LEARNING AND DEVELOPMENT

Global Sentiment Survey 2026

In association with

OpenSesame

# Into the unknown

By Donald H Taylor

# Contents

# Introduction

## *We are in unmapped territory*

This is the most significant set of results in the thirteen years of the L&D Global Sentiment Survey (GSS). Not because they describe a specific change, but because they do not. They point to a breaking down of old norms, and it is not clear what will replace them.

A combination of factors has created this situation. The arrival of artificial intelligence (AI) plays the major role, but its impact has been compounded by economic uncertainty, war and unrest.

All of this has created a high-pressure environment for L&D. This year, our respondents used more words than ever replying to the question *What is your biggest L&D challenge in 2026?* Their replies show that AI is not alleviating their stress, but is making it worse. There is a strong sense that the 2025 survey was a false dawn, where L&D thought it had begun to understand AI. This year, the scale of disruption is becoming clear.

Almost all of the survey results suggest that the old order is breaking down. Reliable patterns of behaviour that we have tracked for years no longer behave as expected. And L&D professionals are experiencing this rupture in their daily lives. Anecdotal evidence points to a slew of redundancies at all levels. For those affected, the road to a new position is harder, and longer, than it used to be.

AI will transform how we work and learn. But that new world is not yet fully formed and so, at the beginning of 2026, there is a distinct feeling of we are heading into unknown territory.

And yet amid all this change and uncertainty, there are good reasons to be optimistic. A new question added this year asked *What are you doing now in L&D that you were not doing 12 months ago?* The replies detail both tactical gains and strategic wins.

In many cases, people citing a particular challenge, for example, engaging with senior management, also share the progress they have made. This is not the contradiction it may seem. It is evidence that L&D is doing the only thing anyone can do in an unmapped land:  send out scouts to observe the territory and start drawing your own map.

This report aims less to provide answers and more to supply information and analysis, and, through them, provoke discussion. Scattered throughout the report are questions to consider. Whether reading alone or with others, I hope these will encourage further thinking about how you can draw your own map of this unknown future.

As always, please treat these survey results with caution. Please read the section on interpretation, and decide for yourself what you think the survey says.

Finally, I must thank our sponsors and partners. This survey would not have been possible without OpenSesame, Speexx, getAbstract, Learning Pool, 360Learning and TalentLMS. I must also thank the 23 international partners who have helped gather responses from a record 105 countries this year.

**Donald H Taylor**
London, UK
February 2026

# What we asked...

The L&D Global Sentiment Survey (GSS) has run annually since 2014, with voters invited to participate via email, social media, and direct messaging. The 2026 survey ran for 76 days, from 17 November, 2025 to 31 January, 2026. As always, the survey had one obligatory question:

## What will be hot in workplace L&D in 2026?

### There were also these optional questions:

Q. What is your biggest L&D challenge in 2026? Free text, 95% of respondents answered.

Q. What are you doing now in L&D that you were not doing 12 months ago? Free text, 95% answered.

Q. Where do you work? Multiple-choice, 87% answered.

### Details on the main question:

- Respondents were asked to vote for what *would* be hot, not what *should* be.
- Respondents chose up to three options from a randomised list. 95% chose three options.
- There were 15 options, plus 'Other', listed below.
- Options were not defined, nor was the meaning of 'hot' in the question.
- To understand more about each option, see page 28 for a definitions list.
- For caveats around the methodology, see page 27

### For the main question, respondents could choose 1 to 3 of these 16 options:

- Artificial Intelligence
- Coaching/mentoring
- Cohort-based learning
- Collaborative/social learning
- Consulting more deeply with the business
- Learning analytics
- Learning experience platforms
- Micro learning
- Performance support
- Personalization/adaptive delivery
- Reskilling/upskilling
- Showing value
- Skills-based talent management
- The Metaverse
- Virtual and augmented reality
- Other

Note: this list has been the same since 2024. It will be revised for the 2027 survey.

# ...and who answered

Respondents are invited to contribute via email, social media (largely LinkedIn), and direct messaging. 3,797 people from 105 countries voted, spread across the nine regions shown.

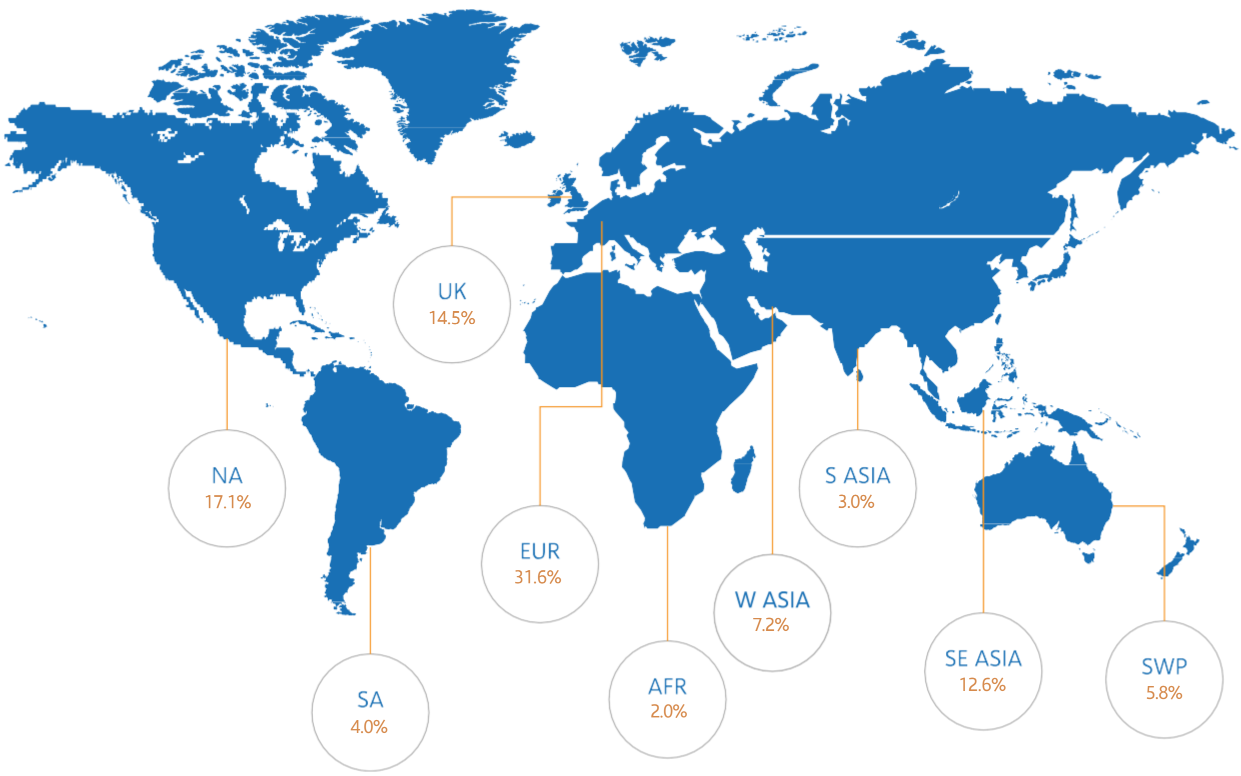



**Figure 1:** Distribution of votes worldwide

## Where people work

99% of voters chose to answer the question 'Where do you work?'

