échelle + gérer les écoles et les musées. 2 problèmes principaux : la pénurie de talents et la mobilité sociale (ouvrir les meilleures opportunités à tous de manière égale).
- Claudine Gay et Aurélie Charles (IUT-ULL)

Cet atelier, très stimulant, a permis de valider de procéder à la « décontextualisation » des préconisations des différentes régions et de valider le schéma proposé dans le projet.





Apports de la FREREF

1. Présenter votre rôle (direct et indirect) et votre sphère d'influence dans la définition des politiques publiques

Le Freref est une association européenne basée à Lyon active dans le domaine de l'apprendre tout au long de la vie par l'intermédiaire de projets européens. Ses activités lui permettent d'entretenir un large réseau d'acteurs de l'éducation, de la formation et de l'insertion professionnelle en Europe mais également plus particulièrement dans la région Auvergne-Rhône-Alpes où est basée l'équipe opérationnelle.

2. Liste des ateliers politiques locaux et autres événements et réunions impliquant des décideurs (qui ont donné lieu à des échanges ayant des implications politiques). Pensez à identifier certains événements avant la réunion de Bruxelles

Date	Name and location of event**	Number of participants	Category of participants*	
31/03/23 02/05/23 31/08/23	Territoire apprenant pays de Vannes Bretagne	3	Association manager	Sur leur sollicitation, présentation de la philosophie du projet et de ses résultats afin de pouvoir les capitaliser dans le cadre d'un dépôt de projet Definnov en région Bretagne.
29/08/23	DEX Freref (direction executive)	8	Regional directorates, Researchers	Point sur l'avancement du projet et les possibilités d'ouverture vers d'autres régions
24/02/22	DEX Freref (direction executive)	7	Regional directorates, Researchers	Point sur l'avancement du projet
22/09/21	DEX Freref (direction executive)	7	Regional directorates, Researchers	Présentation du projet auprès des membres du réseau
19/04/22 13/09/23 02/03/23	Conseil de village Tiers-lieu Manu'Village à Vénissieux	20-25 participants	Professionnels de la formation de l'insertion et de l'accompagnement vers l'emploi	Présentation des différentes étapes du projet

3. Analyse des facteurs qui font qu'il est pertinent de s'engager à la fois dans le développement de compétences complexes (en particulier les compétences transversales) et dans le développement de la collaboration entre les entreprises et l'éducation

Suite à ces échanges, il est possible de relever deux principales actions sur de nouveaux territoires qui découleront du projet ED-EN Hub.

En Catalogne, un projet Erasmus+ précédent avait travaillé à la valorisation des compétences transversales acquises dans le cadre d'une mobilité (projet Keymob). Suite aux présentations et au suivi des activités du projet, il a été décidé de réactiver la partie catalane du consortium (malheureusement le projet s'était achevé en pleine période de COVID et les dernières étapes consacrées à la capitalisation et valorisation du projet n'avaient pas pu être conduites de manière optimale) pour conduire une réflexion qui associerait le projet Keymob aux résultats d'ED-EN Hub.

Cela concerne le département d'éducation de la région Catalogne, la chambre de commerce et d'industrie de Barcelone et une Fondation d'Entreprise.

En Bretagne Sud, un projet de territoire apprenant a vu le jour, associant trois initiatives : ("points de contact territoire apprenant ») :

- un déjà existant (maison fablabs à Vannes - école d'ingénieur ICAM) avec une orientation du projet vers la low tech
- un projet en émergence (Lab.santé-social - territoire apprenant + Askoria) avec une orientation vers les badges numériques et les villes apprenantes domaine santé
- un projet à créer (association « institut d'estuaire » sur un projet de tiers lieu virtuel multi pôles sur l'exploration éducative de l'estuaire de la Vilaine).

Dans ce cadre, le projet ED-EN Hub permettra une meilleure appréhension des compétences transversales de la part des différents acteurs impliqués.

4. Analyse des défis à relever dans le développement de compétences complexes (en particulier les compétences transversales) et dans le développement de la collaboration entre les entreprises et l'éducation.

Based on the discussions and with reference to the meetings above, list and comment on the major challenges identified during the debates. If relevant, please attach photos of the post-it notes and other creative tools you used (like in Portugal).

Dans chacun de ces cas, le principal challenge réside dans la capacité à associer des acteurs issus d'univers différents pour parvenir à mettre en place une coopération durable.

Par ailleurs, la thématique des compétences transversales n'est pas encore suffisamment partagée et assimilée pour assurer des échanges sur le même « pied d'égalité ».

5. Analyse des domaines politiques prioritaires pour le développement de compétences complexes (en particulier les compétences transversales) et le développement de la collaboration entre les entreprises et l'éducation.

& 6. Quelles sont les principales recommandations que vous tirez de ce qui précède et de vos discussions avec les décideurs et les hommes politiques ?

Based on the discussions and with reference to the meetings above, list and comment on the major policy areas identified during the debates. If relevant, please attach photos of the post-it notes and other creative tools you used.

Le domaine de la formation professionnelle sera le principal champ politique en question en Catalogne, même si d'autres dimensions telles que l'innovation, le développement territorial et l'emploi seront également questionnés.

En Bretagne sud, ce sont plus particulièrement les questions de développement territorial et d'innovation qui sont au centre des réflexions. Par ailleurs, le territoire apprenant entreprend

un véritable travail autour de la question des compétences disponibles sur le territoire, en associant de nombreux acteurs de la formation et de l'éducation (et notamment l'IUT).

Malgré la caractère innovant et novateur de l'approche du projet Eden-Hub il est important de capitaliser sur des réseaux locaux existants. L'approche centrée autour des compétences transversales peut effectivement venir perturber les habitudes acquises de certains acteurs dans leurs relations partenariales mais il est important de pouvoir s'appuyer sur ces relations déjà existantes pour accompagner ces mêmes acteurs à progresser dans leur coopération.

7. Veuillez résumer ici la configuration du pôle local que vous avez choisi de développer avec vos partenaires

Comme indiqué plus haut, chacune des initiatives intègre les résultats d'ED-EN Hub dans son propre processus : en Catalogne, cela vient compléter et relancer une initiative précédente dans le cadre d'un autre projet Erasmus et en Bretagne, le projet vient nourrir une candidature pour un dossier Definnov.

Apports de CIS

1. Present your (direct and indirect) role and sphere of influence in defining public policy

CIS is a non-profit business school and VET provider acting as a service provider for industry, students and the Public Administration. It belongs to the Industrial Union of Reggio Emilia, and this factor gives CIS a legitimate voice in training policies at the regional level, not only as a training provider, but also as representative of an important employers category. In practical terms, CIS has direct access to Education and Training Policy Making entities, such as the Regional Government of Emilia-Romagna and the Regional Development Agency ART-ER. In the field of continuing VET, it collaborates with national bilateral “Fondi Interprofessionali” by running “system actions” on issues that are relevant at a national level concerning innovation of VET systems. CIS also collaborates with the regional system of public ITS (Istituti Tecnici Superiori) providing EQF Level 5 qualifications in partnership with industry. This connection, in particular through the presence of ITS representatives in the policy workshops held in 2023, has allowed to bring the results of the ED-EN Hub Project – and in particular the proposed framework for transversal competences and the related methodological tools for guidance, training design and evaluation- to the attention of the National and Regional Education authorities responsible for curricula innovation, particularly for EQF Level 5 qualifications provided by the ITS system.

In addition to its policy influence in Italy, CIS has been collaborating for three years with the Fundacion Observatorio PYMEs of Buenos Aires, gathering the Ministry of Education, the Argentinian Industrial Union and the Bologna University Unit in Buenos Aires; EDEN-Hub attracted the attention of Argentinian Policy Makers and Industrialists. After a virtual conference held in May 2021 -during the pandemic crisis- in which the EDEN Hub project was illustrated by several project partners to the Argentinian public, a follow-up conference was held in Buenos Aires in November 2022, where the former Italian Minister of Education Prof. Patrizio Bianchi and Claudio Dondi representing CIS were invited to talk about collaboration between industry and education, and the results of the EDEN Project were presented. Following the conference, an official visit to Emilia Romagna Government and to CIS was organised for an Argentinian delegation between May and June 2023. On 27th July 2023 the Argentinian Minister of Education Prof. Perczyk signed an agreement with the Fundacion Observatorio PYMEs to strengthen education-enterprise collaboration following the sequence of exchanges described, all related to the EDEN-HUB project (but not funded by the project budget), that allowed to stimulate a relevant policy development in a partner country.

2. List of local Policy Workshops and other events and meetings involving decision-makers (which have resulted in exchanges with policy implications). *Please think to identify some events before Bruxelles Meeting*

Date	Name and location of event**	Number of participants	Category of participants*		
28 -05-2021	Virtual	800+	Technical Education Authorities at national and regional level, school heads		

			and teachers, employers and managers, university teachers and students , ED-EN Hub Partners ULL2, CIS, FPE, City of London		
15th November 2022	University of Buenos Aires- Faculty of Economics	350	Community education at large and industrialists, managers, students of Economcs, Policy makers in the field of Education, Employment, Industrial Policy		
31-05-2023	Regional Governament of Emilia Romagna - Bologna	25	Government representatives, academics, industrialists		
1-06-2023	Reggio Emilia CIS- Human and Tecnology Training Centre	15	Comunity education and training, industrialist Director of ITS, Policy maker		
12-07-2023	Confindustria Reggio Emilia	25	Representatives of industry, education/ training and research, and some representatives of European Partners FPE, FREREF and UNINOVA		

The first workshop , conducted on 28th May 2021, was a virtual conference with over 800 participants on education-enterprise partnership in which ULL, CIS, City of London and FPE illustrated the development to date of the EDEN HUB Project as a model for better focusing the collaboration on the issue of transversal competences;

The second, In November 2022, a national conference in Argentina, University of Buenos Aires, with more than 350 participants in situ, was illustrating the octagonal map of transversal competences and encouraging the Ministry of Education, the Argentinian Union of Industrialists and the education community at large to work together on transversal competences as a key to face an uncertain and less and less predictable labour market evolution.

The third, a two-day workshop, was held in Bologna and Reggio Emilia on 31st May and 1st June 2023, in occasion of a visit of an official Argentinian delegation (Government representatives, academics, industrialists) to Italy. This visit was itself the result of previous promotional activities of the EDEN-Hub Project with the Fundacion Observatorip Pymes:

The Argentinian delegation, composed of 15 participants, stayed three days in Emilia-Romagna and, among other visits, took part in the two ad hoc events connected to the EDEN-Hub project. On 31st May the delegation was hosted by the Regional Government and took part in a broad debate on the tensions in the labour market in the two countries and how education-enterprise connection, rather than prediction, was the key to face uncertainty. In this sense the creation of regional education-enterprise hubs was strongly supported. 25 representatives of the regional political, economic and education context were attending. The following morning the delegation visited the Human and Technology Training Centre run by CIS in Reggio Emilia as an embryo of the Regional Hub for Emilia-Romagna foreseen by the Project, and received information on the ITS model (Higher Technical Institutes, EQF level 5 model for Italy) and the EDEN Hub achievements to date. The focus of discussion and the following recommendations concentrated on how to incorporate transversal competences in technical and vocational education, and how to create awareness, in the industrial world, on the importance of these competences for all levels of qualification. The importance of re-thinking guidance approaches was also discussed and the work of EDEN Hub was particularly appreciated. In addition to the Argentinian delegation, eight important representatives of the regional industrial and education environment took part in the discussion. The workshop was followed by a visit to a partner company of CIS, deeply committed to dual training and collaboration with education.

The last Policy Workshop, totally devoted to the issue of transversal competences, was held on 12th July 2023 (after the Policy Round Table held in Brussels on 28th June), in the premises of the Industrial Union of Reggio Emilia with the participation of 25 representatives of industry, education and research, and some representatives of European Partners FPE, FREREF and UNINOVA. The workshop analysed in depth the issue of identification, development and evaluation of transversal competences as one of the key challenge for the transformation of education and the improvement of young people and adults capacity to face an uncertain future. High level academics (Marta Bertolaso), the senior education policy responsible of Confindustria (Rome) and leading industry representatives appreciated the project efforts and suggested concrete steps to make its impact even more relevant in the Italian context, also suggesting some follow-up activities to be implemented from September 2023 on.

*Attach the list of participants at the end of the document

** Attach invitation and photos at the end of the document

3. Analysis of the **drivers** that make it relevant to engage both in the development of complex skills (in particular Transversal Competences) and in the development of collaboration between business and education

Based on the discussions and with reference to the meetings above, list and explain the driving forces that these discussions have highlighted.

Uncertainty in the labour market and difficulty to predict future qualification needs are the main drivers of change that make transversal competences a new priority for policy making. The focus of discussion and the following recommendations concentrated on how to incorporate transversal competences in technical and vocational education, and how to create awareness, in the industrial world, on the importance of these competences for all levels of qualification. The importance of re-thinking guidance approaches was also discussed and the work of EDEN Hub was particularly appreciated

4. Analysis of the **challenges** to be faced in developing complex skills (in particular Transversal Competences) and in developing collaboration between business and education.

