## **Better Connected** Delivering Digital Britain by 2030

This report was researched by Connect and funded by Google, BT and City & Guilds. This is not an official publication of the House of Commons or the House of Lords. It has not been approved by either House or its committees. The All-Party Parliamentary Groups are informal groups of members of both Houses with a common interest in particular issues. The views expressed in this report are those of the Group.

All-Party Parliamentary Group on **Digital Skills** 

# Contents

Foreword	3
Introduction	4
Recommendations	5
Post-Pandemic: The state of play and effective interventions	6
Case study: The Open University	8
Case Study: Chegg	8
Case study: Good Things Foundation, Future Digital Inclusion Report 2019	9
The Role of Businesses	10
Case Study: Care England	12
Case Study: Google Career Certificates	12
The Role of National Government	13
Case study: Mastercard and the Good Things Foundation	14
The Opportunity	16
The APPG	16
Contributions	17
Endnotes	18

## Foreword

Responsible governance is a combination of shaping the world around us proactively, and balancing this change by reflecting the world around us in a practical and sensible way. The digital world is exciting, fast-paced and developing at a rapid speed. Digital skills will play a huge role in what our future will look like, both in terms of our personal and professional lives, and people must have the skills and the confidence to transition to the requirements of our digital future.

How we support everybody, regardless of their current levels of skills or experience in using new technology and digital solutions will be critical in ensuring that nobody is left behind as the world rapidly changes. People of all ages must have access to lifelong learning and education to equip them with the skills needed to succeed in the 21<sup>st</sup> century and how we identify and target support to those who are struggling with this transition will be vital to our success.

The global pandemic accelerated the development of digital solutions for everyday tasks. We all adjusted our way of life with an increased reliance on technology to undertake our personal and professional responsibilities, to maintain essential social contact with family and friends and the way we work.

The world of work has changed, and is has changed forever. Video conferencing and online meetings are now commonplace for both large and small businesses alike with many changes from the pandemic now embedded as part of our standard working culture. Almost all jobs require a level of digital competency, even jobs that do not ask for high levels of qualifications or experience. Our inquiry delved into the detail on what must be done to drive the UK forward towards 'Delivering Digital Britain by 2030'. The inquiry report delivers a series of recommendations which we urge the government to adopt, offering practical and sensible steps to drive forward the digital agenda.

Delivering Digital Britain by 2030 will happen in the midst of a cost-of-living crisis and an economic challenge not seen for many years. We know from recent fiscal statements that tough decisions will be made. In this report we emphasize the importance of digital skills to our personal and economic futures and make the case for funding in this area to be prioritised, such are the benefits of investing in increased digital skills for our citizens. We also considered how businesses can support our digital future, as it does not fall upon government alone to deliver this, and our report goes into detail into how businesses can champion a learning culture to support and develop their workforce to build their skills in the coming years.

In our recommendations, the APPG for Digital Skills looks forward to supporting a bright digital future for everyone, championing inclusivity and reflecting the rich diversity of circumstance, age and background in our country. With joined up thinking and creative decision-making, we believe that everybody can develop their digital skills necessary to flourish in the 21st century, postpandemic United Kingdom and stay ahead of the fast-paced and exciting change we are seeing in the world around us.

**Chris Green MP Vice Chair** The All-Party Parliamentary Group on Digital Skills

## Introduction Background

Over the last 12 months, the APPG on Digital Skills has been focusing its work on the importance of digital skills in the workplace in the postpandemic work. We have heard evidence from figures in national, regional and local government, key employer organisation, businesses, training providers and campaign groups on the imperative of equipping both our present and future workforce for the jobs of tomorrow. In the last period of our work, events have moved rapidly with two significant developments.

Firstly, the publication of the Government's longawaited Levelling Up White Paper contained two challenges that should have a significant impact on the development of digital skills. These include:

- 1. Delivering nationwide gigabit capable broadband and 4G coverage, with 5G coverage for most of the population by 2030.
- 2. Significantly increasing the number of people successfully completing high-quality skills training across every area of England by 2030 to 200,000 more people successfully completing high-quality training annually and 80,000 doing so in the lowest skilled areas.