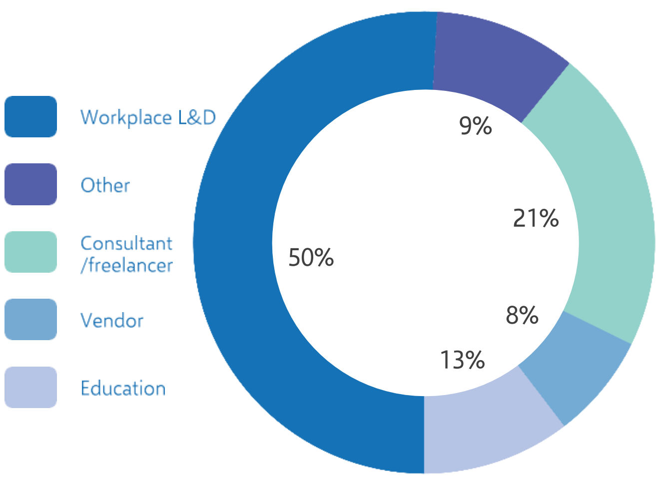



**Figure 2:** Where respondents work

## 16 key countries

The 16 countries with the greatest numbers of respondents accounted for 74% of the total vote:

| | | | |
|---|---|---|---|
| United States | 572 | Malaysia | 111 |
| United Kingdom | 550 | Singapore | 109 |
| Australia | 165 | Italy | 108 |
| Ireland | 165 | Germany | 106 |
| Netherlands | 144 | Poland | 103 |
| Türkiye | 130 | Cambodia | 102 |
| Brazil | 123 | India | 97 |
| Belgium | 119 | Sweden | 93 |

**Figure 3:** Key countries

SECTION ONE

# What's hot, and what's not

## One question, 13 years of data

The L&D Global Sentiment Survey began as a simple poll in 2013, with one question: *What do you think will be hot in L&D in 2014?* The survey was designed to be taken quickly and anonymously, producing a sense of how L&D practitioners felt about the year ahead.

The number of questions has since expanded, and the survey's reach grown. Since 2021, more than 3,000 people have answered the survey each year, from between 90 and 105 countries.

The survey's original question has remained unchanged over those 13 years, providing a rich data set to explore the trends for how L&D globally thinks and feels about its role. This section explores their answers to that question, both this year and over the years since 2016, when the question settled on its current format of 16 options.

# The results 2026

Responses to the question *What will be hot in 2026?* reveal three things:

- Interest in AI has peaked
- L&D is using AI – but selectively
- L&D wants to connect with the business

*Artificial intelligence* tops the table for the third year in a row, but, for the first time, it has a reduced share of the vote – albeit by just 0.1%. This, taken with other factors, shows that our respondents' fascination with AI has probably peaked. We discuss this more in the following pages.

Interest seems to have shifted unevenly from AI itself to what can be done with AI. While *Personalization/adaptive delivery* (#3) continues a four-year upward trend, *Learning analytics* (#9) sees the biggest drop on the table this year. Both can be powered by AI, so why this stark difference? For more, see *Where is L&D's focus*, on page 6.

The biggest riser this year is *Showing value*, up from #7 last year to #5 this year, with its highest-ever share of the vote. Anecdotally, it seems L&D is feeling the pressure to justify its existence, something discussed *in L&D people under pressure* on page 21.

| # | GSS 2026 | | Δ | Δ % |
|---|---|---|---|---|
| 1 | Artificial intelligence (1) | 22.5% | ↓ | -0.1% |
| 2 | Reskilling/upskilling (2) | 10.5% | ↑ | 0.5% |
| 3 | Personalization/adaptive delivery (4) | 8.7% | ↑ | 0.5% |
| 4 | Skills-based talent management (3) | 8.6% | ↓ | -0.3% |
| 5 | Showing value (7) | 6.9% | ↑ | 0.7% |
| 6 | Consulting more deeply with the business (6) | 6.8% | ↑ | 0.3% |
| 7 | Coaching/mentoring (8) | 5.8% | ↑ | 0.1% |
| 8 | Micro learning (9) | 5.8% | ↑ | 0.4% |
| 9 | Learning analytics (5) | 5.7% | ↓ | -1.2% |
| 10 | Collaborative/social learning (10) | 4.8% | ↓ | -0.5% |
| 11 | Performance support (11) | 4.4% | ↑ | 0.1% |
| 12 | Learning experience platforms (12) | 3.4% | ↓ | -0.3% |
| 13 | Virtual and augmented reality (13) | 2.2% | ↓ | -0.5% |
| 14 | Cohort-based learning (14) | 1.8% | ↑ | 0.3% |
| 15 | Other (16) | 1.2% | ↑ | 0.2% |
| 16 | The Metaverse (15) | 0.8% | ↓ | -0.3% |

**n = 3,797** (Figures in brackets show position last year)

**Figure 4:** Main results for GSS 2026

# Where is L&D's focus?

Last year, interest in AI rose to an unprecedented 22.6%. This year, the four-year run of increases stopped. L&D's AI fever has peaked, but AI has deeply affected the way L&D thinks and works. It is unlikely the profession will ever return to its pre-AI state.

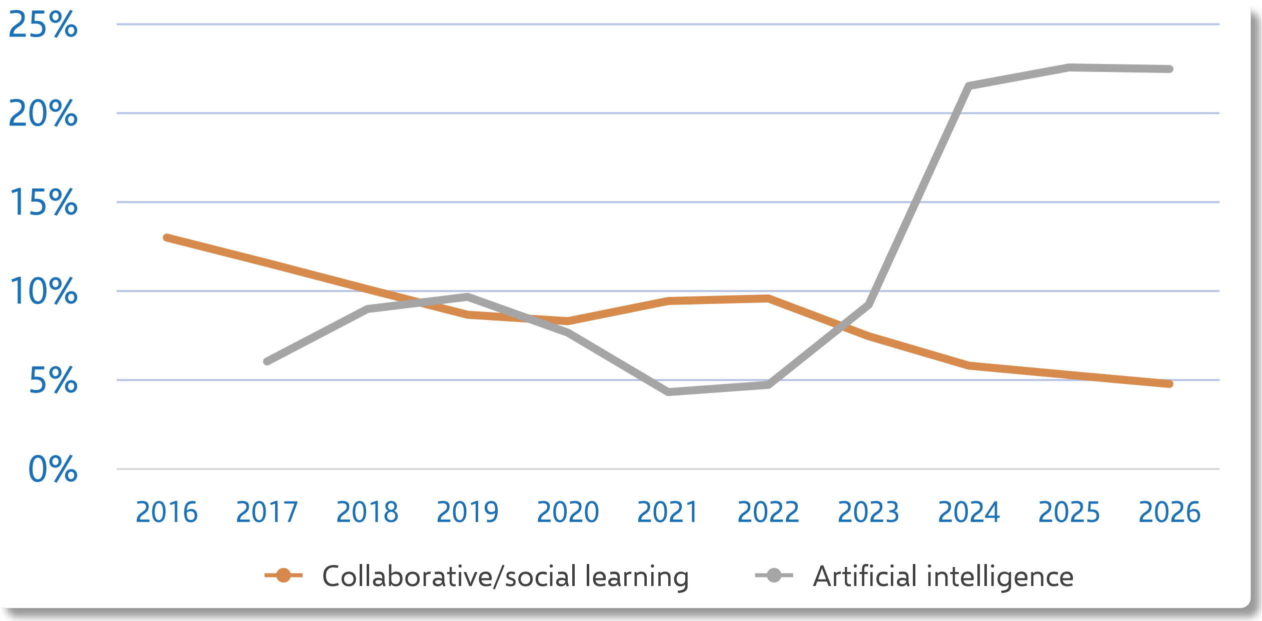



**Figure 5:** Voting for AI and Collaborative/social learning, 2016-2026

A typical option starts high on the survey, and over time trends downwards as it moves from being something people are deeply interested in to either becoming business as usual, or being ignored as a novelty that is no longer relevant.

The orange line in Figure 5 follows this pattern. *Collaborative/social learning* topped the survey in 2016, but this year fell to tenth position. The uplift seen in 2021 and 2022 was the result of lockdowns during the COVID-19 pandemic, and was temporary.