Based on the discussions and with reference to the meetings above, list and comment on the major challenges identified during the debates. If relevant, please attach photos of the post-it notes and other creative tools you used (like in Portugal).

Partnerships between the business system and the education system are becoming increasingly strategic in a context where artificial and human intelligences challenge and contaminate each other. Connecting the systems with competences and tools that integrate study-work-enterprise not only helps to raise, already today, the level of human capital in our country, but will help the new generations to have reference points to manage and not suffer the profound technological and social change that we are experiencing (Alfonso Balsamo)

"Many are talking about transversal skills, but not as many people and institutions are reflecting on the social and business reasons for building, implementing and measuring transversal skills. We have been reflecting, for example, on the need to invest in a different anthropological paradigm as well: going beyond the limits of a merely functionalist and individualist vision of people, it is worth betting on new relational dynamics for the construction of a sustainable fabric and civil society that generates new practices for economic development and the common good. Young people are the protagonists of these transitions and the adult world is discovering a new style of accompaniment and support that is just as urgent as new models of enterprise and social organisation." (Marta Bertolaso)

5. Analysis of priority policy **areas** for the development of complex skills (in particular Transversal Competences) and the development of collaboration between business and education.

Based on the discussions and with reference to the meetings above, list and comment on the major policy areas identified during the debates. If relevant, please attach photos of the post-it notes and other creative tools you used.

ED-EN Hub stimulated an interesting debate on several policy areas:

1. **TECHNICAL AND VOCATIONAL EDUCATION.** The most recurrent focus was on mismatch of competences in the labour market, a problem that is not new but is particularly perceived in this period, in which industry is finding difficulties not only in finding highly qualified youth, but also to find candidates for relatively low qualifications. The role of transversal competences to adapt to change was put in evidence

2. LABOUR MARKET ANALYSIS AND FORSIGHT. The strong uncertainty on the evolution of the labour market suggest to establish permanent connections between education and enterprises and to broaden the scope of collaboration, on the basis of the motto that connection works better than prediction of future needs
 3. EDUCATION POLICY AND TEACHERS TRAINING. The potential of transversal competences to face change at personal, organisational and societal level was recognised, and this brings consequences not only on the need to cooperate with enterprises, but also on the capacity of education systems to innovate. In particular, teachers policies, curricula innovation, new approaches to teaching/learning and assessment of learning results are key areas for education policy development
6. What main **recommendations** do you draw from the above and from your discussions with decision-makers and politicians?

Through a discussion with the teachers of the ITS (Higher Technical Schools) , the recommendations are as follows :

It is important to try to learn to integrate technical skills and transversal skills, creating a unitary training process, not an isolated stream of lessons dedicated to the development of trasversal compétences.

There is no doubt that this area of transversal competence is to be increased (even to the detriment of some technical skills) because soft skills are increasingly a multiplier factor of technical competence (without which it is not 'grounded'), and are the subject of careful evaluation by companies during internships and recruitment interviews.

'If he has a technical gap I'll take care of it, if he can't behave and communicate I don't know what to do with him', is the common reading given by companies. And, more generally, training in transversal skills is almost the more authentic expression of the whole educational project, whilst training on specific technical skills may easily become outdated and insufficient.

7. Please summarise here the **configuration of the local hub** you have chosen to develop with your partners

CIS has built the basis for a permanent and evolutive collaboration infrastructure through the Human and Technology Training Centre, already working for education and for industry and providing an integrated approach between technology, human sciences and transversal competences. CIS, the public education system through ITS, the Industrial Union of Reggio Emilia, major national and international companies and relevant public institutions are partners of the HTTC

Workshop 1-06-2023

List of attendance:

- Gerardo Marchesini, Director Ejecutivo del Instituto Nacional de Educación Tecnológica (INET).
- Vicente N. Donato, Director Ejecutivo Fundación Observatorio PyME (FOP).
- Juan Pablo Valerio, Director de Equipamientos Didácticos INSUR, Ganador del Premio FOP 2022 a la PyME capacitadora.
- Gustavo Barutta, Asesor en Marketing y Desarrollo de Nuevas Carreras, Universidad Gastón Dachary.
- Aldo Espósito, Presidente, Unión Industrial de Lanús.
- Carolina Fernández Farace, Coordinadora de Comunicación, Fundación Observatorio PyME (FOP).
- Florencia Suau, Jefa del Departamento de Educación y Formación Profesional de la Unión Industrial Argentina (UIA).
- Juan Manuel Castelli, Subsecretario de Estrategias Sanitarias del Ministerio de Salud de la Nación.
- Anibal Cofone, Coordinador de Apoyo al Crecimiento, Inversiones e Innovación, Universidad de Buenos Aires.
- Rafael Tomás Díaz, Director de Educación y Trabajo, Municipalidad de Merlo.
- Pablo Elizalde, Director de Industria y Comercio, Municipalidad de Merlo.
- María Celina Godoy Guglielmone, Profesora de la Facultad de Ciencias Exactas y Naturales y Agrimensura de la Universidad Nacional del Nordeste (UNNE).
- María Viviana Godoy Guglielmone, Decana de la Facultad de Ciencias Exactas y Naturales y Agrimensura, Universidad Nacional del Nordeste (UNNE)
- Davide Bezzecchi, Resp. Ricerca & innovazione Unindustria Reggio Emilia
- Giuseppe Boschini – ITS MAKER
- Anna Balboni – Reponsabile HTTC
- Matteo Bartoli – DAL – Digital Autonamtion Lab
- Rossella Brindani – CIS
- Matilde Valcavi – CIS
- Claudio Dondi – CIS

Photos :





Apports de la Fondation Pour l'Enseignement

1. Present your (direct and indirect) role and sphere of influence in defining public policy

The Fondation pour l'Enseignement, a public interest foundation, was created in 2013. It is a privileged meeting point between education and enterprises actors. It contributes to improving the quality and equity of education in the Wallonia-Brussels Federation (French-speaking Belgian Region), through original and concrete projects with players in the field (organizing authorities, school management bodies, continuing education institutes, Chambre enseignement des instances bassins Enseignement-Formation-Emploi, cités des métiers, teachers, STUDENTS, philanthropists and associative players), and through concrete analyses and proposals, resulting from ongoing dialogue between the members of its Board of Directors (the 4 federations of organizing authorities for education -SeGEC, CPEONS, CECP, FELSI- and WBE, and the 2 cross-sector enterprises federations - UWE, BECI), the Ecole de Perfectionnement en Management (EPM), alongside independent administrators and experts. The FPE's work is supported by working groups that bring together educational organizers, cross-sector and sector-based business federations (Agoria, CCW, Fevia, Essenscia) and member companies of its Strategic Committee, with a direct link to the work of the Pacte pour un Enseignement d'Excellence (FWB). The Foundation disseminates best practices within the networks, with a view to generating more effective approaches on a large scale. It promotes students and their integration into working life, particularly in qualifying education, but also acts throughout the student's career, from basic education onwards.

By incubating innovative projects in the field of collaborations between education and enterprises, involving local actors, the Fondation pour l'Enseignement (FPE) gathers and demonstrates best practices, that are then leveraged into proposals and policy recommendations.

As a concrete example, the FPE supports discussions on the implementation of “education orientante du Pacte pour un enseignement d'Excellence » (=integration of orientation and in the future common polytechnic and multidisciplinary core, which will be followed by all students until 15 by 2028). In the context of this big reform, being implemented over 15 years, the roles of the education actors will be modified, since guidance is now an area of expertise recognized as such, which will be worked on throughout the student's career, in preparation for the transition at the end of the 3rd year of Secondary year (15 years old), i.e. towards general education, or towards qualification.

In 2020, the FPE also co-chaired a “Orientation” working group within ARES, thus strengthening “transitions” between compulsory and higher education. The FPE also contributes to the “teaching” part of the discussions carried out by the public authority regarding the development and promotion of STEM (Science, Technology, Engineering and Mathematics) in Wallonia and Brussels.

At the crossroads of school and enterprises, FPE thus contributes to identifying for stakeholders

1. quality criteria and good practices in terms of information on professions and the job market (notably STEM) in conjunction with positive orientation objectives
2. favorable conditions to help schools and education actors achieve these objectives.

8. List of local Policy Workshops and other events and meetings involving decision-makers (which have resulted in exchanges with policy implications). *Please think to identify some events before Bruxelles Meeting*

Date	Meeting	Number of people	Theme
27-Jun-22	Cabinet P-Y Jeholet - Ministre-Président de la FWB	5 (2 FPE, 3 external)	Priority areas and pilot projects regarding education-enterprises collaborations - focus on teachers training & competences
15-Nov- 22	Cabinet Philippe Henry - Vice- Président et Ministre du climat, de l'énergie, de la Mobilité et des infrastructures	5 (2 FPE, 3 external)	Priority areas and pilot projects regarding education-enterprises collaborations
14-Mar- 23	Cabinet P-Y Jeholet - Ministre-Président de la FWB	6 (2 FPE, 4 external)	Priority areas and pilot projects regarding education-enterprises collaborations - focus on digital competences at school
15-Mar- 23	Cabinet V. Glatigny - Ministre de l'Enseignement supérieur, de l'Enseignement de la promotion sociale, de l'aide à la jeunesse (...)	5 (2 FPE, 3 external)	Priority areas and pilot projects regarding education-enterprises collaborations - across education levels
6-Apr-23	Cabinet W. Borsus - Ministre de l'Economie et Vice- Président de la Wallonie	5 (2 FPE, 3 external)	Priority areas and pilot projects regarding education-enterprises collaborations
25-May- 23	Cabinet P-Y Jeholet - Ministre-Président de la FWB	4 (2 FPE, 2 external)	Priority areas and pilot projects regarding education-enterprises collaborations - focus on teachers training & competences
22-Aug- 23	Cabinet C. Désir - Ministre de l'Education en FWB	5 (2 FPE, 3 external)	Priority areas and pilot projects regarding education-enterprises collaborations - focus on teachers training & competences

2. Analysis of the drivers that make it relevant to engage both in the development of complex skills (in particular Transversal Competences) and in the development of collaboration between business and education

Facing the complexity (notably technological developments) and the **growing number of general and job-related knowledge and skills**, it is increasingly difficult to concentrate all learning in a single educational path and/or training. The rapid **evolution of professions, and the knowledge and skills associated with them, also requires updates** (continuing training), requiring the complementarities between learning and career paths to be fully valued.

We see a relative “loss of meaning” in relation to learning and in relation to professions (“what ultimately will my training course be used for in concrete terms?”), on the part of the learners, but also of the trainers. The reasons are also the loss of an overall vision, integrating the purposes. By hypothesis, the absence of coherence between the internships of the education, training and integration pathways has a significant implication on the perceived meaning of learning, linked to knowledge, usefulness and meaning of the professions, not so much for the learners. only by certain educators/trainers. Creating more links with those in charge of education, training and socio-professional integration could remedy this.

In Belgium, more specifically, education and training operators do not have an explicit formal process to monitor the track of learners beyond the course followed in their institution, nor for additional learning following their own course or for integration. in employment. However, it seems obvious that the support work by these institutions, carried out in particular within the framework of internships, would also benefit from being carried out during employment in the sector(s) concerned, by promoting knowledge and skills (and other assets) of learners.

Also, in the event of dropping out of school, institutions have little or no information on the path that the student will follow, once they leave their immediate environment. Databases enabling longitudinal monitoring of pathways are also sometimes lacking. However, in the event of a dropout, the operators in charge of unemployment and integration into employment could, on a case by case basis, for example, examine with the institution (school, training center, etc.) of departure whether and how a reintegration path would be possible.

Situations such as the Covid crisis, which kept a significant number of learners away from schools and/or created gaps in learning, further highlighted the interest for operators in taking an interest in the pathway beyond their own institution, and to ensure a form of “after-sales service”. So, for example, preparations, but also targeted remediations could help learners not to drop out of their course or to catch up on delays linked to particular circumstances.

3. Analysis of the challenges to be faced in developing complex skills (in particular Transversal Competences) and in developing collaboration between business and education.

The primary challenge involves the positive orientation at the start of the “new common core” (= before 15 years old). It is important to ensure the implementation of good practices in guidance education from the first years of the education track, taking advantage of the existing positive experiences, particularly in **projects co-constructed with employers, schools-companies-associations, allowing the development of transversal skills (self-knowledge, discovery of sectors and professions, project planning, education of choice, etc.)**, essential to the development of a personal, professional project. Transversal skills must then continue to be codeveloped in preparation for integration into a company (internships, work-study programs, employment).

More open contacts between schools (teachers, students) and economic actors (sectors, companies, training funds and training centers) must develop and be sustained in the common core to nourish reflections on the discovery of professions while throughout the common core.