These are laudable goals with the potential to revolutionise our country and the lives of our population over the next decade. Both ambitions are integral to delivering a digital skills revolution but cannot be realised without a successful rollout of digital skills. The symbiosis of these goals is what will underpin the next phase of our work as an All-Party Group.

Secondly, the UK currently faces unprecedented economic challenges, encapsulated by a spike in inflation of the kind not seen in four decades. Government is understandably focusing on mitigating the impact of cost-of-living pressures in the short-term. However, it must be recognised that the Government's ambition of realising a high skill, high wage economy, can only be met by delivering a levelling up in digital skills. We view this as the core component of the vision of a 'Digital Britain' being delivered by 2030. The report has been created following a call for evidence as part of the APPG's 'Better Connected' inquiry. It examines the interaction between access to digital infrastructure and growth in digital skills, and how this can realise, and exceed, the Government's ambitions in this area. The report further outlines a series of recommendations for Government and businesses to support digital inclusion and digital skills in the UK. Whist the pandemic has undeniably accelerated the shift to new practices, it is now up to the industry and Government to complete this transition.

## Recommendations

- 1. Government should conduct a comprehensive study analysing the digital skills provision across the country, and effectively identify the key areas, or 'cold spots', where people are most digitally isolated.
- 2. Government should step up investment in basic digital infrastructure, to ensure that every household and business provider has the ability to access digital facilities, including fast and reliable Wi-Fi and the facilities to charge electronic devices.
- 3. Government should broaden programmes to address the digital skills gap at all ages, not just over the age of 25, with a targeted focus on digitally marginalised individuals.
- 4. Government should develop an extensive database of materials and courses which can be used by both individuals and organisations to upskill and train themselves and their staff.
- 5. Building on the Lifelong Learning Entitlement, the Government should continue to provide funding for individuals and organisations to access digital skills courses and qualifications. These should be affordable and attractive, and easily flexible around individuals' commitments.

- 6. Government should review grant funding for community organisations and SMEs, based on means tested support, and offer additional, targeted support and training to those in digital 'cold spots' in the country.
- 7. In light of the increasing digitisation of government and public services, Government should invest in a comprehensive communications campaign, which effectively signposts individuals to the training and resources needed to best participate in basic online services, such as banking and paying taxes online.
- 8. Government should collaborate with industry for creative solutions to solve the digital skills gap, such as the National Device bank, which distributed refurbished devices to those who need them.
- 9. Government should streamline the provision available to comprehensive all-round digital skills offer, where individuals and organisations can clearly spot areas for development and access the opportunities available to them.
- 10. Government should embed the teaching of digital skills across the curriculum at all levels to ensure our future generations are wellequipped for the world of work.

# Post-Pandemic: The state of play and effective interventions

Undoubtedly, the COVID-19 pandemic has had a significant impact, both on the way that people live, but also the way in which we interact with one another. At a time when people were physically isolated from one another, out of necessity, people and organisations had to increasingly look to adapt their daily lives online, thus speeding up the rate of adoption of digital technology.

Despite this, however, the digital skills gap has been widening. In 2019, the Industrial Strategy Council indicated that the most widespread example of under-skilling in the UK economy was in digital skills, with an estimated 5 million workers predicted to be acutely under-skilled in digital by 2030.<sup>1</sup> The Digital Poverty Alliance, furthermore, outlined that even before the crisis, 2.5 million people were behind on their broadband bills.<sup>2</sup>

Whilst this is an issue across the board, low-wage and low-mobility workers are amongst the most vulnerable and marginalised to technological change, only exacerbated further by the challenges faced from the COVID-19 pandemic. This has had significant impacts on job and financial security and economic mobility.<sup>3</sup>

The pandemic has, therefore, accelerated digitalisation and in doing so exacerbated the digital skills gap, it has also transformed the workplace and focused the minds of policy-

makers on the centrality of digital skills and the tech sector to the post-COVID economic recovery and future economic growth. It has demonstrated the value of data and its role in solving some of the UK's greatest challenges. This chapter will explore the work taking place to bridge the digital skills gap at a local, national and regional level.