AI, the grey line on the graph, followed a similar pattern from 2017 to 2022, but took off in 2023 after the launch of ChatGPT and has since dominated L&D thinking, as we can see in the survey results.

But how has L&D reacted to AI's dominance?

## Three reactions to AI's dominance

L&D has shown three different reactions to the dominance of AI in discussions about the future of L&D: excitement, fear and indifference. All can be seen in Figure 6.

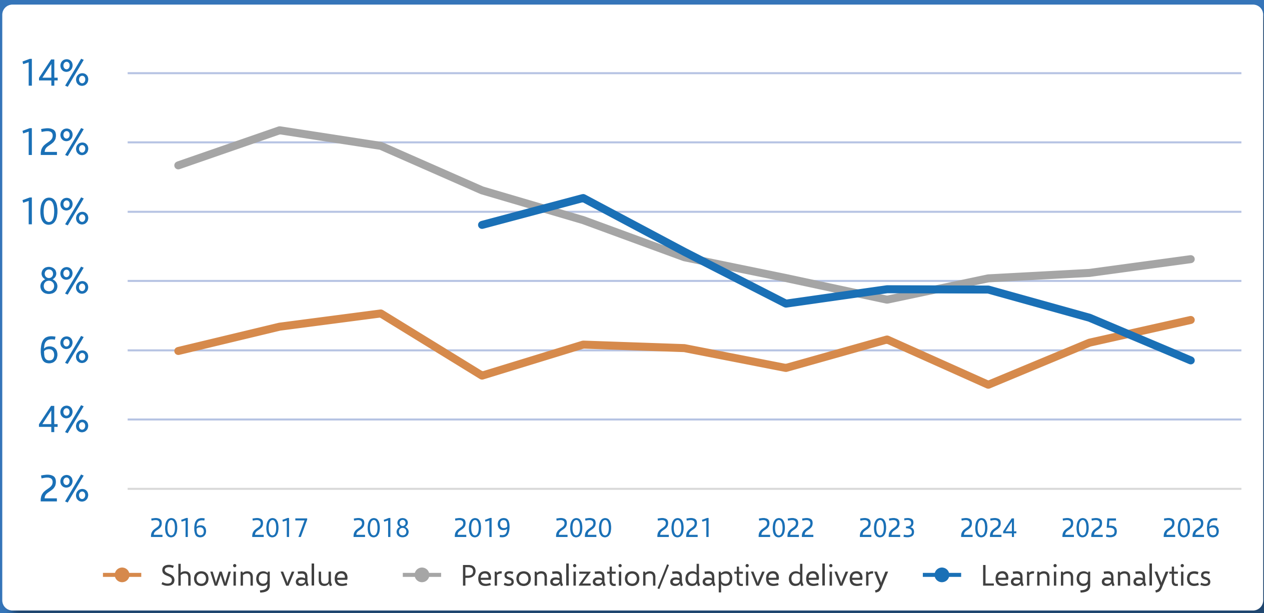



**Figure 6:** Voting three other options, 2016-2026

**Excitement:** the grey line in Figure 6 shows votes for *Personalization/adaptive delivery*. This is the only option apart from AI to have risen consistently over the past four years, driven by the promise of AI as a tool to allow for individual tailoring of learning content.

**Fear:** *Showing value*, in orange, has risen for the past three successive years, the first time since 2018 that this has happened. What has driven this increase? In last year's report, we suggested that it could be knowing the potential of AI for *Showing value*, or fear of AI undermining L&D work. The responses to the 'challenges' question of the survey suggest the latter is more likely: L&D feels under threat.

**Indifference:** the blue line shows the vote for *Learning analytics* decreasing. Yet if AI enables anything, it is the manipulation of data at scale – exactly what you need for analytics. And here we have to ask the question: has L&D taken a wrong turn? Has the reaction to AI been simply to focus it on what L&D has always done – create content for individuals, rather than consider what it could do, by exploring organisation-wide analytics?

### Questions

- Do you use AI mostly as part of content creation or in querying data?
- Do you think showing value is more or less important that it was this time last year, and why?

# The global view

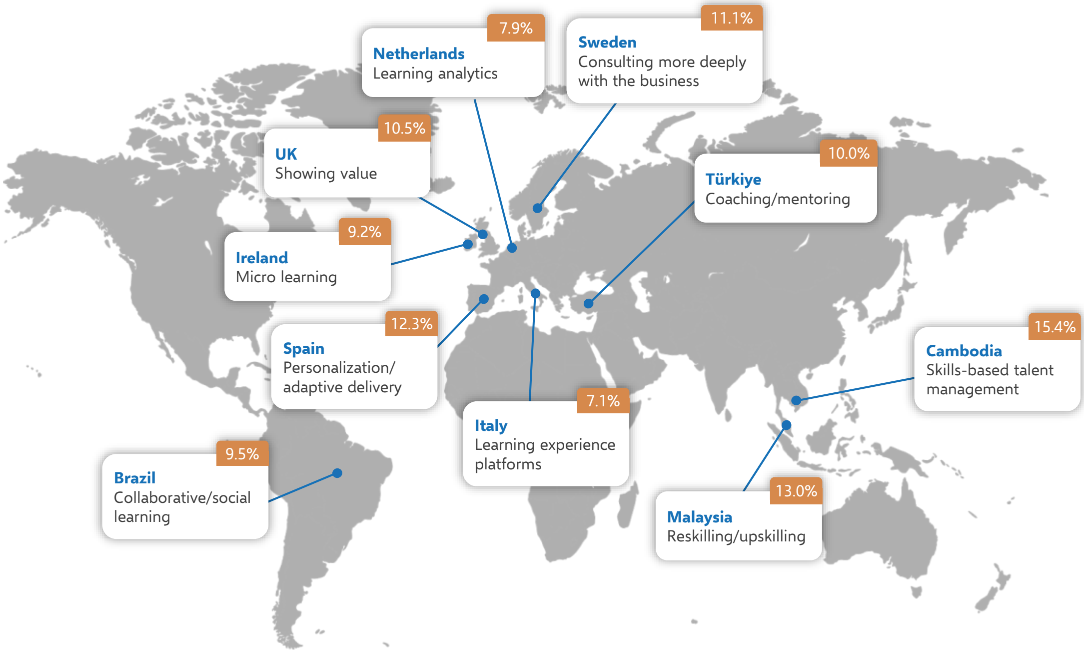



**Figure 7:** Highest votes for selected options in key countries

Beyond AI, there are 15 further additional options on the main survey question. The noise around AI could overshadow voting for other options across the globe. That would be unfortunate. Each of those 3,797 votes reflects the demands of a particular context and has a story to tell. It is dangerous to treat them as mere statistics and the L&D community as homogenous.

In Figure 7, above, we explore 10 other options on the main survey question. The map shows which of the key countries were the source of their greatest number of votes. (For a list of key countries, see page 3.)

In this new era, where AI dominates, many of the traditional patterns of voting have been disrupted. From 2021 until last year, the Netherlands was the world's most enthusiastic supporter of *Performance support*, but this year that position has been taken by Cambodia, which also produced the highest vote for *Skills-based talent management*.

In the past, Ireland always led support for *Coaching/mentoring*. Not this year. Five other key countries favoured it more strongly, Türkiye the most. But Irish respondents were the most enthusiastic for *Micro learning*.

Two countries have always voted enthusiastically for *Collaborative/social learning* in the past. Brazil was again the leading supporter this year, following a dip last year, while Sweden's vote fell away dramatically. For more on these unexpected shifts, see The unknown New World on page 10.

## Neighbours with differing views

Last year we reported on the apparent end to the long-standing difference on *Collaborative/social learning* between Brazil (strongly in support) and the USA (voting it down). This year the historical difference is restored. Brazil's vote was 9.5%, the highest among key countries, while the USA's fell to 3.9%.