The revaluation of work-study (alternance) involves its repositioning as a method of acquiring skills and as a stage (more or less extensive depending on the professions targeted) within a path of excellence, requiring in particular to make its organization possible for all schools. This repositioning must be coupled with an innovative method of financing, which does not disadvantage the means of operators who opt for this modality on all or part of their route.

Reflection must be carried out by **mobilizing stakeholders on increased collaboration between compulsory education, vocational training, social promotion and higher education**. This involves, in particular, **re-specifying the missions of each** and, if necessary, resolving “competition” between operators in French-speaking Belgium and putting the learner and their needs at the center of the journey. Operators for training should act in a logic of **complementarity depending on the profile of the learners**, their personal journey (e.g. example interruption and recovery) and infrastructures to be optimized. To this end, it is necessary to ensure **fluidity and automatic transmission of data relating to the journey of learners, between education, professional training, social promotion and higher education**.

4. Analysis of priority policy areas for the development of complex skills (in particular Transversal Competences) and the development of collaboration between business and education.

Based on the discussions and with reference to the meetings above, list and comment on the major policy areas identified during the debates. If relevant, please attach photos of the post-it notes and other creative tools you used.

ED-EN Hub and the FPE’s activities stimulated an interesting debate on several policy areas. These policy areas relate directly to the priority areas for actions of the FPE:

- **Positive orientation:** information on jobs and professions as well as development of transversal competences, in order to enable every individual to choose a career path that will lead them to self-fulfilment.
- **Improving the teaching of jobs and professions**, through strengthened collaborations between schools, enterprises, and other guidance actors
- **Countering teacher shortages** by improving professional mobility into teaching (second-career teachers)

5. What main recommendations do you draw from the above and from your discussions with decision-makers and politicians?

A. Regarding positive orientation, the following recommendations can be highlighted:

- **Anchoring guidance at the heart of learning :**
 - Need to establish explicit links with reference frameworks/programmes/courses and steering plan, cross-curricular aims, and be part of a long-term approach (address local "culture").
 - Encourage partners to sign up to a "charter" (specifying jointly-defined ambitions, cf. "STEM Vlaanderen") linked to the schools' steering plan/contract of objectives.

- Give priority to structuring school projects combining collegiality & personal guidance projects.
 - Consider career guidance as a "path" rather than as a set of one-off actions, with a diversity of approaches and a progressive approach ("self-knowledge" before "project implementation").
- **Integrate the posture of actor into the course through concrete achievements and autonomous follow-up over time (portfolio):**
 - Encouraging interdisciplinary approaches reinforces the notion of openness and the meaning of learning.
 - Student notebook (paper and digital?), establishing the notion of a pathway.
 - Provide compulsory reflective "moments" in the student's pathway (guidance education), fostering a personal project for the student, e.g. presentation of a project or portfolio, with a view to clarifying his or her personal project.
 - **Organize responsibility for guidance within the school :**
 - Process of support and continuous improvement in schools, without burdening principals and teachers.
 - The importance of having a contact person within the school.
 - Distributing guidance throughout the courses disperses responsibilities somewhat;
 - a single referent takes away responsibility;
 - moving towards shared leadership?
 - Too often, the role of psycho-medico-social centers is relegated to the background, with the criticism that they intervene too late.
 - The challenge is to convince the teaching profession of this new framework and of the need to professionalize.
 - **Articulate with the players around the school and integrate the fragmentation of resources** (FWB, regions, sectors, AMO, etc.); taking into account the local socio-economic landscape (Bassin EFE) reinforces the meaning.
 - Bring "fresh air" into the school with **contributions from outside players**, including those from the business world, to inspire, surprise, arouse and interest.
 - Prepare external interventions in advance with **teaching teams**, and support and debrief them as part of a continuous improvement process.
 - **Reinforce and perpetuate pedagogical approaches with "toolboxes"** to support teachers and other guidance actors at school.
 - **Provide ongoing training for teachers** in third-party postures and activities, in conjunction with those involved in continuing education.
 - Build **structured partnerships with those involved in guidance and careers** (cités des métiers, qualifying schools, companies, Advanced Technology Centers, etc.).

- Promote **the readability of the positioning/opening of schools deploying a positive orientation project**, for families by displaying this ambition of the schools (without “labelling” the schools).
- Concerning professions, broaden the field of vision of teachers and young people:
 - Do not stay in professions that young people already know.
 - Open mental representations linked to professions (eg gender).
 - Overcome conflicts of loyalty linked to the environment/parents (cleavages).
 - Discuss the conditions for practicing the profession (e.g. team/alone work, etc.).
 - Discuss the meanings/role/purposes of professions serving the community.

B. Regarding **improving the teaching of jobs** :

- **Exploring the forms of teaching (including work-study) best suited to each stage for each profession must make it possible to limit the number and nature of the training tracks offered for the same purpose**, but also to innovate by imagining forms better adapted to very rapid changes in the labor market. The implementation of innovative reinforced courses, in professions under pressure and/or which require significant reinforcement due to their increasing complexity, for example in terms of tools and/or infrastructure (see trial model), is part of this reflection.
- The revaluation of qualifying education (technical and vocational), including the repositioning of work-study programs within it, must be accompanied by alternative mechanisms for (re)socialization at school/training for students/learners in prevention/remediation of dropping out . **Under no circumstances can these sectors (re) become a place of relegation in the event of failure and/or questioning.** The revaluation of work-study training also involves its implementation in the public sector, which must set an example.
- **The repositioning of work-study training and the revaluation of qualifying education are necessary prerequisites for the increase in the number of internship and/or work-study places by employers**, who could therefore commit to the number of training places. internships/alternating courses, in a global agreement and/or specifications co-constructed between the sectors and education and training operators, to go beyond the positive improvement under this legislature (in particular “Stage+”) facilitating the access to internship offers for learners.
- **Continuing training for teachers (general and practical courses) in qualifying education in direct contact with the company (and when necessary in CTA/CDC) must be made compulsory**, at least via immersion every 3 to 5 years, to strengthen the meaning of learning and the links between qualifying pathways and youth employment. The ongoing training of school guides, business tutors and trainers in training centers (CDC/CTA) in the realities of their interlocutors is also essential for the smooth running of these immersive experiences, whether it is the qualifying education, vocational training and/or work-study courses.

C. Regarding **countering teachers shortages** :

- **Strengthen the attractiveness of the teaching profession and career.** For this it is necessary to:
 - Restoring the reputation of the teaching profession by restoring a correct image of it, better promoting the skills that the teacher develops and mobilizes in his profession, with the general public and the company: teaching is a demanding profession ,

combining disciplinary, pedagogical, interpersonal skills, autonomy, assertiveness, etc. which are also skills sought after for professional retraining from teaching to business.

- Recognize the seniority acquired in the company, by aligning it for all disciplines, levels and types of education at 15 years, once the educational qualifications have been acquired or in the process of being acquired. Currently, only 10 years of useful experience are recognized, for teachers of technical courses and professional practice only, and within the framework of a fairly cumbersome administrative procedure.
 - Stabilize workers and teams, on the one hand by relaxing the “Titles and Functions” Decree.
- **Encourage and support the mobility of workers from the company, in the logic of a path towards a positive reorientation, by better highlighting the possibilities of retraining and training.** Allow mixed careers (simultaneous employment contracts in 2 statutory regimes, preserving acquired skills, for example in terms of pensions). Labor law regulations (a.o. on the provision of workers) must be able to be adapted, making better use of moments of transition (such as notice) to prepare for a new career, while maintaining the employment of the worker during this period, or by extending the scope of provision of workers (companies not part of the same legal entity; temporarily or for an indefinite period). Future recovery plans following the health crisis could also integrate a school-business platform to supervise and support positive reconversions.
 - Create a **stimulating framework in teaching, which promotes skills** (e.g. “STEM”: as a science or mathematics teacher) and experiences acquired in the company for the benefit of the school project, in particular by offering mixed functions (e.g. coordination, orientation support, etc.) in teaching, and by systematizing the support and mentoring of new teachers.
 - Initiate consultation with those involved in higher education and social promotion, primarily in the functions and disciplines of education repeatedly identified in shortage, to:
 - improve existing educational training courses (some already allowing mobility from the company to teaching, such as aggregation, CAP and social promotion) and make them more flexible and accessible (a.o. follow training more easily by continuing to work, organize more sessions for juries);
 - encourage the emergence of innovative paths, particularly work-study or combining the exercise of the profession in a company and education, in order to facilitate entry into the profession for workers from the company, by preparing them for the “codes” of the profession and focusing on interpersonal skills.

6. Please summarise here the configuration of the local hub you have chosen to develop with your partners

1 Review of strengths and improvable aspects of education/ enterprise collaboration

Strengths:

We already have a school-business collaboration space in place, which include key players from education, employment, training, and business and industry. Our project also involve the collaboration with other guidance and training local actors (associations, students, parents, public actors for training,...). The whole FPE team is dedicated to school-business collaboration. The network of stakeholders is already established.

Weaknesses: the operation of these hubs is burdened by cumbersome procedures in the education sector and by dissension between the education and training sectors. The issues at stake do not always coincide between the players, and there is a dispersion of resources and actions (see details above).

2. What would be the initial priorities of the hubs ?

How will they improve the existing collaboration landscape?

See above – aligned with the current priorities of the FPE

3. Which governance and management structure are proposed?

Who is already on board and who should be involved?

Our current board of directors currently meets 4 times a year and gathers education and enterprises representatives, as well as experts in fields related to our priority areas.

4. How will activities be funded beyond and after the project?

How will they link to existing and new funding and operational structures?

The FPE will keep its funding structure: a mix of public and private funding, some funding being directly allocated to specific projects, and some being transversal to the FPE actions.

5. What will the success criteria be?

How will they be observed?

- The appropriation of new collaboration tools
- Increased exchanges, collaborations and meetings between teachers, guidance counsellors, trainers and companies
- Systemic changes brought thanks to policy recommendations

6. What are the main action lines, sequence of operation and milestones?

- Integration of the ED-EN HUB outputs into the local projects
- Keep sharing best practices and tools with other hubs

ED-EN Hub Policy Report of City of London Corporation

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1. Introduction

Skills development is attracting heightened interest in many countries. Skills impact on the economic, social and developmental success of both the individual and the community. Many policymakers are aware that if their countries are to gain or maintain their status as high-income countries, they must produce a more productive, highly skilled and satisfied population. To do this they need a skilled workforce and an education and training system that adequately prepares people to enter the ever-changing labour market.

Concurrently, there has been rethinking around the pattern of economic development, which seeks not only rapid but also inclusive growth. Many countries are committed to achieving social equity, social inclusion, poverty alleviation and peace through preparing people with the skills they need to flourish.

The development of skills is the main means of addressing economic, social and developmental needs. Lifelong Learning is a crucial component of this skills development as it is unlikely that people can gain the ever-changing skills needed in formal education alone. Concurrently, we are seeing an increasing trend for people to ‘opt out’ of the labour market. This is particularly the case for young workers, older workers, people who are not currently in education or employment (NEET), people with a disability, disadvantaged groups and workers in the informal and ‘gig’ economies.

Countries at all levels of development are finding that adequate education in skills can improve the employability of workers, the productivity of enterprises and the inclusiveness of economic growth.

But to achieve these benefits, there needs to be robust skills development policies to drive the change necessary to meet development challenges. These policies need to be long term and inclusive and work across enterprise, education and the third sector. Policy must be underpinned by efforts to bring the world of education, training and the world of work closer together. Coherent national skills policies matter as they drive, support, enforce and monitor and evaluate the effectiveness of skills activities. This in turn leads to individuals and society having better skills, better jobs and better lives. This is echoed in the OECD report (2012) on skills policies around the world. The research which underpins this report shows that skills have become the global currency of the twenty-first century. The report further notes that if countries want their economy and society to move ahead, they must invest proactively in talent development. But skills do not just automatically appear. The real challenge is for policy makers to develop effective skills strategies for success.

At this specific point in time, and during the duration of the period of the ED-EN Hub project, the specific mission has been to ensure that resources and tools are developed and shared that help to ‘Future Proof’ education and skills provision. COVID-19 shocked the labour market, and governments from around the world stepped in to provide income and other types of support to citizens. Many people who lost their jobs during the pandemic are finding it difficult to re-enter the workforce. The impact of long-term health conditions resulting from Covid-19 have also impacted on labour force participation.

2. Overview of the processes

The ED-EN Hub project began in September 2019. Under Output 5⁴ the aim was to proactively engage with policy makers at all levels to ensure that skills development was a key focus and to support their implementation activities through high quality and accessible resources, tools and assessments. These resources were to be available virtually via an online platform and in person by creating regionally based physical hubs.

The City of London, as a partner within the ED-EN Hub project was particularly committed to developing the policy agenda.