#### The Widening Digital Skills Gap

First and foremost, digital adoption has accelerated, and the skills gap is widening.

A recent survey of SMEs, commissioned by the Open University for a recent report, <u>Skills for</u> <u>Success</u>, found that, whilst over 77% of SME leaders said their businesses do not have the required skills to successfully implement new technology, only 50% said that they have a plan to address these digital skills gaps within the next 12 months, with key barriers to intervention listed as time and cost.<sup>4</sup>

The impact of the pandemic has further driven a shift in working pattern and mindsets, increasing the number of employees to remote work. The Office for National Statistics found, for example, that the UK saw an increase in 19.6% in remote work from December 2019 to March 2022.<sup>5</sup> This is, furthermore, present within the digital industry, as (ISC)<sup>2</sup> found that 55% of cybersecurity



professionals now have the option to work remote full-time, with a further 27% required to work in the office part-time.<sup>6</sup>

Moreover, the pandemic has progressed the uptake of digital technology. The Lloyds Bank Consumer Digital Index 2021 has shown a major uplift in digital engagement during the pandemic with five years' progress made in just one year as 1.5 million more people are now online.<sup>7</sup> However, 5% of the population, 2.6 million people, remain excluded from the modern digital economy. This has further financial implications as the report outlined that 40% of those who are offline earn less than £15,000 a year and 47% of those offline *"just aren't interested"* in the internet and digital skills.<sup>8</sup>

### This issue is therefore of national economic importance.

At the same time, digital exclusion has become even more concerning during the COVID-19 pandemic, as people have struggled to access services, education, support networks and even basic necessities, as more facilities and services moved online during lockdown. As noted by the Digital Poverty Alliance, "digital is as much about social interactions as technical ones".<sup>9</sup>

Alongside interventions tackling the basic access

to digital infrastructure and training, a second key area of opportunity lies in the tackling the training and retention in the future skills job market. In an increasingly changing working world, there remains significant vacancy gaps in the sector.

Industry professionals have noted that the education system is currently not best supporting students to enter the market prepared for the current technology world. Coadec, for example, outlined that a three-year university degree course can sometimes be out-of-date by the time students have completed their final exams, and are often taught by academics as opposed to industry specialists, resulting in the need for graduates to spend 6-months to a year providing technical training for graduate hires.

Furthermore, tackling the accessibility of training, and the provision of resources and training online can support those currently found in digital *"blackspots"*.<sup>10</sup> Digital delivery provides a more inclusive option and reduces the cost of upskilling.<sup>11</sup> Smaller organisations and SMEs can play a significant role in taking the national efforts from Government, and implementing core objectives into a community-centric approach to *"build trust, make digital relevant, and empower learners to tackle a range of associated issues on a local level."* <sup>12</sup>

## **Case Studies**

## The Open University

The OU's Digital Inclusion Project was set up in 2021 to remove barriers to learning posed by digital exclusion, focusing on increasing access to ICT and supporting digital skills development. Collaboration with other organisations seeking to address digital poverty is key, and we are working with Jisc as well as those involved in the Social Partnerships (https://www.open.ac.uk/about/main/ Network social-partnerships). We are establishing a more flexible funding offer to support students lacking hardware and data for study and are enabling students to access discounted recycled equipment via the Get Online @ Home Initiative. The OU has also reached out to the Good Things Foundation (https://www.goodthingsfoundation.org/) to identify where we can have a broader positive impact by joining their Online Centres Network, which provides support for the 10 million adults in the UK who still lack basic digital skills. We plan to offer online sessions to support people working through the Foundation's Learn My Way resources, and our students will be able to access free mobile data through their National Databank. This work embodies the OU's vision to be open to all.