Many countries much geographically closer than Brazil and the USA are also strikingly different in their voting patterns. For years, Germany and Poland have voted differently on *Skills-based talent management* and *Micro learning,* Germany favoring the former, and Poland the latter (see Figure 8 below). The only aberration from Poland's higher vote historically was during the AI shock of 2024 (for more on the AI shock, see *The New World* on page 10). This gap between the two countries is one example of a larger pattern where Poland tends to vote more strongly for technical options. The exception: this year, Germany is a far greater supporter of AI with 24.7% against Poland's 19.2%.

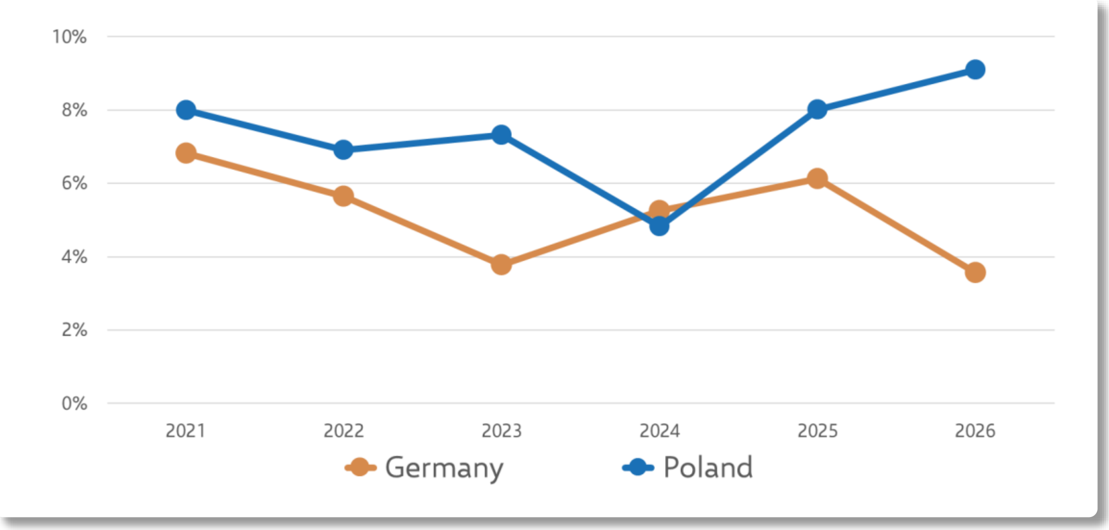



**Figure 8:** Micro learning voting in Germany and Poland, 2021-2026

**Why the differences?**

Why do geographically close countries respond so differently on some options? Possibly the answer lies in how we collect votes from these countries. Relying on a single partner might skew results if that partner's contacts are focused on one particular area of L&D. We work against that by aiming for a plurality of partners. It may be our sampling of L&D professionals in some countries is unrepresentative for other reasons we are unaware of.

Sometimes citizens of the country suggest their own reason. Swedes point to the tradition of *folkbildning* (informal, voluntary adult education) as driving their national support for *Collaborative/social learning*. The €€€€€€€€€€€€€ Brazilians root their support for the same option in the South American preference for collectivism over individualism (one of Gerd Hofstede's dimensions of culture). Sometimes, however, history trumps culture. In some European countries, the vote for *Collaborative/ social learning* is skewed downwards due to negative connotations around 'collaboration' stemming from occupation during the Second World War.

Nor is past support a guarantee of future success. From 2020 to 2025, Ireland led support for *Coaching/ mentoring*. After the AI shock of 2024, the Irish vote recovered strongly, but this year it fell away – further evidence of the unpredictability of the New World.

# The unknown New World

Figure 5 on page 6 shows that AI's three-year meteoric rise halted this year. It still dominates L&D's thinking, but we can now begin to consider a New World, where AI is no novelty, but part of the L&D landscape. What does this new, unmapped world look like? It may be too soon to tell.

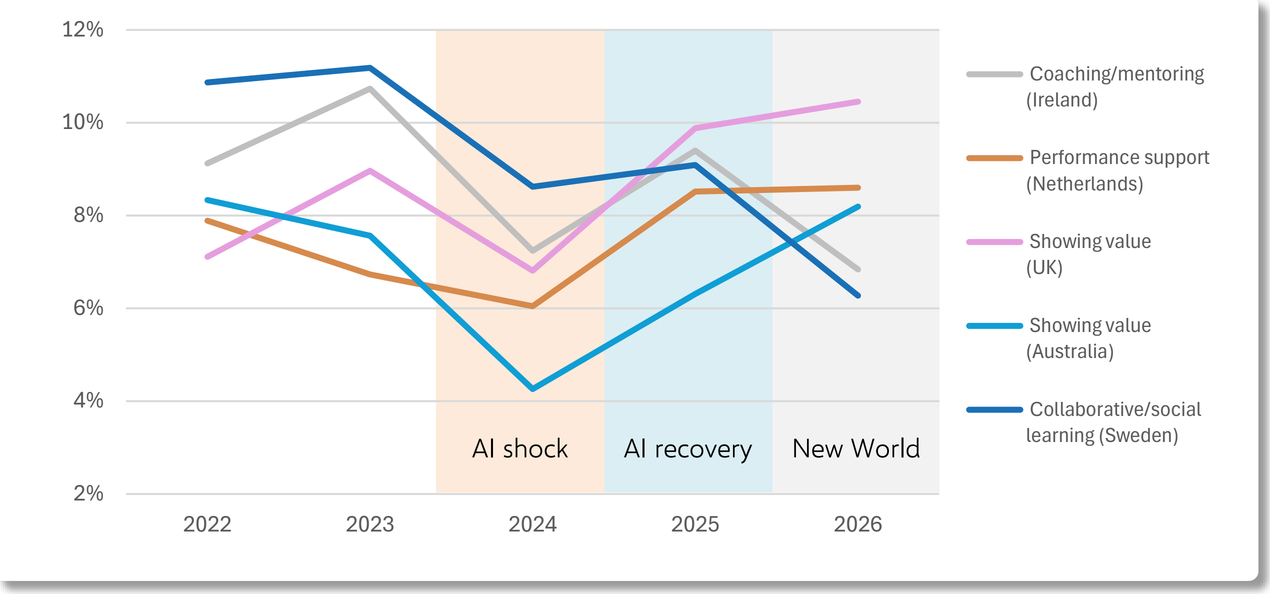



**Figure 9:** Impact of AI on L&D sentiment, 2023-2026

### The three phases of AI impact

Figure 9, above, shows the voting for five options in five countries since 2022. These have been chosen because, prior to 2023, these countries always ranked these particular options above the norm. That has changed with the coming of AI, which has altered L&D's views of the world over three phases. We are in the final phase now: the New World.

The 2023 GSS survey opened a week after ChatGPT's launch in November 2022. AI placed second on the main table of results that year. The full impact was yet to come.

The following year, commentary about AI was impossible to avoid. It topped the survey results with an unprecedented 21.5%. Almost every other option lost votes in what we call the 'AI shock', see above.

In 2025, AI again topped the table, with a slightly greater vote, but unlike in 2023, respondents did not indiscriminately switch their votes away from other options. In the countries in Figure 9, respondents returned to what they had predictably supported before the launch of ChatGPT. During this 'AI recovery' phase, it looked as if normality had returned after a temporary shock.

This year, that feeling has gone. Australia and the UK have supported their long-time favourite more than in the past. Sweden and Ireland have reduced their vote, while the Netherlands' vote for *Performance support* is almost unchanged.

The old, predictable patterns have gone. In their place is a world where the old rules seem no longer to apply, as seen in this unprecedented, erratic voting. This is the third phase: the New World.

# How ideas spread

Two distinct groups respond to the GSS. We believe these two groups may reveal something about how ideas spread in L&D.