The City of London Corporation is the governing body of the Square Mile dedicated to a vibrant and thriving City, supporting a diverse and sustainable London within a globally successful United Kingdom. London covers an area of 607 square miles with a population of over 8.5m and is administered by the Greater London Authority. It provides the wider strategic direction for the capital and its policies cover all 32 boroughs and the City of London.



The City of London, as the governing body of the Square Mile, are dedicated to a vibrant and thriving City, supporting a diverse and sustainable London within a globally successful UK. We aim to:

⁴ Output 5 is to make Policy Recommendations to support education-enterprise collaboration through the integration of private and public funding. The event brought together policy makers from private and public aspects of both education and business and included influencers, and third sector stakeholders. Skills policy users were also invited to reflect and provide insight to the policy makers through lived experiences. The Mapping of the field occurred through the production of a report about the future of skills. This provided the policy scope and identified three core themes through a future configuration analysis. Comparative analysis was made with examples of practice from within the United Kingdom and internationally. The final event held on May 18, 2023 in the City of London enabled the process of validation and dissemination, as well as critical and constructive review of the policy recommendations and actions to date.

- Contribute to a flourishing society
- Support a thriving economy
- Shape outstanding environments

To achieve the goals of having significant influence of regional, national and international policy the following methods were used:

- 1) Dedicated thematic stakeholder and policy groups were conducted throughout the project and commenced at the beginning of the project.
- 2) Major larger scale policy events were held on an annual basis
- 3) Initial, draft and developing outcomes were shared with the policy partners
- 4) Reports were commissioned to support and enlarge the work within ED-En Hub
- 5) Key policy influencers (both groups and individuals) were contacted and included

The key skills policy outcomes and impacts were as follows:

- 1) Twelve business partner meetings occurred involving 155 participants
- 2) Three conferences were held involving 640 participants
- 3) Three education and policy forums were held involving 164 participants
- 4) Ten experts' meetings on policy occurred involving 1445 participants
- 5) Seven global skills policy events occurred involving 1618 participants
- 6) Seven enterprise skills policy events occurred involving 604 participants
- 7) Four London-exclusive regional skills events occurred involving 184 participants
- 8) Six national policy experts' events occurred involving 901 participants
- 9) Three skills events focused on student, learner and pupils voice in skills policy involving 2295 young people and apprentices their tutors and teachers.

If this is taken in total, there were more than 7967⁵ engagements with the policy making process during the City of London's participation in the ED-EN Hub project. Due to data protection restrictions and the types of events it was not possible to reliably collect diversity data, but as a general qualitative overview there was an almost equal balance of genders, a variation of ages from young students to older workers, people experiencing disabilities and/or disadvantage, people from diverse ethnic backgrounds, and people from different geographic regions (although the majority were from central and greater London).

In addition, regional hubs developed in Northeast England, the USA and Sydney in Australia. These have been connected to Ed-Hub but run autonomously. For that reason, their data has not been included in the figures above.

Two formal policy reports were also professionally produced and distributed in hard copy and electronically to a broader network of policy partners.

In the final quarter of the ED-EN Hub project a major policy event was held. This attracted a capacity crowd of 200 people in-person. A further 69 people were unable to attend but we sent direct copies of the report. Appendix one contains a more detailed evaluation of the final policy event.

This report looks at the policy trends in education, enterprise and skills provision that emerged during the series of events as outlined on the previous page. This City of London provide an overview, though not an exhaustive examination, of the trends in skills and education delivery and considers how the education and skills sector might respond. It should be noted that this

⁵ Note that this number is individual participation not people, as many people participated in many of the events over the course of the project. So, for example, if one person participated in five events, they have been counted as five engagements not as one.

report should be read in conjunction with the reports from the other ED-EN Hub partners and the final report in terms of skills trends and recommendations.

Throughout this report, we highlight examples of interesting or innovative policy and quote specific comments where they exemplify a broader issue, challenge and/or theme. Individuals are not identified as all events were conducted under Charter House rules to enable free and open policy discussions.

This report relied on the input from the many policy experts who participated in the range of events and gave their time to review documents, tools, models, practices and processes. Gratitude is expressed to them all for their time, dedication and support.

The report is divided into four main sections. The first section looks at the value of local hubs for skills development. The second section examines the current policy context by focusing on the main policy drivers and skills and workforce challenges. The third section homes in on the emergent policy themes, while the final (fourth) section makes a set of policy recommendations. Appendix One contains details of the evaluation of the final policy event, including comments from participants.

3. The value of regional and local hubs

Policy makers commented about the value of regional hubs as a way to bring together different actors in skills policy making, to avoid repetition and overlap, and to be a repository for expertise and resources. Hubs also provide the opportunity to embed regional developments and innovations. It was the view of policy makers that regional hubs could act to transfer regional infrastructure both in terms of ‘hard’ resources and knowledge and support resources., as this comment suggests:

“If it operates effectively a regional hub in London could provide a place for strategic dialogue between the smaller regional clusters”

This point was echoed in other comments that suggested that a regional hub would enhance:

“Equal opportunities by matching people to skills demands by extending training opportunities across all segments of society. This creates a virtuous circle of need and demand.”

“<the capacity to> reflect their diverse needs and constraints.”

This view that bringing services and demand together creates a virtuous circle was also apparent in this comment for business:

“If education and training can engender... a virtuous circle in which skills development fuels innovation, then productivity increases and technological changes...and this boost competitiveness.”

While that comment reflects the value of a hub to businesses, employment case workers commented that a hub could help unemployed individuals:

- Have access to more and better jobs
- To remove barriers to accessing jobs

The case workers also commented that by bringing services together into a hub, the scale of operations within a hub could make it easier to target and access by particular groups of people needing to enhance their skills (such as older women, rural communities, disadvantaged youth, and people with disabilities). Moreover, as one policy maker noted, “<There is> increased mobility and choice - do people have a job or a profession? The hub is a necessity throughout life for everyone.”

In summary, there was very strong support from the policy makers for hubs in general with the following advantages being highlighted:

- 1) Improved information and monitoring mechanisms
- 2) Better access to target groups
- 3) Economies of scale that can make it more possible to adjust training programmes (content, modes, facilities), or provision of targeted training to meet the skills needs of identified groups
- 4) Consolidated provision of basic education and core skills
- 5) Provision of better professional development of the skills professionals including training of trainers
- 6) Increased coordination and collaboration with enterprises, agencies, charities, liveries and NGOs
- 7) Better marketing and communication to encourage greater advocacy of benefits and opportunities of skills development for the target groups
- 8) Increased financial and other support for these groups
- 9) More strategic and joined-up engagement with employers on skills and research needs, covering 'blue skies' as well as current needs
- 10) Potential provision of regional infrastructure to support and deliver on education-enterprise partnerships and engagement
- 11) Provision of improved training in entrepreneurialism and locally based support for SMEs
- 12) Better learning from key and emerging business sectors to establish insight of gaps in skills

There are currently several regional development priorities and levelling up initiatives. For example, apart from the work being undertaken by the London centred ED-EN Hub, six pan-regional partnerships having now been established in England and Wales. This includes within or around London the Thames Estuary Growth Board and the LEP Network.

Despite the lengthy list of proposed benefits of hub and partnership working, there were challenges that were acknowledged. At the outset, it is important that the hub is supported by clear and transparent governance. The governance needs to ensure that the hubs remain 'balanced and neutral' in terms of the advice and services provided. Good governance should ensure sufficient and effective stakeholder engagement, transparency, scrutiny and the strategic direction of Hub's operations. Learners, education and enterprise must be represented in the governance of the hub.

There was also debate over whether you needed a physical or digital hub. There was still strong support for the importance of a physical place to meet and exchange, but it was also suggested that virtual hubs work well for some training courses, and as a repository for resources and tools. Participants also suggested that for some clients/service users/learners they would need to have a case worker or other intermediary person who could facilitate and support a person's engagement with the hub. It was suggested that hubs can act as an impact multiplier. The term "Phgital" hub was used to capture the idea that the physical hub could work in a very close and interrelated way to the digital hub. As one participant explained, this "Phgital" space can become, an "ecosystem to support cooperation"

One warning about hubs that was provided by both the learners themselves but also from business and education representatives is that there is a danger with 'hubs' (either actual or virtual) that they become entities that are not closely connected to the needs of business. It was also stated that the hubs can not too closely be linked to (or look like) education 'classrooms'. Many of the learners and clients have negative views of formal education and learning and would not engage with the hubs if they too closely resembled this experience. Moreover, the point was made that the hub cannot inadvertently serve to disempower the individual's ownership of their skills learning journey and their own life and decision making. For learners to contribute to a sustainable future, they will need to develop sustainable knowledge, skills and behaviours. It

vital that these are developed in a way that is relevant to the desires and needs of the learner and is relevant to the core subjects learners are studying. Research consistently shows that learners do not want to learn about their subject and sustainable skills separately. Instead, they want to develop their understanding about how their subject contributes to their skills development. While some skills are universally applicable, other elements are subject or vocation specific. This needs to be recognised in the design and implementation of the hubs. An example from the construction sector showed that disengaged learners were very interested in developing their fusion skills if they were able to see a direct relevance to their work. Collaborations between construction industry professionals and the educators enabled the training course content to be immediately linked to the needs within the construction context. Skillsbuilder, also proposed that a ‘hub’ would be more likely to be successful if it was not just a partnership between education and employers, but also had a key mediation role for recognised impact organisations. Impact organisations were defined broadly as being organisations that work consciously, systemically and sustainably to solve (or support action towards solving) a local or global community need – in this case skills shortages and inequalities. The characteristics of impact organisations include influence, senior level backing, impact measurement frameworks, audience/sector/stakeholder engagement, access to engaging and relevant content and resources, and effective approaches to campaigning and communication. Skillsbuilder (2023) proposed the following model in terms of how you could scale the influence of hubs to build skills, involving impact organisations.



Of course, no hub, virtual or in-person will achieve positive outcomes if it is not based on successful partnership and collaborative ways of operating. The following section examines specifically the importance of and strategies for partnership and collaboration.

4. The value of partnership working and collaboration

Collaborative leadership of hubs in terms of strategy and planning is vital. The value of any hub rests on its capacity for coordination of projects and policy. Ultimately, partnerships have a role in future policy for skills and levelling-up economic development. If partnership work well, they can serve to export and amplify the economic potential of regional hubs and innovation clusters. In a direct way, closer collaborative working can unlock the potential of local stakeholders: establishing cross-sector partnerships and projects that enable local skills growth.

While this sounds like a straightforward process, it needs the considerable investment of resource into partnership building. The hub would also need to be proactive in assessing the

value of partnerships in a dynamic manner to ensure partnerships are relevant and productive, and result in the desired impacts. This process of building and evaluation must be a shared responsibility between all partners and collaborators. Partnerships are key in delivering future skills strategies, as well as sharing experiences so far and designing ways forward for driving skills, innovation and local business growth.

Partnerships need to be vertical and horizontal. The vertical partnerships are with the different levels of stakeholders within certain system, such as the partnerships between secondary schools, colleges, universities and pre-employment support. The horizontal partnerships between education and enterprise, between charities, NGOs and policy makers, businesses in the same broader sector and so on.



Business and education will collaborate more with learning and development. Partnerships can provide opportunities for education and for implementing specific policy actions. For example,

- The promotion of a sector-based approach to skills development (e.g., through sector skills councils or the equivalent).
- Strengthening of workplace learning, including apprenticeships or other forms of on-the-job training through public–private partnerships,
- Joint management of training institutions and joint delivery of training

Despite the benefits of education and enterprise working more closely together, this is not without its critics. Policy makers, especially from the business sector bemoaned the lack of movement from education towards the skills needed now and into the future, as these comments from business policy makers and actors exemplify:

“We need a bigger shift in the education system. Teachers are focused on ticking boxes. Many teachers know that their learners need this, but the system is so rigid there is no

way that they can fit it in. They don't have the time. The system needs to react to the workforce needs."

"Where is the connected agenda between education, employers, funders and non-profit? There is a frustration from employers around this, and from schools and education too. Does this need government?"

"I was shocked to see Fusion skills presented as something new. IBM has been using these as our main criteria for hiring early professionals for the past 25 years and we are not alone in this. Perhaps this just shows the continued gap between employers and educators in developing the employability of our young people and also the value of events such as this."

The argument was also made that the partnership should not just involve education, enterprise and impact organisations, but perhaps there was a greater role for the charitable and third sector organisations. The policy makers bemoaned the limited involvement of social partners. Equally, there was a lack of active participation of employers' and workers' organisations to ensure the provision of relevant and appropriate training. Moreover, weak coordination of partnerships in the system and the large number of actors and providers (ministries, agencies, central and regional governments, NGOs, employers and workers) involved in skills development often results in overlap. Collaborations and partnerships are not well coordinated. There are real weaknesses in linking skills supply and demand, that in turn limits the potential of partnerships to lead to a positive impact on employment and productivity

5. Policy drivers

The policy makers identified a series of key policy drivers that mean it is both timely and essential to invest in enterprise and education partnerships, hubs and collaborations around skills development. The following section outlines the main policy drivers that are resulting in demand and need-based actions and policies.