### Chegg

'Chegg Skills' was developed to help motivated individuals gain the skills needed to enter and grow in industries that have a talent shortage. They do this by offering training designed to prepare employers for entry-level roles in high-growth, high-paying digital industries. Since 2019, they have developed nine in-demand-programmes that nearly 4,000 graduates have completed, with 81% of graduates report being hired within 180 days of completing the programme. Furthermore, recent graduates of their programmes report an average salary increase of £14,500.

As noted by Care England, workforce retention, funding issues and digital skills abilities are "fundamentally intertwined." Combined with the post-pandemic "great resignation", talent retention in the technology remains a significant issue. Addressing the pipeline of talent is therefore a fundamental issue in achieving a Digital Britain by 2030.

Sector organisations can play an influential role in the retention of talent.<sup>13</sup>

## Good Things Foundation, Future Digital Inclusion Report 2019:

Our DfE funded Future Digital Inclusion (FDI) programme supported our Network model between 2014-2021. We saw the impact of investment into hyperlocal provision, coordinated by us at a national level: over 1.5 million people were supported to learn basic digital skills, with 84% of people supported by a centre progressing to further learning, 36% progressing to a course leading to a qualification, and 74% accessing online government services for the first time due to the programme (Future Digital Inclusion, 2019).

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FDI was also cost effective - as Network members accessed a capacity building grant which supported them in integrating basic digital skills learning into theirwiderservices. Services included: employability and financial health support; physical and mental health activities; opportunities to socialise and volunteer; adult learning; and information, advice, and guidance. The programme's average cost per learning outcome was £15.<sup>14</sup>

Interventions, if appropriately utilised, can therefore play a significant role in addressing the digital skills gap through talent retention, accessibility to digital skills training, preparation of the future generations for the world of work, and upskilling working aged adults throughout their lifetime.



# The Role of Businesses

### The Role of Businesses

Businesses of all sizes will play a key role in the realisation of 'Digital Britain' by 2030. Almost overnight, the global pandemic of 2020 affected every area of life, specifically the absolute isolation of our entire society for an extended period of time, which forced businesses to innovate their operations and adopt digital solutions to their entire operations. Many of these changes, presumed during the pandemic to be temporary, proved to be both efficient and popular, and have remained in place since that time. In their submission to the inquiry, NFER noted that, "COVID-19 has hastened the adoption of technologies and accelerated structural changes in the nature of work."15 All respondents to the inquiry noted that the pandemic dramatically altered the influence of digital skills on working life.

It is now hard to imagine the world without Microsoft Teams or Zoom meetings, but ask a computer literate user in 2019 to name the suite of Microsoft office programs and many would not have included teams in their answer. This highlights the step change, arguably the most fundamental shift in essential business practice since the early 2000's when it became somewhat obligatory for businesses to develop a website and introduce e-commerce systems.

Businesses face a race to meet these requirements by ensuring their staff are confident and efficient in the technology now permanently integrated into their everyday work. In our haste to adapt quickly to this changing world, to bridge the inevitable skills gap that has emerged due to the speed of the industrial transition, we note the NFER comments that "support for education and training will be needed to enable workers to upskill, reskill or transition into new roles, especially for the most vulnerable groups."<sup>16</sup> This support will not only come from government in the form of investment and funds for training, but from businesses who must guide their workers through this period of change.