In the past, the smaller group, Group A, came to the survey early, in response to social media posts, while the larger group, Group B, almost always reached the survey later, by clicking links in emails.

When we noticed this in 2019, we differentiated between groups by whether they responded via email or social media. Since then, however, such tracking has become more complicated. In 2026, there were 50 different URLs to take the survey.

| GSS 2020 | Group A | Group B |
|---|---|---|
| Learning analytics | 12.4% | 9.0% |
| Consulting more deeply with the business | 9.5% | 5.5% |
| Artificial intelligence | 6.7% | 7.0% |
| Micro learning | 5.4% | 8.4% |

**Figure 10**: Two groups, voting on selected options in 2020

This year, for the first time, we have a simple way of differentiating between voters: do they use the same email to register for the report as the previous year? The 2025 survey was the first year we collected emails, so 2026 is our first year of seeing whether returning respondents behave predictably differently. They do, and their approaches match those of Group A and Group B, identified in 2019.

Group A has always ranked *Consulting more deeply with the business* higher than Group B – see the orange cells in Figures 10 and 11. In contrast, Group B ranks established technologies more highly – see, for example, *Micro learning* in the green cells.

Note: Group A and Group B are not pro- or anti-technology *per se*. Rather, Group A supports new ideas, while Group B is more cautious towards them.

In 2020, AI had been on the survey for four years, and was falling out of favour. As a new idea that hadn't yet proven itself, it was ranked almost identically by Groups A and B in 2020. In 2026, however, it is still seen as an exciting new thing, and so Group A votes more heavily for it than Group B (see the grey cells).

The reverse is true for *Learning analytics* – still an exciting, new option in 2020, and so favoured by Group A, but falling in 2026 and so treated with indifference by both groups (see the blue cells).

| GSS 2026 | Group A | Group B |
|---|---|---|
| Learning analytics | 5.8% | 5.7% |
| Consulting more deeply with the business | 7.9% | 6.7% |
| Artificial intelligence | 25.5% | 22.1% |
| Micro learning | 4.2% | 6.0% |

**Figure 11**: Two groups, voting on selected options in 2026

We believe that Group A is enthusiastically engaged with discussions around L&D. Because they are frequently online, they are more likely to see the survey sooner, and to want to share their opinions.

If Group A's enthusiasm for new ideas is contagious, then it *may* be an early signaller of what Group B will later support. And if Group B supports an idea, it may in turn be adopted more widely by L&D. We do not yet have the data to explore this, but now that we have a clear method of distinguishing the groups, we will watch this closely in the future.

# The view across workspaces

| GSS 2026 Workplace L&D | | |
|---|---|---|
| 1. | Artificial intelligence | 22.4% |
| 2. | Reskilling/upskilling | 10.7% |
| 3. | Skills-based talent management | 10.2% |
| 4. | Personalization/adaptive delivery | 8.0% |
| 5. | Consulting more deeply with the business | 7.4% |
| 6. | Showing value | 6.8% |
| 7. | Learning analytics | 6.1% |
| 8. | Micro learning | 5.7% |
| 9. | Coaching/mentoring | 5.6% |
| 10. | Performance support | 5.0% |
| 11. | Collaborative/social learning | 4.3% |
| 12. | Learning experience platforms | 3.0% |
| 13. | Virtual and augmented reality | 1.9% |
| 14. | Cohort-based learning | 1.3% |
| 15. | Other | 1.0% |
| 16. | The Metaverse | 0.6% |
| n = 1,894 ( 50% of those responding ) | | |

| GSS 2026 Consultant/freelancer | | |
|---|---|---|
| 1. | Artificial intelligence | 22.3% |
| 2. | Reskilling/upskilling | 10.4% |
| 3. | Personalization/adaptive delivery | 8.4% |
| 4. | Consulting more deeply with the business | 8.3% |
| 5. | Showing value | 7.1% |
| 6. | Skills-based talent management | 7.0% |
| 7. | Coaching/mentoring | 6.9% |
| 8. | Micro learning | 5.8% |
| 9. | Collaborative/social learning | 4.7% |
| 10. | Performance support | 4.4% |
| 11. | Learning analytics | 4.2% |
| 12. | Learning experience platforms | 3.4% |
| 13. | Cohort-based learning | 2.4% |
| 14. | Virtual and augmented reality | 2.3% |
| 15. | Other | 1.5% |
| 16. | The Metaverse | 0.9% |
| n = 710 ( 19% of those responding ) | | |

**Figure 12a:** Share of votes across workspaces

Almost all respondents (99%) choose to answer the optional question *Where do you work?* They were given a choice of five workspaces, with under 10% choosing *Other*.

- Workplace L&D
- Consultant/freelancer
- Vendor
- Education
- Other

Here, we consider the two options which have risen the most this year: *Personalization/adaptive delivery* and *Showing value*.

## Personalization/adaptive delivery

This option has risen for four years in a row. In Workplace L&D, however, the biggest workspace, it has fallen very slightly, from 8.1% last year to 8.0% this year. The biggest increase came from Education, where it rose from 8.7% last year to 11.2% this year.

This is a powerful reminder that the main table in Figure 4 should not be taken to represent any particular grouping of L&D professionals, but an aggregate of 3,797 individuals.

## The impact of Group A and Group B

*How ideas spread*, page 11, showed different voting patterns for those returning to vote this year. This also applies across the workspaces, with one note of caution: the data only cover one year and 469 people. Still, it is notable that the 106 Consultant/freelancers in Group A placed *Consulting more deeply with the business* at #3, and *Coaching/mentoring* at #4, much higher than Consultant/freelancers in Group B.

| GSS 2026 Vendor | | |
|---|---|---|
| 1. | Artificial intelligence | 22.9% |
| 2. | Showing value | 10.0% |
| 3. | Personalization/adaptive delivery | 9.3% |
| 4. | Reskilling/upskilling | 9.1% |
| 5. | Skills-based talent management | 7.5% |
| 6. | Consulting more deeply with the business | 7.4% |
| 7. | Learning analytics | 5.6% |
| 8. | Collaborative/social learning | 4.9% |
| 9. | Coaching/mentoring | 4.9% |
| 10. | Performance support | 4.4% |
| 11. | Micro learning | 4.2% |
| 12. | Learning experience platforms | 3.5% |
| 13. | Cohort-based learning | 2.6% |
| 14. | Virtual and augmented reality | 1.7% |
| 15. | Other | 1.1% |
| 16. | The Metaverse | 0.8% |
| n = 305 ( 8% of those responding ) | | |

| GSS 2026 Education | | |
|---|---|---|
| 1. | Artificial intelligence | 23.3% |
| 2. | Personalization/adaptive delivery | 11.2% |
| 3. | Reskilling/upskilling | 11.0% |
| 4. | Micro learning | 7.2% |
| 5. | Collaborative/social learning | 6.2% |
| 6. | Learning analytics | 6.1% |
| 7. | Skills-based talent management | 5.8% |
| 8. | Showing value | 5.3% |
| 9. | Learning experience platforms | 4.9% |
| 10. | Coaching/mentoring | 4.5% |
| 11. | Consulting more deeply with the business | 3.4% |
| 12. | Virtual and augmented reality | 3.4% |
| 13. | Performance support | 3.0% |
| 14. | Cohort-based learning | 2.2% |
| 15. | The Metaverse | 1.5% |
| 16. | Other | 1.1% |
| n = 501 ( 13% of those responding ) | | |

**Figure 12b:** Share of votes across workspaces

## Showing value

As in previous surveys, Education marks this option down. Possibly the sector takes it for granted that it is adding value to students' lives.

Vendors consistently rank this option higher than the other workplaces, while Consultants/freelancers only rate it about the same as Workplace L&D. Are Vendors promoting an idea of value that Workplace L&D is unwilling or unable to implement?