5.1 Driver: The workforce and learner demographics are changing.

The current key workforce demographic trends include an aging workforce, increasing diversity in ethnicity and gender, a growing number of remote workers, improving work-life balance preferences, and higher levels of education. Given this, lifelong learning is vital.

5.2 Driver: Greater percentage of the workforce is self-employed entrepreneurs and 'gig' economy

Increasingly people are taking non-linear skills journeys. Skills need to be developed in the context of much greater self-employment.

5.3 Driver: There is a talent shortage that threatens enterprise productivity and growth

There is a growing gap in the skills needed and the skills available. This is caused by an absolute shortage of people (e.g., decreased immigration, the impact of Brexit, ageing population, lower birth rates etc) and by a growing skills mismatch. The skills obtained through training and those required by the job often do not match, resulting in skills shortages in some areas and, simultaneously, a surplus of workers with skills that are not in demand, contributing to unemployment.

5.4 Driver: Rapidly changing current and future jobs

The future jobs are not even invented yet and so there needs to be a focus on the skills needed NOT on the job.

5.5 Driver: Poor quality and irrelevant training

Policy makers in both education and enterprise identified that there was weak quality assurance of training. There are too few and/or poorly qualified trainers, poor working conditions for

trainers, and outdated qualifications, curricula, training materials and methods all inhibit the quality of training. Private and public providers of training (even large scale and previously considered good providers) have been inundated with training requests. This has meant that the quality has fallen. Also, the rapid changes mean that the training, including in higher education, is largely out of date. Market information on skills needs is always historic rather than predictive and so training is often built upon a need that has already passed. The limited labour market information cannot be readily translated into information that can improve training, and its historic nature can undermine the relevance of training.

5.6 Driver: Limited access to training opportunities

There is an irony that the workers who most need training are the least likely to receive it. The more skilled a person already is, the more likely they will receive talent development and further skills training. The outreach of formal training is often very limited, especially where distances are great and political unrest prevails. The informal and ‘gig’ economy reduces access to training. People with lower levels of literacy and education are less likely to participate in lifelong learning and skills development. There is a real danger that the growing importance of fusion skills will lead to worsening social mobility and equity. There is the danger that the rapid need for fusion skills will leave many people with few or no employable skills. Women and disadvantaged groups often face additional barriers in accessing training.

“Do policies recognise the specific needs of youth, women and other target groups?”

6.3 Challenge: Entrepreneurship and self-employment

Given the rapid changes occurring in society and in the nature of work and the types of jobs, the level of self-employment, ‘gig’ employment and entrepreneurship (including micro-businesses of less than five employees and ‘solopreneurs’) is likely to continue to expand. As uncertainty grows, businesses need to be nimbler and more responsive to sudden shifts in the market. To do so, employers may increasingly rely on contingent talent, like contractors or gig workers, whose labour can be scaled up and down on demand.

“Employers will hire more contract workers as a hedge against uncertainty.” <SVP of Global Talent Acquisition at Expedia>

To meet this growing change in the way labour is organised, education and training need to give a greater focus to expanding pathways through education and into employment/self-employment. Education and training need to include far more entrepreneurial approaches in their skills training offers.

“Do national curricula recognise entrepreneurship as a subject? Is it integrated across other disciplines? Do policies promote key entrepreneurial skills’ training in schools including both attitudes and enabling skills? Are entrepreneurship training programmes offered outside the formal education system? Do these programmes address low-literacy groups and those in rural areas? Do curriculum designers develop local case studies and entrepreneurship course materials to be used in the classroom? Are academic institutions encouraged and supported in providing training, counselling, diagnostic and advisory services to early-stage entrepreneurs? Is extracurricular entrepreneurial activity promoted (e.g., student activities, business plan competitions, business development programmes, etc.)? Have national entrepreneurship educators’ networks been established to facilitate the application of programmes? Is private sector funding leveraged for entrepreneurship education? Are there mentoring and coaching available to develop entrepreneurs’ skills?”

between employer demands and the skills of employees, impacts 1.3 billion people worldwide, or almost sixteen per cent of the global population (BCG, 2020). Phrases such as ‘the race for talent’ and ‘the war for talent’ are common currency as economies compete in a global environment and there is a quest to secure the most highly skilled people to drive innovation and growth. The initial interpretation of the race for talent has generally been focused on the capacity of countries to attract inward migration of people. The capacity domestically to develop talent is also to the fore. The competition for talent has not let up, even as hiring has slowed down - 64% of the recruiters predict that the future of recruiting will be more favourable to candidates and employees (as opposed to employers) over the next five years. This means that workers with talent who are highly mobile between companies place a premium on how a company will (or will not) develop their skills and the company’s values and ethics.

“Millennials are increasing saying to us ‘If I join your company, will you help me develop new skills? Will you offer me a clear path to advancement? Will you help me grow, even if I only stay at your company for a couple years? These are the kinds of questions candidates are asking and they will only get louder in the future.”

“The labour market remains tight, and talent retains the upper hand over the next five years.”

“To stay competitive, employers will have to re-examine their employer branding and make sure it aligns with what candidates are looking for today. Communities and learning providers invest millions into skills development, yet nearly three-quarters of companies faced skills shortages in 2022, according to the British Chambers of Commerce and the Open University.”

As stated by the Employer Branding Manager at Alibaba, “Learning will be a compelling driver for candidates, not just employees.”

“Skills have become a critical currency, and companies will need greater visibility into what they do and don’t have. Forward-thinking employers will map the skills of their workers as well as the skills needed for specific positions.”

Mapping employees’ skills assists enterprises to better identify skills gaps. It also makes it easier for enterprises to match qualified workers within the organisation with open roles. Employees, in turn, have an easier and more equitable way to find job opportunities that fit their capabilities.

Concurrently as we are experiencing a talent shortage, there is a growing number of people who are choosing not to engage at all in the formal economy. In the UK this is estimated to be nearly 10 million people.

“The thing we are ignoring is the phenomenon of the “quiet quitters” and the “Great Resignation”. Even if you aren’t changing your job, your job is most likely changing on you.” Linked-in CEO

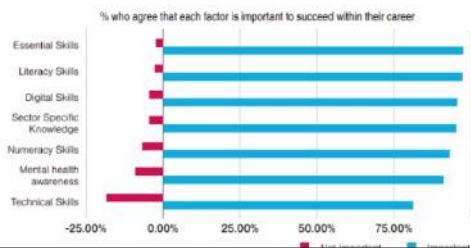
There is a talent shortage of people with fusion and transversal skills. According to the Skillsbuilder report (2023 p. 6) what they term as ‘essential skills’ are valued by both employers and the employees. For example, 92% of UK workers believe that essential skills are important for success within their career. That is higher than the value they see in literacy skills and more than sector specific knowledge (84%), digital skills (84%), numeracy skills (82%) or technical skills (65%) (See graph below).

Essential skills are vital to UK workers



92%
believe essential skills
are important for their
career success

They help me achieve my objectives in work (e.g. hitting targets, delivering a strategy etc.)	61% agreed
They enable me to build strong relationships (with colleagues, customers, suppliers etc.)	56% agreed
They enable me to identify further opportunities at work (e.g. coming up with better ways of doing things, creating a new product)	50% agreed
They help me to stay motivated	32% agreed
They help me to come up with novel solutions to problems	41% agreed



The findings from Skillsbuilder are also echoed in a very comprehensive study conducted by LinkedIn. They found that there was overwhelming demand from enterprise for transversal, fusion skills, as can be seen in the following diagram:

When looking for candidates on LinkedIn, recruiters are...

- +25% more likely** to search by skills than they were three years ago, and
- +50% more likely** to search by skills than by years of experience.

Source: Global LinkedIn data, as of Jan 2023.



75% of recruiting pros predict skills-first hiring will be a priority for their company in the next 18 months.

Today one in five jobs on the LinkedIn platform do not require a four-year degree. That number is expected to grow as more employers look to hire people from a multitude of backgrounds who can bring different perspectives to their organisation. As a result of the skills demand, companies are increasing adopting a ‘skills-first’ approach to hiring and formal qualifications are becoming less important as is sector-centric experience. The companies see skills-based hiring as a way to boost diversity of talent and also identify talent that may be within other sectors as these comments indicate:

“Skills-first strategies will shine a light on overlooked talent.”

“By being open to hiring candidates who don’t have degrees, you’ll be taking a big step forward in diversifying your workforce.”

“As companies align around skills-first hiring, recruiting teams will have to consider which skills they value most — in the workforce at large, and within their own recruiting organisations.”

Skills-first hiring will become the gold standard

Slowly but steadily, employers have begun to embrace skills-first hiring — the practice of valuing a candidate’s skills over more superficial signals like an impressive alma mater or previous employer. Since 2019, the share of recruiter searches on LinkedIn that include a skills filter has grown by 25% — and today, recruiters are 50% more likely to search by skills than they are to search by years of experience. Now, skills-first hiring is poised to be the way of the future. Three-fourths of recruiting pros say it’ll be a priority at their company. But for some, their reach still exceeds their grasp: only 64% feel they can accurately assess candidates’ skills today. Clearly, they’ll have some over the next few years

Despite the focus on skills-first approaches to identifying talent, recruiters complained that there was still a lack of skills in the hiring market.

“We are noticing that there are weaker skills new entrants” (Company recruiter)

“Is there a tension between seeking to develop Fusion Skills and the innate skills of an individual and trying to fit people into areas of work which may not fully suit them?” (Employment case worker)

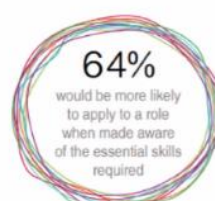
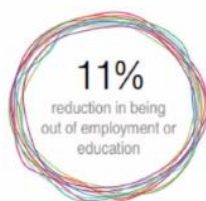
Given the overall shortage, companies are giving more attention to retaining staff and in house training and development for staff. There is also a growing focus on organisational culture and on the ways in which companies can provide a better ‘whole of life’ culture for people.

“Companies need to consider different priorities and values of employees throughout their lives and careers.”

“Companies need to be building some of the solutions not just identifying the problems. They need to make clear statements about the problems and then propose solutions, not just bemoan the current situation and do nothing.”

For employers concerned about retention or engagement, it is likely that building your employees’ essential skills has a significantly higher return on investment than increasing their salaries. (Skillsbuilder 2023 p.6).

Employers can prevent skills decay with lifelong learning



6.4 Challenge: Lack of coordination

Despite the need for skilled workers, there is a lack of coordinated action to address the shortfall. This is the case in terms of coordinated policy between education and enterprise and in terms of the ways skills development activities are being delivered. Policy is only as effective as its implementation. Setting achievement targets, developing clear implementation plans and identifying lead agencies or ministerial responsible for implementation are all important.

"Coordination is crucial to effectively linking skills development with employment and productivity growth. Some countries have integrated skills development in national economic development strategies (e.g., Costa Rica, Ireland, Korea, Singapore), in sector development strategies (e.g., Australia, Bahrain, Canada, Netherlands, South Africa, UK) or in local economic development strategies (e.g., Nepal, Mozambique)."
<International policy maker>

"Policy coordination can take place at any level. We need a systemic, joined-up approach to lifelong learning. We already know that low levels of numeracy and literacy are a problem across age groups. We now know that low levels of essential skills in adults is a challenge of similar proportions."

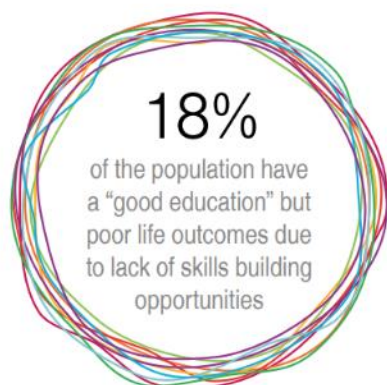
"The first step is taking a consistent approach to building essential skills in education, with the same sort of rigour they expect to see in other subjects, one that aligns with the language of social impact interventions and employers."