### Addressing the Talent Pipeline is Crucial

It is clear that businesses must promote lifelong learning by their workforce, many of whom will have worked in a largely unchanged working environment for many years. New entrants to the labour market are, unfortunately, not immune to the challenges of reskilling. In their written submission, Coadec acknowledged that a *"threeyear university degree course can be out of date by the time students have completed their final exams. It is also likely to be run by academics rather than industry specialists - this has resulted in startups telling us that they need to spend between six months to a year providing technical training for newly graduated hires."* <sup>17</sup>

The Nash Squared 2022 Digital Leadership Report found that up to 70% of the year's digital leaders stated that skills shortages prevent them from keeping up with the pace of change, the highest



seen in the 24 years of conducting the research.<sup>18</sup>

Furthermore, according to the 2022 (ISC)<sup>2</sup> Workforce Study, 69% of organisations felt they had a slight to significant shortage of staff dedicated to industries such as cybersecurity within their organization. As (ISC)<sup>2</sup> further noted, "demand for cyber talent exceeds the available talent pool in the UK."<sup>19</sup>

Flexibility from business must also take into account the new working culture of remote and homeworking, where (ISC)2 noted the "UK government's Homeworking in the UK study show[ed] a 19.6% increase in remote work from December 2019 to March 2022."20 Homeworking demands that businesses adjust to operate effectively in the hybrid working environment. There are costs attached for businesses alongside a requirement to ensure workers have the hardware, equipment and skills to efficiently work from home. Inclusivity is vital. Without the required level of digital skills, some workers, for example, classed as medically vulnerable, could place themselves at great risk due to being unable to work from home due to a skills shortage. Businesses have a duty of care to ensure that their workforce is supported during the skills transition.

Businesses also face the challenge of dealing with a new cohort of entrants and graduates into the workforce who had their final years of studies hugely, and negatively, affected by the pandemic. Freshers beginning their university education in 2020 had no full year of their studies without visible changes to their education because of the pandemic. Chegg highlighted the findings of their Global Student Survey<sup>21</sup> in their written submission to the inquiry which found that "while it is crucial that employers provide additional support to this cohort in terms of rebuilding their confidence in social interactions." They highlight the importance of businesses adjusting how their resources and training are delivered, "as many workplaces and educational environments have become permanently hybrid, employers should also explore ways in which resources and training can keep up with these changes."<sup>22</sup>

In delivering their training to improve the levels of digital skills across their workforce, businesses must aim for inclusivity and accessibility, particularly for workers who have additional responsibilities such as care, for example. Businesses must also remain cognisant of the diverse nature of their workforce and consider how digital skills training can be delivered fairly to account for diversity, disability and ensure training is undertaken in a safe and supportive learning environment. Chegg noted that "One of the biggest challenges to delivering training is making delivery fit with work schedules and demands"<sup>23</sup> and suggested that digital training will offer a solution to the challenge of reflecting the differing personal circumstances and working responsibilities of those who require additional digital skills training.

# Case Study

### Care England

Giving relatives access to an organisation's Digital Care management system through a 'portal', enabling them to see not only care plans but essentially every aspect of a resident's care on a minute-byminute basis. This has been said to greatly improve communication between care homes and relatives, improve relatives' understanding of the care that is provided, reduce phone calls, enquiries and complaints, and improve overall resident wellbeing. This speaks to a wider concept of transparency promoting trust and improving relationships within the care sector. Care England would encourage the APPG to explore the prospect of promoting relative involvement in digital tools within a care setting.



### Google

### **Career Certificates**

'Google Career Certificates' have been developed to prepare people to start jobs or develop their business or career in five high-growth career areas. They are IT Support, UX Design, Data Analytics, Project Management and Digital Marketing and eCommerce. The courses are available on Coursera.org and students learn at their own pace online. Each certificate can be completed in 6 months with under 10 hours of study per week and allow participants to gain skills similar to those with a UK level 4 qualification. Google reports that 78% of UK Certificate graduates saw a positive impact on their career within six months, including a raise or a new job.

Google is also providing scholarships for people in the UK to take the certificates to help them find a new job or grow their business or career. Google is working with partners like the Department of Work and Pensions and Camden Council to ensure our certificates are distributed to those who need them. Google's UK Employer Consortium is a group of employers that includes the BBC, BT Group, Deloitte and John Lewis Partnership, who recognise the Google Career Certificate program as qualification in their recruitment process and use the certificates to upskill their existing workforce.