### Questions

- Why do you think that Workplace L&D rates *Skills-based talent management* so highly (#3) versus Consultants/freelancers (#6) and Vendors (#5)?
- Why do think Vendors and Workplace L&D practitioners rate *Showing value* so differently?
- Do you agree with the rankings of the options for your workspace? What would you change?

SECTION TWO

# Challenges and action

## Two questions, thousands of words

In 2022, we added a free-text question to the survey: *What is your biggest L&D challenge in 2022?* The aim was to balance the original survey question, asking what people found 'hot', with a space for people to explore their concerns about the future.

Just 4 in 10 of respondents answered that first year, providing around 16,000 words of insight into their challenges. Then, their concerns were largely around working during the pandemic and the issues of moving classroom training online. 'Zoom fatigue' was one dominant theme of responses.

Two years later, responses again had a dominant theme, one that surpassed anything we had previously seen in L&D: artificial intelligence. In the 2026 survey, the responses to this question have topped 40,000 words. Reading about how practitioners worldwide are dealing with this seismic shift in our work has been a privilege.

The 2022 survey question about challenges is only one side of L&D, however. There is also achievement to be explored and celebrated. For this year's survey, we added a further question: *What are you doing now in L&D that you were not doing 12 months ago?* The aim is to track, over the years, how L&D deals with the challenges it has identified. Already, in this first year, the 38,000 words of responses provide a heartening view of how L&D is facing a range of issues and exploiting its opportunities.

# L&D's challenges in 2026

This is the fifth year in which respondents have been asked to describe the biggest challenge they face in the year ahead. When the question was introduced in 2022, 40% of respondents chose to answer this optional question, writing a total of just over 14,000 words – see Figure 13 below.

After a steady start, the share of survey respondents volunteering their concerns rocketed in 2024, driven by the arrival of ChatGPT and generative AI.

Following a quieter year in 2025, we are now back to 2024 levels of concern, with respondents writing more than ever. This year's total of 41,731 words is almost exactly the length of Joseph Conrad's *Heart of Darkness,* a tale of fear and uncertainty on a journey deep into uncharted territory.

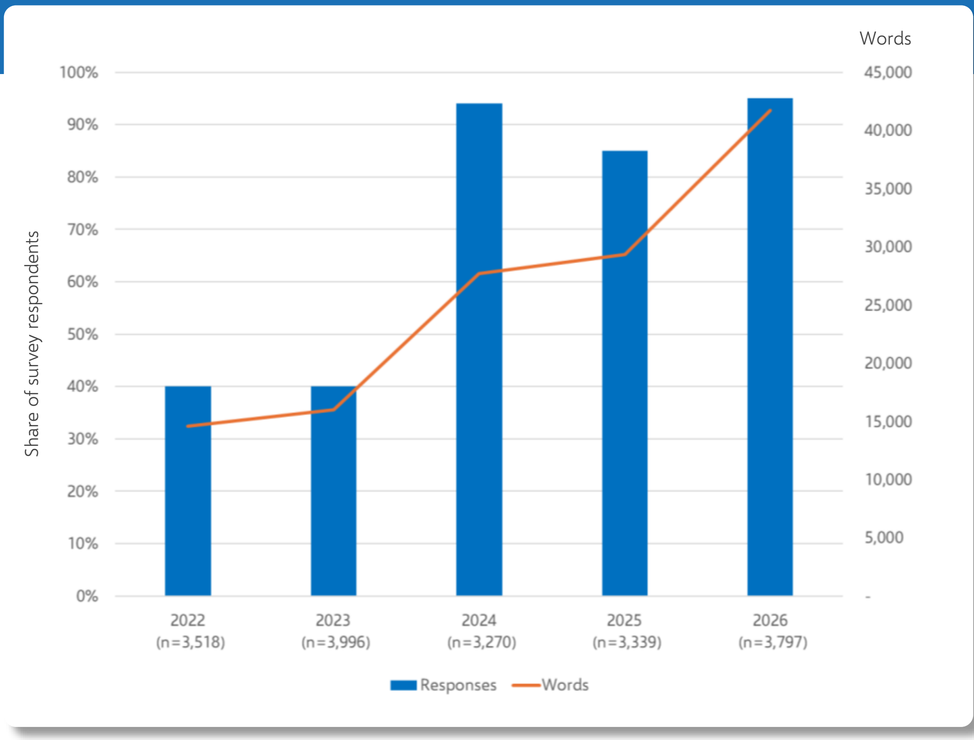



**Figure 13:** Responses to the challenges question over time: words written and answers as % of respondents

The challenges expressed by our respondents can be grouped into five categories (see box, right). These are remarkably uniform across geographies, with some variations which we discuss in the following pages.

Note: 96% of responses were in English. Other languages (notably Mandarin, Italian, Brazilian Portuguese and Thai) have been translated into English with Google Translate.

## The five key challenges

1. AI adoption and integration
2. Demonstrating value and impact
3. Budget and resource constraints
4. Learning engagement and application
5. Change, uncertainty and L&D's new role

## AI adoption and integration

Artificial intelligence is both the most visible opportunity and one of the greatest sources of anxiety. Respondents are not only concerned with how to use AI; they also express concerns over how to use it responsibly, effectively, and without undermining quality, critical thinking or trust.

Many express concern about 'AI noise', poor-quality auto-generated content, hallucinations, ethical risks, and the pressure from leadership to 'put AI everywhere' without sufficient clarity of purpose or investment in capability.

> 'Cutting through the noise of AI to focus on good practice.'
>
> 'Too many AI tools'
>
> 'Finding the right balance between AI hype and genuine skilling experiences.'
>
> 'Ensuring AI strengthens learning instead of eroding it.'

## Demonstrating value and impact

L&D professionals continue to struggle to demonstrate the value of learning. There is much frustration with reliance on participation and reaction metrics. Leaders are reported as increasingly demanding evidence of performance impact, productivity gains and return on investment.

Many respondents describe a tension between what can be measured easily and what matters most, particularly when learning is informal, embedded in work, or focused on long-term capability rather than short-term performance.

> 'Moving beyond completion rates to measuring true business impact.'
>
> 'Our biggest challenge is ensuring learning truly drives performance and business results, while keeping learners engaged in an increasingly fast-changing and AI-driven work environment.'

## Budget and resource constraints

Budget pressures dominate practitioners' concerns, with many facing funding cuts, hiring freezes or complete budget elimination. The phrase 'doing more with less' occurs 12 times across the responses, and the word 'budget' 222 times.

This places L&D in what many feel is an impossible position. There is an increased demand for delivery, partly driven by the need to train employees on AI. And yet budget constraints are reportedly tight, with some geographical variation. Resource constraints are not confined to L&D. There are frequent mentions of staff cutbacks and wider economic conditions.

> 'We don't have the people or funding to do some things we could be doing.'
>
> 'Budget cuts and layoffs, which means doing more with less. Trying to keep up with the new demands that AI is placing on employee skills and capabilities.'
>
> 'Budget cuts yet business expectations to still deliver.'

## Learning engagement and application

Just as L&D is resource-constrained, learners themselves are described as overloaded, time-poor and struggling to prioritise development amid operational pressure, creating a vicious cycle of low engagement and questioned value.

Multiple barriers are reported: employees lacking time, managers not supporting learning, low trust in learning offerings, and post-training failure to implement new skills.

> 'Getting employees to trust the learning offerings and invest the time'
>
> 'Post action. Getting participants of training to implement the new skill learned.'
>
> 'Ensuring learning actually improves performance, not just participation.'

## Change, uncertainty and L&D's new role

Across the responses runs a strong theme: L&D's struggle to be seen as a strategic enabler rather than an order-taker or cost centre. Many respondents express concern about relevance, influence and even job security if L&D cannot clearly differentiate its contribution in an AI-enabled world.