No Wrong Door, good work and top priority services

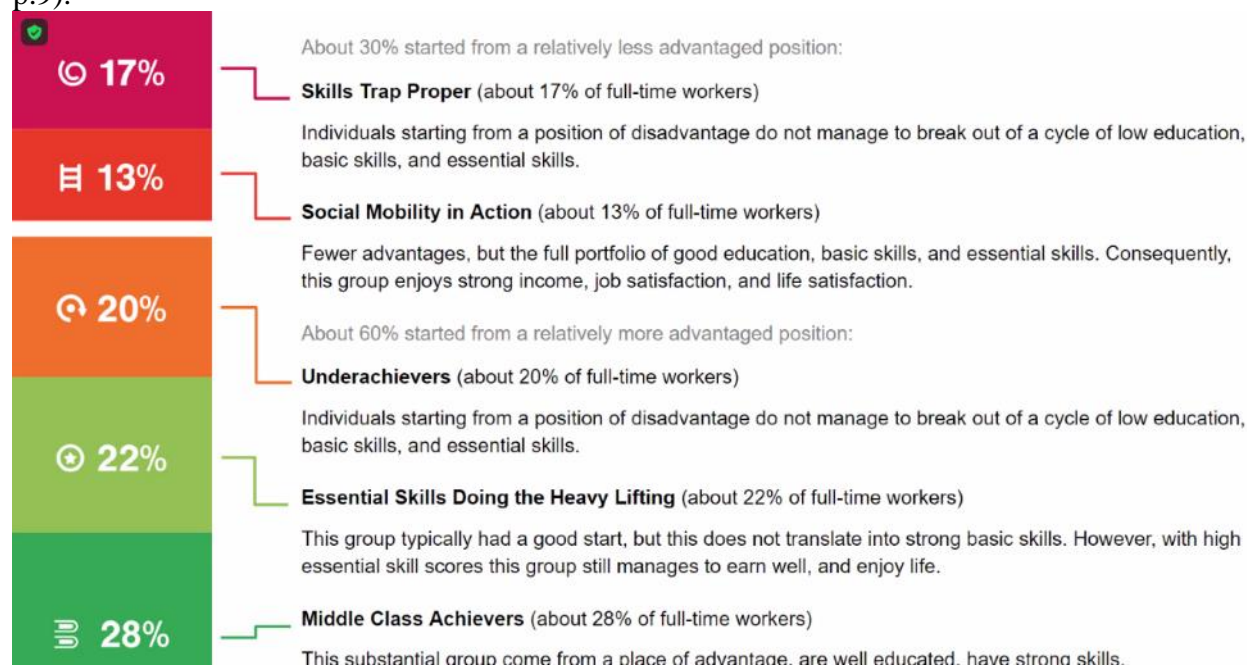
London Councils and the GLA's 'No Wrong Door' programme tackles the fragmentation of employment and skills provision in London. There are currently a lot of employment programmes delivered not only by JCP/DWP, but also by SRPs and the boroughs. Due to fragmentation of this provision, it's difficult for Londoners to access the right provision at the right time. The 'No Wrong Door' approach attempts to remedy this problem by joining up provision so that there is no wrong door into good work for anyone. All London boroughs (100%) have been involved locally or sub-regionally in developing a 'No Wrong Door' approach. Examples include participating in networks of other employment practitioners (91%), closer interaction with adult learning providers and employers (85%), mapping customer journeys to improve access to services (58%) and developing a digital platform to guide people to the right services (58%). This suggests that work to expand the 'No Wrong Door' approach across London is building on existing local activity. Most boroughs (97%) also adopted measures to promote good quality working practices at a local level, such as promoting the London Living Wage (100%), via their employment services (72%), promoting the Mayor's Good Work Standard (69%), and using the borough's procurement policy to promote good work (69%). All (100%) of the boroughs with an employment service said that their Adult and Community Learning Service (ACL) is linked, and two-thirds (67%) said they provide skills support to residents in addition to the ACL service. In terms of key priorities to support residents into employment, London boroughs identified developing a 'No Wrong Door' approach to the delivery of employment and skills services alongside health, housing, and other wraparound support; supporting residents into growing and priority sectors, tackling economic inactivity and labour market inequality, and encouraging employers to provide good quality working practices.

6.5 Challenge: Accessibility and inclusion

It is a sad fact that fusion and transversal skills at the present time tend to add further advantages to the already advantaged groups. A recent report by Skillsbuilder (2023) found that the lack of transversal skills was likely to significantly hinder the likelihood of disadvantaged groups experiencing good employment outcomes and social mobility. Without skills, more disadvantaged workers could become caught in a 'skills trap'. Both lower lifetime incomes and lower social mobility were more likely if a person had lower skills, even if this was considered in relation to other factors such as literacy and numeracy or parental education levels. Similarly, job satisfaction and wellbeing were likely to be higher in the skilled individuals than in those people lacking essential skills.



Moving from the lower quartile essential skill score to the upper quartile essential skill score is associated with a wage premium of between 9.4% and 12.0%. For the average full-time worker in the UK, this equates to an extra £3,600 to £4,600 each year. (Skillsbuilder, 2023, p.8) Essential skills predict unemployment. Moving from the lower to upper quartile of essential skill score is associated with a 25% reduction in the odds of being unemployed. In other words, 5.2% of individuals with a lower quartile skill score (8.2) are likely to find themselves unemployed, compared to 3.9% of those with an upper quartile skill score (11.2) (Skillsbuilder p.9).





Less advantaged clusters



Low education with essential skills



High education without essential skills



Skills Trap



Social Mobility in Action



It is important to consider the wider importance of skills training and education beyond the outcomes of entering, returning to, or progressing at work. Education and skills training, especially that which is provided by local authorities, plays a vital role in the local community, bringing people together and supporting local organisations. There are well-evidenced benefits to mental health and wellbeing for people who engage in education and skill training. While this report mainly focuses on education and skills provision in its relation to employment opportunities, it is important to strike a balance between optimizing delivery for employment opportunities and providing a service which supports people in other ways. Lifelong pathways of access and progression need to occur at all levels from post-secondary, through further education and into higher education and in-work training. To support these pathways, there should be enhanced mechanisms and services for enabling lifelong skills guidance and lifelong learning opportunities.

As noted in section 6.2 around talent shortages, increasingly accessibility and inclusion help companies to attract and retain more talent. As the following comments show, being inclusive and developmental not only brings social benefits but it boosts the sustainability and effectiveness of companies to have a skilled, diverse and productive workforce.

“Gen Z will reward employers who value development and diversity. Gen Z — professionals born later than 1996 — are already a major part of the workforce. Many are just getting their careers off the ground, and their priorities reflect that. Gen Z’s

priorities are significantly different from their parents' generation, Gen X. Career advancement and gaining new skills are super important to younger workers: they're over 50% more likely to value moving up the ranks, compared to Gen X. The younger generation is also much more focused on the importance of having an inclusive work environment."

"As the ESG reporting landscape continues to change, companies are being held more and more accountable for how they manage their ESG initiatives – and this trend isn't stopping anytime soon. Regulators around the world are requiring more and more companies to disclose their ESG performance publicly, transforming ESG reporting from a 'nice to have' into a necessity."

Upskilling is also seen to be a key tool for retaining a diverse workforce. Despite the research finding that 41% of employers have adapted recruitment processes to accommodate neurodivergent traits, only 23% of HR professionals and 29% of Senior Leaders have had any specific training in relation to neurodiversity. While enterprises acknowledge that it is important to have disability inclusion policies and procedures in the workplace, yet the research findings indicate a lack of skills investment in this group.

7. Policy themes

Thus far we have looked at the value of hubs and partnerships, the major policy drivers and the challenges as identified by a diversity of local national and international policy makers within education, enterprise, impact organisations and the third sector. From this work, four main policy themes have emerged, namely, quality, integrated provisions, evaluation and impact measurement. Each of these themes were examined in greater detail.

7.1 Policy theme: High quality education and skills

A dynamic, high quality education system is identified in an OECD report (2023) as being key to talent development. Strong, accessible pathways and connections between primary and second school levels, and from the secondary level to further and higher education and training have been shown to be vital in ensuring that people of all backgrounds and abilities are fully benefiting from the education and training system and are successfully making the transition to employment. A high-quality education and training system means that employment opportunities are maximised for individuals and communities; the availability of talent and skills makes a location attractive for companies of all sizes and types, and there is a strong basis for a progressive, prosperous economy and society.

A significant pipeline of highly skilled graduates is key, as well as a dynamic research and development function within higher education and business to support industrial innovation and expansion. Higher education institutes are also a primary resource for essential reskilling and up-skilling of the workforce. In addition to developing talent, supporting job creation and growing the economy, higher education can lead the development of new knowledge, discovery and insight, supporting the development of national culture and civic society, and cultivating the values and good practices of citizenship.

7.2 Policy Theme: Integrated skills development

A well-defined, integrated national skills development policy is vital for sustainable and balanced growth. Most importantly, it provides direction and focus to the skills system. Developing an integrated and cross-cutting national skills policy brings coherence to the system, facilitate coordinated reforms, and clarifies partnership and collaboration arrangements.

Shared responsibility and integration into growth, employment and other strategies and policies is crucial. In both a vertical and horizontal way, an integrated skills policy should provide support to lifelong learning and promote equal opportunities for education and training.

Policy development should be founded on the involvement of partners and include both education and enterprise. While the policy should be a national ambition and backed by resources from the national level, regional and local partnerships are very important in successful adaptation to local contexts and to ensure implementation and relevance.

In March 2023, as part of the broader London skills policy agenda, London Councils surveyed all the London boroughs about their employment and skills services. The survey showed that most London boroughs (88%) provide a local employment support service. On average, a borough's estimated annual budget for employment services was £1,396,929 – slightly less than their budget in 2021/22 (£1,538,826). However, it varied between £75,000 and £5.4m. Boroughs identified Section 106⁶ (69%), core council spending (48%) and the European Social Fund (ESF - 59%) as key sources of funding for their employment services. In terms of staff, on average boroughs employ 22 people, ranging from a borough employing one and another employing 70 staff members. The number of people using borough employment services annually also ranges significantly between 230 and 3,200, with an average of 1,533. There was a slight expansion in the resources boroughs have put into their job brokerage schemes and the number of Londoners they have been serving. In total, London boroughs spend £39,114,000 (in 2021/22 = £35,393,000) on their employment services, employ 660 (2021/22 = 683) staff members and support 15,330 Londoners. However, this is substantially lower than the numbers reported the previous year (44,274). The most common services offered by all, or most boroughs include access to local vacancies (100%), interview preparation/coaching (100%), help with CV and job applications (100%), employment advisors (97%) and support to improve transversal skills (93%). Most London borough officers (85%) said that they changed their employment service in response to local skills and labour market shortages in the last year. Many did so by building wider partnerships and networks to strengthen links with local employers (93%), working with employers to fill vacancies in growing/resilient sectors (82%) and adjusting careers advice and guidance to connect people with in-demand jobs (71%).

7.3 Policy theme: Evaluation

However comprehensive and good it may be, a policy is only as good as its implementation. The policy makers identified the lack of measures of success as one of the inhibitors of better skills development:

"What are the key measures to ensure effective implementation of the policy?"

Evaluation frameworks must be established to track the outputs and effectiveness of the implementation of policy aims and objectives. The policy makers identified areas that should be included in effective policy evaluation, including:

- Setting achievement targets and milestones within realistic, but responsive, fixed timeframes
- Identification of a lead agency, or ministry, for implementation with clearly defined responsibilities
- Clear multi-level implementation plans including national, regional, local and institutional plans
- Support for capacity building in implementing the policy/policies
- Provision of adequate budgetary and other resources to enable implementation and mobilisation
- Agreed monitoring and evaluation mechanisms

⁶ Section 106 (S106) money is the percentage of money all property developers must give to local skills and education developments.

- Sustained and long-term political commitment and leadership (not subject to changing political whims but based on evidence)

7.4 Impact measurement

Evaluation can measure the outcomes of a sustained skills policy across education and enterprise, but it is important to know ‘so what’ in terms of the impact of the outcomes on the individual, the community and the society as a whole. Impact can be measured in terms of an Effect and Impact Tracking Matrix (EITM) (Bamford 2010)

Effect and Impact Tracking Matrix (EITM)

Personal impact, such as the development of confidence, aspiration, enjoyment, improvements in attendance and engagement, fun and happiness.

Social impact, such as the fostering or development of networks, collaborations, partnerships and contact webs.

Cultural impact, such as changes prompted as an organisational level, changes in external perceptions, changes in profile and influence.

Educational impact, such as enhanced progress, enhanced attainment, new knowledge, skills development⁷, conceptual development, professional education, developing higher order thinking, education of the broader field or community.

Ethical impact, such as addressing social problems or minority issues, promoting changes in attitudes, ESG, or contributing to sustainability.

Economic impact, such as value for money, changing spending patterns, productivity, income generation.

Innovation impact, such as talent development, the development of new pedagogy, techniques, processes or products and the instigation of debates or new communications.

Catalytic impact, such as flow-on effects, changes in direction, transformations and journeys.

Negative loss impact describes things that had to be sacrificed, or else negative consequences of some other kind that arose. This includes opportunity costs, talent loss, personal loss, unhappiness, loss of enjoyment, loss of creativity caused by **not** developing skills.

Following a statistical analysis, Abrantes⁸ et al (2022) found that there were positive impacts on employability and socioeconomic mobility for students possessing transversal competences. They found that there was enhanced economic growth and employability, through transversal competences.

8. Recommendations

Based on the policy drivers, the contextual challenges and the emergent policy themes, the following recommendations are made.