# The Role of National Government

Key to the achievement of Delivering Digital Britain by 2030 is the role of national government in implementing the policy around skills needed for a thriving modern digital economy.

With a new Government and Cabinet comes opportunity for growth, and digital skills should play an essential part in continuing the UK's economic recovery following the pandemic. This chapter will examine the key factors influencing the Government's ambitions to become a Digital Britain by 2030, and the role of national government in progressing this aim.

### Key factors constraining the Government's ambitions

Achieving a Digital Britain by 2030 is an ambitious goal, and there are several core challenges currently influencing the success of this vision.

Fundamentally, there remain significant issues in access to basic digital infrastructure, including Wi-Fi, and connectivity devices such as phones and computers. This further extends to access to appropriate facilities so that technology can be adequately charged and used. Government has a responsibility to tackle the lack of digital infrastructure, which can be seen physically in certain areas of the UK, as well as across the delivery of sectors, as noted in the health and social care sector by Care England, who said that "23% of care home staff (are unable to) access the internet consistently at work." <sup>24</sup>

Secondly, Government can support the high degree of turnover that sector organisations continue to experience, by streamlining the number of digital initiatives to support internal and external opportunities for organisations to train their staff. The speed at which technology is developing is further disrupting the way in which organisations are working. NFER indicated that in general, technological developments around AI will disproportionately impact those in low skill and low-wage occupations, as well as higher-skill tasks being at risk of replacement by AI.<sup>25</sup> Whilst AI and automation could lead to a significant displacement of workers, however, the Government could work with the sector to explore opportunities to "create tools that could empower worker with the support they need to navigate the changing labour market".<sup>26</sup>

There further remains a need for greater investment in digital skills training provided by the community and voluntary sector setting.<sup>27</sup> Government programmes such as The Government's Essential Digital Skills Entitlement, is a first step in signalling that basic digital skills are as essential as literacy and numeracy across the UK. This should, however, go further to include technical training and *"intensive coding bootcamps and oneoff courses that help workers access the targeted training they need to enter the tech sector or upskill themselves."*<sup>28</sup>

# Case Study

## Mastercard and the Good Things Foundation

To help tackle digital and financial exclusion exacerbated by the pandemic, Mastercard teamed up with Good Things Foundation to run a twelve-month emergency campaign, Leave Nobody in the Dark, supporting digitally and financially excluded people with devices, data, practical money guidance and resources. The campaign reached over 1.5 million people and found that a lack of digital financial skills and confidence were a major barriers to digital inclusion for many.



Given the challenges the sector is currently facing, there presents significant opportunity for the Government to continue working with organisations in the sector to build and strengthen the digitalisation of Britain. By increasing the digitisation of Government services, Government has an opportunity to provide citizens with a 'wraparound digital support' in order to signpost opportunities, and build fundamental confidence of citizens across the UK.<sup>29</sup>

Moving away from traditional pathways into cyber related professions, will support individuals from a broader range of backgrounds to actively participate in the digital sector. Increasing and encouraging new ways of working, such as flexible work times, working from home and online, will further contribute to the diversification of the workforce. For example, individuals with out of work caring responsibilities will have the option to build their work time around crunch points in the day, such as school drop-off and pick-up, medical appointments, or unforeseen responsibilities. Furthermore, flexible working supports the upskilling of those particularly working in 'cold spots', as it supports workers in more remote areas of the country to engage in jobs online. This overall allows for greater opportunities to move into, and progress in the sector, which in turn should reduce the workforce gap evident in the digital and technology sector.