This includes a shift from content creation to performance consulting, from training delivery to capability ecosystems, and from reactive service to proactive partnership.

'Moving from training provider to performance partner.'

'Educating the business to see L&D as a consultant and value-add.'

'Proving value to avoid redundancy.'

## Challenges worldwide

Together, four regions account for 76% of all responses to the challenges question: the USA, the UK, South-east Asia and continental Europe. Across these four regions there is some nuance in reaction to AI and learning engagement.

**AI perspectives:** AI dominates everywhere, but confidence varies. UK respondents are sceptical, focused on avoiding hype and protecting learning quality. US respondents assume AI is inevitable and worry more about over-automation and loss of human judgement. Europe stresses governance, balance, and control. South-east Asia views AI as promising but unevenly ready, with literacy, trust and infrastructure still limiting adoption.

**Employee engagement:** the challenge of engagement is shared worldwide, but manifests differently. In the UK, time poverty is the main barrier. In the USA, fatigue from generic, low-impact learning has bred cynicism. Europe highlights the difficulty of engaging highly diverse workforces. In South-east Asia, engagement is constrained by education levels, language, hierarchy and inconsistent managerial support.

# Taking action in 2025

As well as asking about challenges, we also asked *What are you doing now in L&D that you were not doing 12 months ago?* Again, more than 3,700 respondents answered, in 38,398 words. These self-reported answers cannot be verified (the rest of the survey deals with sentiment, which needs no verification). We have added our assessment to each of the four key themes identified.

## AI has moved from experimentation to everyday practice

Over the past 12 months, AI has become embedded in day-to-day L&D work. Respondents describe using AI not only for content creation, but also for analysis, coaching support, workflow integration, personalization and simulations. Respondents describe using AI daily, often as augmentation rather than replacement.

*Assessment: this matches the findings of our September 2025 report on AI in L&D, written with Egle Vinauskaite (see page 31 for a link).*

## Respondents report moving content design beyond large courses

Some respondents report moving away from long, content-heavy programmes towards shorter forms of content, including some work not focused on content delivery, such as scenario-based practice and performance support tools.

*Assessment: it's heartening to read these reports. We cannot know how widespread this activity is beyond our self-selecting group of respondents.*

## Greater use of data, analytics and evidence to guide decisions

Respondents mention increased use of data: learning analytics, skills data, impact measurement and post-training follow-up. While maturity varies, the intent is clear: to move beyond activity metrics towards evidence of behaviour change and value.

*Assessment: again, this matches the findings of our September 2025 report on AI in L&D, although it is important to stress that the degree of maturity in using data varies widely.*

## Expansion of L&D's role into coaching, culture and capability systems

Beyond technology and design, some respondents describe a broader redefinition of their role, including coaching, mentoring, culture building, wellbeing and organisational capability. For these respondents, L&D is positioning itself as an enabler of adaptability rather than a provider of training.

*Assessment: on anecdotal evidence, this is definitely happening, but it may not all be to the benefit of L&D, if the function is seen as an amateur dilettante.*

### Questions

- Do any of these four themes resonate with you?
- What have you done that is different from these four areas of action?
- Do you think the last theme of expanding L&D's role is accurate?

# From challenge to action

For the first time this year, we asked respondents *What are you doing now in L&D that you were not doing 12 months ago?* Their answers revealed that, as L&D practitioners take action to face their challenges, they come to understand them – and the New World – better.

The responses to what L&D is doing now, and what it finds most challenging, describe the same transition viewed from two angles.

AI is the clearest example. Respondents report that AI has moved from experimentation to everyday practice. Yet AI adoption and integration also appear prominently as challenges. This suggests acceleration without stabilisation: implementation is advancing, but without coherence, and without clarity about L&D's evolving role.

A similar symmetry appears around evidence and value. Greater use of data and analytics reflects a deliberate shift toward evidence-informed decision-making. At the same time, demonstrating value and operating under budget constraint remain pressing concerns.

Similarly, with design evolution, respondents are moving beyond large courses, but also report that engagement and sustained behaviour change remain difficult. Innovation in format does not automatically guarantee impact. This does not necessarily mean that respondents are failing at this, but rather suggests that greater engagement remains a work in progress.

Finally, the expansion of L&D into coaching, culture and broader capability systems sits alongside uncertainty about the function's mandate and future role. Influence is widening, but so too is ambiguity.

Taken together, the findings suggest a profession in motion. L&D is not standing still. However, the very areas where it is evolving most rapidly are those generating the greatest strain. Progress and pressure are unfolding simultaneously.

We have matched the responses to the two questions into four clusters of challenge and action:

- AI operationalisation
- Design, evolution vs engagement reality
- Value, evidence and credibility
- L&D's new role

We explore these in more detail on the following page, with illustrative pairs of quotes on actions and challenges. Each pair of quotes is from the same person.

## Questions

- If you are in Workplace L&D, do you feel that your challenges and actions match? If so, how much progress do you feel you are able to make against your challenges?
- Do you think that L&D generally is taking the right actions to address its challenges?

## AI operationalisation

*New in the last 12 months:*
AI has moved from experimentation to everyday practice

*Challenge foreseen in 2026:*
AI adoption and integration
Change, uncertainty and the new role of L&D

Here, AI is both the most visible area of innovation and the most significant area of uncertainty. The same organisations embedding AI into workflows are grappling with governance, capability gaps, ethics and the redefinition of human contribution.

Action: 'We use AI tools to create training faster and support learners (chatbots, quick content, personalised learning).'

Challenge: 'Keeping training up-to-date and useful, and proving it really improves performance at work.'

## Value, evidence and credibility

*New in the last 12 months:*
Greater use of data, analytics, and evidence to guide decisions

*Challenge foreseen in 2026:*
Demonstrating value and impact
Budget and resource constraints

Data use is increasing precisely because scrutiny is increasing. Analytics is not simply a technical development — it is a defensive and strategic response to financial pressure and leadership expectation.

Action: 'Using data and analytics feedback to improve training programs.'

Challenge: 'Limited budget for training programs.'

## Design evolution vs engagement reality

*New in the last 12 months:*
Respondents report moving content design beyond large courses

*Challenge foreseen in 2026:*
Learning engagement and application

The shift away from large courses toward journeys, microlearning, and embedded formats is an attempt to address engagement and transfer. Yet respondents still report difficulty driving behaviour change and application.

Action: 'I am spending more time analysing learner difficulties and feedback data to improve learning materials and learning effectiveness.

Challenge:'Balancing learning effectiveness with limited time and learner engagement, while adapting learning content to different learner needs and skill levels.'

## L&D's new role

*New in the last 12 months:*
Expansion of L&D's role into coaching, culture and capability systems

*Challenge foreseen in 2026:*
Change, uncertainty and the new role of L&D
Budget and resource constraints

As L&D broadens into culture and organisational capability, the function's identity shifts. But wider expansion often outpaces authority, funding, and clarity.

Action: 'I now take more ownership of projects and focus on improving learning outcomes, not just delivering sessions.'

Challenge: 'The focus is on creating practical, measurable learning that truly impacts performance, not just participation.'

# L&D people under pressure

Figure 13 on page 15 shows how survey respondents are increasingly willing to share the challenges faced by L&D at work. But what about the challenges they face themselves? Is there a way to explore how people are dealing with the pressure of working in L&D? There is. And the news is not good.

Looking across five years of answers to the question *What is your biggest L&D challenge in [year]?* we tracked one word relating less to L&D and more the respondent's own feelings.

Figure 14 shows how frequently 'pressure' occurred per 10,000 words, and reveals a clear trend: after the stress of the pandemic in 2022, it fell, only to surge back since a low point in 2024.