8.1 Recommendation: Government has a core role to play in the skills agenda

National and regional government need to be more directly and actively involved in:

- Setting the overarching skills goals
- Ensuring laws and policy supports skills development
- Ensuring policy is long-term (not subject to political whims)
- Requiring enterprises and education to report on skills development

⁷ Refer to the list of fusion skills

⁸ Abrantes, P.; Silva, A.P.; Backstrom, B.; Neves, C.; Falé, I.; Jacquinet, M.; Ramos, M.d.R.; Magano, O.; Henriques, S. (2022) “Transversal Competences and Employability: The Impacts of Distance Learning University According to Graduates’ Follow-Up.” *Educ. Sci.* 2022, 12, 65. <https://doi.org/10.3390/educsci12020065>

- Providing or sharing consistent tools to support skills impact measurement
- Ensuring accessibility and equity in skills development
- Providing insight and impact reports
- Disseminating a set of required changes to be pursued in order to achieve the vision of the skills system in a coordinated manner
- Facilitating conducive and more holistic responses to human resources planning that draws together the various government agencies and providers of education and training
- Pledging political and collective will and commitment to enabling reforms to be achieved with clear statements of responsibility shared among government, the social partners and other partners

8.2 Recommendation: Education at all levels places a more direct and explicit focus on developing transversal skills

Schools (at all levels, colleges, vocational education and higher education must more directly and actively:

- Introduce more experience-based skills teaching approaches
- Engage with businesses and local entrepreneurs
- Recognise the development of transversal skills as an objective of the national curricula for education at all levels (including for young children and university level students)
- Embed entrepreneurship in formal and informal education
- Develop effective entrepreneurship and transversal skills curricula
- Foster interactive and in-person hubs which provide and share accessible tools and resources

8.3 Recommendation: Teachers and trainers at all levels must be trained in the importance of skills development and the evidence-based ways to develop these amongst learners

There needs to be provisions of specific training and incentive for teachers to become leaders of skills learning. This needs to include:

- Anchoring existing good practice
- Facilitating the continuous commitment to, and promotion of, good practice
- Promoting experiential and learning- by- doing methodologies
- Ensuring teachers' development programmes engage with enterprise and support initiatives that bring enterprises and educational establishments together

8.4 Recommendation: Skills sectors and employers place a direct and explicit focus on skills development for wider skills needs for employment and productivity.

Enterprises and skills sectors in the broadest sense need to:

- Ensure training is available, responsive and rapid to increase skills in line with the pace and increasing need to gain competences quickly
- Work more collaborative across professional bodies to offer more flexible provisions for those who have not entered their sector through formal routes to both gain the right skills and to accredit this.
- Commit to bigger and more forward-looking and ambitious changes in response to the changes to workforce demographics, changes to the type and nature of skills, and changes to the learning ecosystem and learning methods
- Develop transversal skills mentoring programmes
- Establish clear, accessible mechanisms for employers to access the full range of skills and research development opportunities in higher education

- Enhance strategic communications to promote education and enterprise partnerships and achievements
- Provide comprehensive employer access to skills and research development opportunities
- Enhance the impact and complementarity of research and skills development initiatives
- Expand the support of continuous professional development within companies and across companies and sectors (including with SMEs and micro-businesses)
- Mapping the skills employees have and need and reporting this

9. Conclusions

Skills are fundamental for individual employability and national competitiveness. A sound and balanced skills development policy can boost social mobility, flourishing and economic outcomes. Skills development is the shared responsibility of government, employers, education and individuals. Impact organisation, charities, social partners and the third sector all play a critical role in the development of transversal skills. There is an important role for government in convening the various initiatives to ensure that there is collaboration not duplication and to place equity at the top of the agenda.

Transversal skills are fundamental to, but not sufficient for, gaining decent jobs that encourage human flourishing. Transversal skills must link with personal desires and aspirations alongside employment opportunities. Equal opportunities for education and training must be provided to all, including those engaged in the informal economy.



















While transversal skills are perhaps the most stable in terms of longevity of all types of skills, change is a certainty and lifelong learning is essential. In today's world, there are significant changes in the workforce, the workplace, and the way that education and skills training are being delivered. These have profound implications for the education and skills sector, which needs to urgently respond and adapt to the changing pictures.



Appendix One: Report of the policy event



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. A copy of the programme follows:

   	   
    	    
<p>Skills: Trends and Next Practice May 18, 2023 15:00-18:00 Livery Hall, Guildhall City of London</p>	<ul style="list-style-type: none"> - The rise of automation, digitisation and remote working and the impact of this on skills - Growing demand for fusion skills - Growing demand for green skills - Growing demand for live data about skills gaps <p>17:00 Panel Session Three: Changes to the learning ecosystem and learning methods</p> <p>Overview of the issue Ivijot Singh Oberoi, Social Finance</p> <ul style="list-style-type: none"> - Examples of innovations: Professor Ruth Crick, My Learning Journey App - Examples of innovations: Michael Qabaldeston and Patrick Craven, City and Guilds <p>17:40 Final discussion and next steps</p> <p>Hanan Mujahid will interview two completed Digital Skills level 3 and 4 learners. Simon Tale, ASES, Online delivery /Accredited/Non accredited Barbara Hamilton, Manager ASES, Skills and Employment</p> <ul style="list-style-type: none"> - Enterprise and education working together and hubs – links between schools and employers. - Growth of innovative finance and social investment. <p>18:00 Close and networking</p> <p>18:15 Guests depart</p> <p style="text-align: center;">Thank you very much for your generosity in joining this event and we look forward to continuing to make a real difference in boosting skills to help people flourish.</p>
<p>Programme</p> <p>14:45 Guests arrive. Refreshments and networking on arrival</p> <p>15:00 Official welcome: Caroline Haines, Chair of the City of London Education Board and Master of the Worshipful Company of Educators</p> <p>Outline of how the sessions work and aims: Deborah Bell, Strategic Education and Skills Director, City of London</p> <p>15:10 Panel Session One: Changes to workforce and learner demographics</p> <ul style="list-style-type: none"> - Overview of the issue Ankita Saxena, Social Finance - Lewis Gale, Skills Development Scotland - Robert Craig, SkillsBuilder Partnership - A view from the field, Gwen Rhys, Connecting Communities <p>15:50 Table discussions</p> <ul style="list-style-type: none"> - Lifelong learning and the impact of the need to work longer and reskill more frequently - Skills development for people who are following non-linear career paths. - Skills in a context of increasing rates of self-employment <p>16:05 Panel Session Two: Changes to the skills required for employment</p> <ul style="list-style-type: none"> - Overview of the issue Holly Scott, Social Finance - India Kerie, Nesta Jobs Observatory - Chris Warhurst, Warwick Institute for Employment Research, Warwick University - A view from the field, Carl Ward, and FED <p>16:45 Table discussions</p>	

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

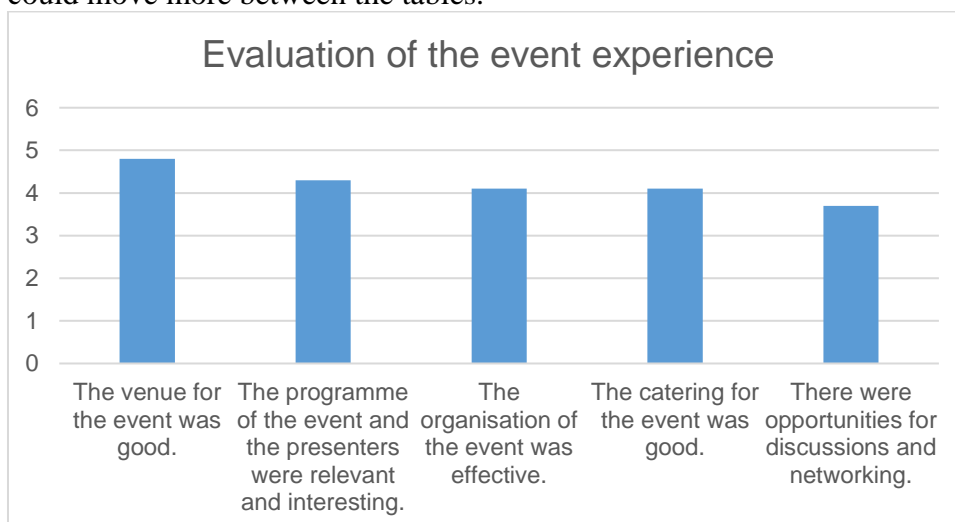
Within each trend, we identified further sub-trends and case study examples of global innovative practice. These trends and sub-trends are interlinked, and it is not always possible to identify a causal relationship between a trend and the way that governments and other organisations are responding. 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.



A1. Policy event experience

Out of a possible score of 5 the overall average for the experience of the policy event was 4.2. As can be seen in the graph that follows, the venue, and the quality of the programme and the speakers were both rated very highly. The least highly rated area was the opportunity for networking and conversations, but the qualitative comments indicated that people just wanted the event to go longer and have even more chance to network further, including that people could move more between the tables.



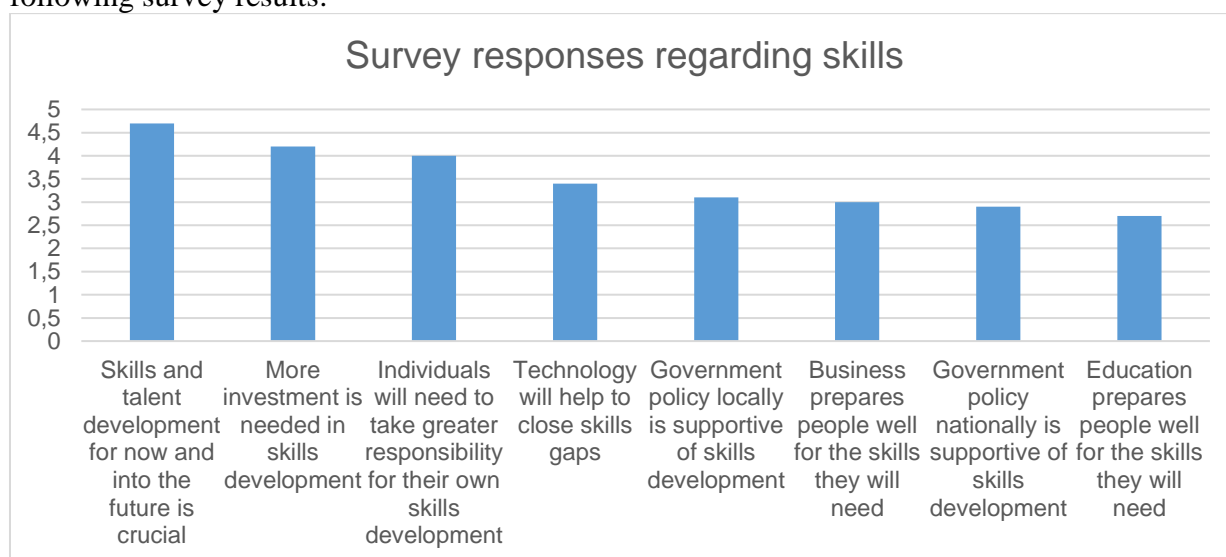
A.2 Policy event evaluation

The following themes and comments emerged from the analysis of the events evaluation.

- The link between skills development and personal and social wellbeing
- The development of skills promotes flourishing both in work and in life
- The importance of skills in ensuring future economic success both locally and nationally

- The need to have future-orientated and accurate data about skills needs (the comment was made that too much of the skills data is historical and not relevant in the rapidly changing skills - landscape)
- The value of transversal fusion skills as a way of ‘future-proof’ individuals and more effectively put in places skills programmes in education and enterprise
- The policy around skills development needs to take a longer -term view (e.g., ten years) and be less subject to political ‘whims’
- That skills policy must cover both what happens in education (at all levels) and in enterprise
- Enterprise and education must work far more closely together around skills development
- That skills development must include a strong focus on creative and entrepreneurial capacities and qualities (especially consideration needed to be given to people working for themselves and how they develop skills and the value proposition for companies to attract talent by offering skills development as part of their employment packages)
- That while the profusion of terminology creates confusion and hampers interventions, there is stability about the core transversal skills and this needs to be used to inform policy making (it was suggested that policy needed to accommodate the different terminology and participants pointed to the value of the ‘Rosetta Stone’ approach.