Reform and development of current government programmes are also a vital opportunity to continue to support the thousands without basic digital competencies. For example, ensuring that the Lifelong Learning Entitlement adequately targets areas of both high and low in-person capacity, providing equal opportunity and accessibility for users irrespective of affluency.<sup>30</sup> Financial investment and awareness raising of other programmes such as the Future Earnings Agreement, will also support those who aren't able to afford the upfront costs of training. For



example, the FEA offers a loan based on a person's future earnings, enabling them to switch careers via a coding bootcamp, without the need to pay the full tuition fee upfront. As Coadec noted, there is only one provider in the UK, and the uptake is low due to a lack of awareness around the offer.<sup>31</sup>

Continued collaboration with the sector to design and develop strategies to address the skills gap will also prove vital in the efforts to become a Digital Britain by 2030. Groups such as the APPG on Digital Skills, Digital Skills Council and the UK Cyber Security Council, are a great start for this discussion. The Government could, for example, work with the industry to develop a comprehensive database of high-quality digital training and resources to help link business.

In conclusion, achieving a Digital Britain by 2030, cannot be delivered by one sector alone. It is the responsibility of actors across the public, private and third sectors to work together to find opportunities to close the digital skills gap and ensure people across the UK can flourish in the 21st century.



# The APPG

The APPG on Digital Skills provides a forum to convene and constructively debate the role that Government, industry and policy-makers can play to better support digital skills across the UK.

It also allows Members of Parliament and interested stakeholders to examine the responsibilities of employers and explore the support needed from the public, private and third sectors to deliver the Government's ambitions for Digital Skills.

The members of the APPG for Digital Skills are:

Chair

Julie Elliot MP

**Chris Green MP** 

### Officers **Miriam Cates MP Damian Collins MP** Vice-Chair Siobhain McDonagh MP **Owen Thompson MP** Lord Aberdare **Baroness Goudie** Lord Hall of Birkenhead Lord Knight of Weymouth Lord Lucas **Baroness Verma**

For more information about the APPG on Digital Skills, please contact the secretariat, Connect, via: digitalskillsappg@connectpa.co.uk

Follow the Group on Twitter: @digiskillsappg

# Contributions

The APPG would like to thank the below organisations for their contributions to the report. All evidence referenced in the APPG report can be found published on our website.

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Care England
Chegg
City & Guilds
Coadec
Digital Poverty Alliance
Good things Foundation
Google
(ISC) <sup>2</sup>
Mastercard
NFER
Open University

# Endnotes

### Post-Pandemic: The state of play and Effective Interventions

1 Industrial Security Council, UK Skills Mismatch 2030, 2019, at UK Skills Mismatch 2030 – research paper at (https:// industrialstrategycouncil.org/uk-skills-mismatch-2030-researchpaper#:~:text=The%20most%20widespread%20under-skilling%20 is%20likely%20to%20be,under-skilled%20in%20at%20least%2-0one%20core%20management%20skill)

2 Digital Poverty Alliance written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

3 Mastercard written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

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5 Office for National Statistics, Gov.UK, at (https:// www.ons.gov.uk/employmentandlabourmarket/ peopleinwork/employmentandemployeetypes/datasets/ homeworkingintheukregionalpatterns 2022

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8 Digital Poverty Alliance written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

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11 Chegg written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

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### Case study:Chegg

13 Chegg written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

### Case study:Good Things Foundation, Future Digital Inclusion Report 2019

14 Good Things Foundation written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

### The Role of Businesses

15 NFER written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

16 NFER written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

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20 Office for National Statistics, Gov.UK, 2022, at https://www.ons.gov.uk/employmentandlabourmarket/ peopleinwork/employmentandemployeetypes/datasets/ homeworkingintheukregionalpatterns

21 Chegg, 2022 Global Student Survey, 2 May 2022, at (https://www.chegg.org/global-student-survey-2022)

22 Chegg written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

23 Chegg written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

### The Role of National Government

24 Care England written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

25 NFER written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry", taken from Cedefop, Digital, Greener and More Resilient: Insights from Cedefop's European Skills Forecast, 2021, at (https://www.cedefop.europa.eu/ files/4201\_en.pdf) 26 Mastercard written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

27 Good Things Foundation written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

28 Coadec written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

#### The Opportunity

29 Digital Poverty Alliance written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

30 Good Things Foundation written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

31 Coadec written submission to "Better Connected – Delivering Digital Britain by 2030 Inquiry"