The participants strongly identified needs related to skills development. The post-event survey, rating areas out of 5 with 5 being strongly and 1 being not agree at all showed that skills are an issue. ‘Skills and talent development for now and into the future is crucial’ received the highest rating with an average of 4.7 out of 5. The second highest rating area was the need for more investment in skills development rated on average as 4.2. Conversely, the lowest ranking area was the way education prepares people for skills with only a score of 2.7 out of 5. Business (enterprise) only scored fractionally better than education at preparing people with the skills they need (3.0). Also ranked lowly in terms of effectiveness were national policy around skills (2.9). Local government policy around skills was rated slightly higher at 3.1. The data also strongly suggests that Individuals will need to take greater responsibility for their own skills development. This finding has implications for the whole sector and for policy in terms of the way skills provision is organised. Also, the survey results suggest that technology will do little to reduce the needs for skills with an average score for this being a slightly positive 3.4. See the following survey results:



The survey respondents were also asked to indicate their main area of interest and their main needs in terms of skills. The following areas of interest/need emerged from the results:

- Communication and presentation skills
- Interpersonal skills including related business needs, such as hospitality and management
- Use of technology including analytical skills and advanced technical
- Ensuring Fusion skills run through education from pre-school to uni and then continued in the workplace.
- Endangered crafts (e.g. “The big need for my team is that we do not have enough people trained in traditional building skills and crafts. This has implications especially for how retrofit is / is going to be approached for historic buildings.”)

The survey respondents were also asked to indicate ‘next steps’ in terms of what should occur next week, next year, and in three years’ time.

In terms of next week some suggestions included:

- Pilot projects of initiative on a small scale

In terms of next year some suggestions included:

- Two Trailblazer apprenticeships, Clockmaker and Watchmaker are approved but they prove difficult to deliver due to the small numbers. Lead providers show little interest.
- All local governments should petition the Department For Education and central government for a revolution in education standards, methods scoring and linear planning.
- More grants for teachers and stronger funding to all public schools.
- Organise more open recruitment days.
- Actively access organisational readiness for future skills development
- Drive work placement opportunity and develop frameworks for business to get on board with minimal effort.
- Address the apprenticeship levy to make it easier for business to access and use.

While in terms of in three years’ time, there were the following suggestions:

- Build partnerships that open pathways to employment
- Engage with government to establish clear pathway to allow teaching and learning and assessment to be fully integrated through a technology-based curriculum which has direct links to business and industry.
- Curriculum review - Agility and drawing on learning from diverse sources - self-designed/directed learning curriculums.
- Recognition of the importance of skills as well as the acquisition of knowledge. Assessment needs to change to recognise the importance of skills development.
- Raising the profile of careers in the sector, establishment of training for existing construction workers and pathways for those entering the sector, long-term plans for continued investment in this training which allows it to become self-sufficient where possible.

The fact that there were many ore suggestions for the middle to longer term timeframe also points to the importance of needing to have skills policy that is implemented with consistency over longer periods of time rather than shorter term projects, initiatives or stimuli.

A.2.1 The quality of the event for both education and enterprise

The overwhelming response to the policy event was that it provided a valuable opportunity to progress the policy actions at the national, regional and local level. The participants especially welcomed the attendance of so many policy experts from different sectors and form both education and enterprise. Many participants felt that the event provoked a mature discussion on skills and raised specific policy areas to be taken forward in terms of both policy making and implementation. The words ‘thought-provoking’ was frequently used about the event and the panels.

The qualitative comments give insight into some of the particular impact of the event:

“This is grown-up discussion and top-quality networking for the people responsible for delivering the wellbeing, social and economic of our country. And preparing and proving for the future.”

“Thanks very much for organising such a thoughtful, engaging and inspiring day.”

“Thank you again for inviting Nesta to speak about our work and organising such a successful, thought-provoking event.”

“Thank you for organising such a fantastic Skills Conference. It was an inspiring and enlightening experience, and we are incredibly thankful for the opportunity to participate in it. We are sure that the event provided a valuable platform for everyone - discussing and promoting better coordination among learners, employers, and local governments. The trends discussed and the expertise shared by the panellists were informative and thought-provoking. We also established valuable connections during the conference and will follow up with them this week.”

“Just wanted to say how much I enjoyed the event. It really gave me lots to think about, not only in terms of what the libraries can do and are doing to support people’s skills development for this fast-changing future, but also what I should be looking at for the development of skills in my own teams.”

A.2.2 The importance of collaboration and networking opportunities

The event gathered over 180 experts in one room and the value of this was appreciated by all the participants. It was important that the policy experts came from different sectors and perspectives. A key feature of the event that was very influential was that each panel was followed by a section called ‘a view from the field’. This is where various people who were the recipients of the policy actions spoke of their experiences. This was profound and moving as it gave a ‘real face’ to policy decisions and showed the life-changing difference good skills policy can make.

“It was great to see so many people gathered and eager to contribute to the much-needed skills conversation.”

“Thank you again for the invite. I thoroughly enjoyed myself and was inspired by the level of expertise in the room. I would love to get more involved in such events or discussions around education and skills.”

“I had some very positive discussions with colleagues, and we will be developing our work around how libraries can support fusion skills.”

“We thoroughly enjoyed the afternoon and met some interesting people who we are thinking of inviting to our next event for Digital Education Symposium, looking at the sector HE/FE.”

“I just wanted to drop you a quick note to say thank you so much for hosting me at the Skill conference last week. Was fascinating to hear all the speakers - particularly the young man from Credit Suisse advising the government and the inspiring stories from Connecting Communities.”



A.2.3 Working in more joined-up ways

There was an overwhelming commitment from the policy makers from both education and enterprise that they wanted to continue to work in more cross-sector and joined-up ways.

“I'd be more than happy to discuss the work we've done on building a skills taxonomy and other tools we have built using online job adverts.”

“Thanks for inviting me and for the inspiration and networking opportunity!”

“Just a note to say thanks so much for yesterday. It was a pleasure to be there. Some really interesting people in the room and almost universal agreement on the importance of these skills, well done!”

A.2.4 The skills policy debate needs to be inspiring

The view was expressed that the skills issue was so important that it also needed policy which was interesting and inspiring. You can't light a fire without a spark. It is well known that policy debates are driven not just by rational deliberation, but that they also need to give impetus by emotional, personal and engaging stories from life.

“You are doing amazing work and the conference was really timely and important.”

“A very informative afternoon”

“Thank you again for the invite. I thoroughly enjoyed myself and was inspired by the level of expertise in the room.”

“Just a quick note to say, ‘thank you’ for a terrific event.”

“I loved the varying speakers, especially those people who had personally been positively impacted.”

A.2.5 The link between skills development and the development and sustainability goals

Participants made the explicit link between the development of transversal skills and the importance of ‘green skills’ and the development and sustainability goals. It was viewed that development of transversal and fusion skills would in turn specifically address the need for green economy skills and meet the sustainability goals.

“And also, those who touched on ‘green’ jobs, especially India from Nesta. We are holding an employer event specifically focussing on ‘green jobs’ on the 1st of June, where a colleague of India is speaking! So, this was perfectly aligned.”

A.2.6 The frustration with the slowness of change within skills policy and education

There was significant criticism and emotion, verging on anger, about the lack of progress being made in the skills agenda and policy despite the concerted effort of many actors in skills development. This anger was particularly expressed from the enterprise sector who felt nothing was really changing, despite the urgency of the skills and talent shortage.

“When we run schools’ outreach events we nearly always focus on innovation and creative problem solving. But these tend to be one off events and employers don’t have the capacity to deliver the volume that would be required to make a real and long-lasting difference.

A company such as 8billionideas focusses exactly on these relevant Fusion skills.

Future-focused learning that empowers your students | 8billionideas

<https://www.8billionideas.com/>

For example, 68% of secondary teachers don’t believe students have the soft skills needed for the future. Let’s change that.”

There was also anger from some of the people who told their stories of ultimately positive impact of skills interventions. Their anger tended to be centred on the general uselessness of many of the employment initiatives and the positive difference it made once they developed fusion skills. There was a frustration that this took so long to ‘find’ fusion skills and the time that was wasted until they encountered support around transversal skills. Current instability in the political context in the UK including with political changes in both education and employment ministries has further limited the appropriate adoption of meaningful changes in skills policy.

“I agree re the reluctance for English Policy to address this <skills policy> but who knows with a General Election pending now might be the time to create some change and especially given the renewed calls for a Bacc style model.”

“One of the things I was saying to a couple of delegates is that we don’t want to be here again in a year’s time and all we have to discuss is the potential and value of focus on Fusion Skills – we want to start to see some systemic change.”

A.2.7 Technological change and the pace of change

Participants made a criticism of current digital skills policy. The main argument was that too much focus was placed on technical skills which have limited longevity in terms of digital competences. Especially from the enterprise sector, the call was for far more of a focus on transversal, fusion skills than on technical and software skills. The argument was made that technical digital skills were better to be taught by the companies rather than education (which was often outdated or wrong in terms of the companies needs) and that education, including technical and higher education should focus more on developing analytical, problems solving, creative and evaluative skills that had more relevant and longevity. The enterprise participants felt that the main aspect lacking in job candidates were not computer skills but rather personal skills such as skills in communication and collaboration. The view was also expressed that policy was often out of date and so education produced people without the most current technical skills, therefore a broader focus on transversal skills had more ‘currency’ in terms of meeting talent shortage needs. Moreover, the argument was made that people need to find their skills ‘passion’. You need to identify what interests and drivers a persona and then align their

personal skills development journey around their interests and desires in terms of future employment.

“There is a need to be constantly upskilled and there are challenges in identifying the right skills which will have the most impact and be bespoke to the individual.”

“Policy needs to be ahead of how AI will impact upon skill development and careers.”

“Ensuring that individuals find what they enjoy and align skills development to that enjoyment.”

“What does the workplace look like now? Can we re-design the workplace and leisure. Re workplaces accessible and do they remain motivating?”

“How skill development is constantly reviewed for young people in education and how these leads into lifelong learning. Perceptions of working for longer can be negative - there is a need to change this perception and see the many positives of working for longer. Reframing this narrative.”

A.2.8 The assessment system in education is preventing a greater focus on skills development. Participants made a direct argument that the assessment and examination systems in education are actively preventing the development of transversal skills or the meaningful consideration of essential and practical skills for young people. This view is clearly outlined in the following extended explanation from an expert in assessment:

“I would like to share some insight that I feel will explain why we are where we with some of this debate over the lack of value learners are experiencing from the present educational/exam system in the UK, and especially in England. Let me first set the scene. <the exam system and system of qualification> see the prominence of skills as challenging their authority and power. Am I being over dramatic. Scare mongering. Being downright malicious towards the exam bodies and government. Yes, I have been accused of all those in the past. Why, because I and my community had the audacity to challenge their role in education and suggest some of their decisions on managing the exams system may not be in the interests of learners’ aspirations and future success. You can understand it. Why rock the boat, even though what they are trying to preserve, has long passed its sale by date. Today these established systems and practices have become by default, counterproductive and are holding us back. They are so set in their ways their own developers cannot or are not allowed to flourish.” It’s very interesting about your visit to Scotland. We (EOA) had tried for years to get the English exam regime to adopt many of the successful practices and processes from Scotland. And this was based on the fact that the exam provider and authority in Scotland SQA was a member of the English JCQ power group and sat in many of the meetings I attended in London and Coventry (home of Ofqual). But Scotland like Wales feel they have to compete with the English market and therefore are more prepared to invest in new systems and practices which are technology driven. Wales have done some fantastic work in this area and are way ahead of England in linking assessment to technology driven teaching and learning. You may have visited the Welsh capital already but if not, you might need to book another ticket westwards to follow that up. The WJEC are very open to discussion and development. Going back to yesterday. I see it as a steppingstone. Just like all the other invaluable events we have had with fusion.”

Other participants also followed these themes stressing the need for education policy and practices to change towards better skills preparation.

“Too many young people emerge from the education system without the skills, capabilities and dispositions required to meet the challenges and seize the opportunities of adulthood, to adapt to change and to contribute to the world around them.”

“This is a direct consequence of the inadequate and uneven provision of ‘Life Skills Learning’ – to cultivate crucial ‘non-academic’ skills alongside the traditional school curriculum. This in turn is partly down to a lack of structured support for teachers, many of whom want to provide a fuller, more rounded education to their pupils but don’t have the tools to do so.”

“Education must deliver the system-level changes needed to make a reality of Life Skills Learning for more people.”

“Recognition of the importance of skills as well as the acquisition of knowledge. Schools need to be ranked on this rather than on just outdated exam results.”

“Complete change in public education process, evaluation and scoring methods. Integrated learning for all educators and students in various technology terms/products. Stronger communication training, less text more conversation.”

“We need more young people to emerge from the education system with the skills, capabilities and character traits needed to flourish in life and to make a positive contribution to the world around them.”

“Build more green skills into the school curriculum.”

Other participants felt that the existing systems of education, especially further and higher education were not capable of implementing the sort of skills policy that would be needed for the future. Therefore, calls were being made for new, more radical alternatives. For example.

“There needs to be an employability academy – something for school or university leavers to prepare them for work with the fusion skills. The focus could be on work experience and on fusion skills. This could be coordinated from the hub.”

“We should look to Finland, for social structure in supporting educators and Japanese structure for stronger content and varied methods of testing or evaluating progress. Students should have equal value for their strengths not suppressed for less than stellar performance in only three areas of study. We're not even designed to support "average" learners. I don't know what we're doing anymore but it isn't based on science or tested theory.”