We chose 'pressure' rather than other possible words showing the same pattern, such as 'overwhelm' and 'fatigue', because while they are used largely in reference to learner stress, 'pressure' most often refers to the working conditions in L&D

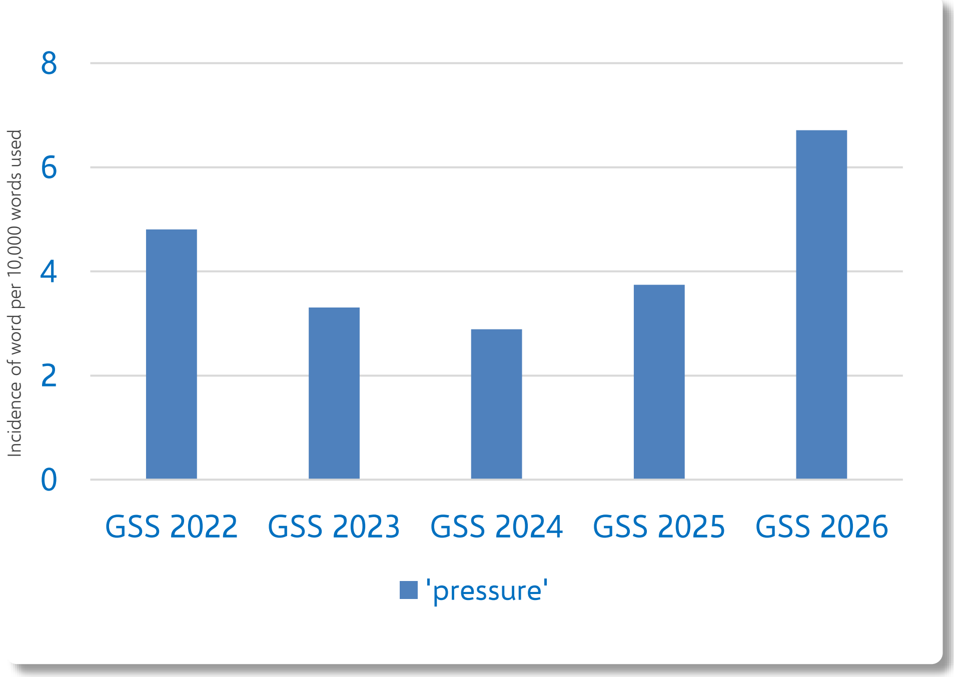



**Figure 14:** Incidence of the word 'pressure', indicating personal stress

Another possible indicator of the stress felt by L&D is the use of 'human'. This did not feature at all in responses to the challenge question on the 2022 or 2023 surveys, but has since appeared increasingly frequently. This year, it was used in 64 comments, for example: 'how to properly utilize AI while not removing the human element'. On the surface, this comment is about design, but it could also be about something more profound: about L&D's very sense of identity coming under threat from AI.

### Questions

- Do you feel more or less under pressure than you did last year? Than five years ago?
- What do you think are the chief causes of that pressure? What – if anything – do you feel able to do about it?
- Do you feel that AI is removing some of the humanity from the L&D profession?

# Conclusion

*It's time to draw our own map*

Concluding a previous report, we asked if the coming year would be the year of AI. We suggested it had a great role to play with personalization, and that chatbots offered a powerful, new form of interaction. We added that we should also be wary of subpar algorithms that gave L&D a bad name.

That was back in 2018.

While we are happy to have seen the potential of AI, two notable things apply here that probably apply to most predictions: the timing was wrong, and we missed a lot. Five years later, with the launch of ChatGPT, we realised that AI's power extended way beyond personalization.

It is not original to say that AI is the new electricity, a transformative technology that will power new ways of working. Not original, but true. Combining smart algorithms, cheap memory, massive processing power and huge data sets allows us to do things that were not only impossible but unthinkable in the past.

It is this general power which will transform how we live and work, just as electricity did. The question is: how, exactly, and what impact will this have on the work of L&D?

As we discovered in 2018, predicting the future is hard. But given the pace of change and the pressure on L&D, we have no choice if we wish to have some agency over what happens next.

The signs are that we are entering a transformative period for the profession. In George Land's 1973 book, *Grow or Die*, he describes transformation as a chaotic period during which old norms break down. New ones then emerge, which coalesce into a new system, and these become the new normal, what we are calling the New World.

For L&D, this transformation is already here: AI is making new things possible with content creation, personalization, skills management, simulations and much more. Combine this with uncertainty around the economy and job security, and it seems that the old norms are breaking down.

The new norms are yet to emerge. And it's in this chaos that the future will be decided. Inevitably, there is no clear route map for navigating this New World. Instead, L&D will have to draw its own, charting a course through experimentation, pivoting when things don't work; redoubling efforts when they do. During this time, there will continue to be uncertainty and job losses. Anyone returning to L&D in five years' time will find it a very different place.

It is difficult to know how long this transformation will last. Tim Berners-Lee put forward his proposal for the World Wide Web in late 1989. It wasn't until a decade later that the term elearning was coined, even though the Web transformed the very nature of sharing information, a basic part of learning.

> "while we have no map, we do have a direction

AI will have as transformative an impact on L&D as the Web had, possibly more so, and while predictions are hard, we will make one anyway: at some point in the future, there will be two types of L&D. One will be training, and it will use traditional courses, although these will be augmented with other things, notably AI-driven skills practice.

The other will be more strategic, encompassing a view of people capability linked to organisational goals. It will be integrated into the business and treat skills as a crucial business asset. It may not even be called L&D, because it will be more linked to capability than learning.

In all this, there are two pieces of good news.

First, while we have no map, we do have a direction: an end where L&D supports individual performance towards organisational goals. Keeping an eye on that point on the horizon, we can make our way towards it. This is the destination that so many have talked about. New technologies and methodologies are making it possible to reach it, and the maps for the journey are being written right now by practitioners in the field.

And this is where the second piece of good news comes in. While some of this report should be a cause for concern, what provides hope for the future is the action that people are already taking. *What are you doing now in L&D that you were not doing 12 months ago*? generated almost as many words in response as *What is your biggest L&D challenge in 2026?* And in those answers, people spoke about tackling their challenges head-on, understanding them better, and improving what they did. They are already making their way towards the New World.

We look forward to following this journey and reporting on it. In doing so, we will all have to make changes. So, in 2027, this report will take a different form, not least because *Artificial Intelligence* will be removed from the list of options. It is a fundamental technology. Almost all of next year's list of options will be powered by AI. We can't wait to report on what happens next.

SECTION THREE

# Extra Information

## The invaluable infrastructure

In this section, you'll find the supporting material on which any piece of research relies – the methodology of the GSS, and the inevitable questions which a survey must answer: how should data be interpreted, and what caveats must we place around those interpretations?

You'll also find in this section references to the sponsors and partners globally that make it possible to run the survey. Without their help, it would not be possible to reach over 3,000 people in around 100 countries each year. We owe them our thanks.

# Methodology

## Aims

*The L&D Global Sentiment Survey* is an annual check on how L&D practitioners feel about the year ahead. That is why the survey is designed to be answered quickly. It has just one obligatory question, unchanged each year, which can be read and answered rapidly and instinctively. In 2026, over 50% of respondents completed the survey in three minutes or less.

Why focus on something as intangible as sentiment rather than something more concrete, such as plans for the following year? Partly because other surveys do that, but mostly because the aim of the survey is to understand the likely direction of L&D in three or four years' time.

## Participants

Participation comes from a self-selecting sub-group of the L&D community, the people comfortable with technology and enthusiastic about sharing their ideas. Because of this, we assume they are on the left of the Everett Rogers Diffusion of Innovation Curve, among the Innovators and Early Adopters. The survey's results over the years support this; ideas that were initially 'hot' and highly placed often become more widely adopted a few years after they first register on the survey.

Not every new idea that achieves popularity on the left of the curve goes on to be more widely adopted. However, every methodology and technology that is eventually adopted widely was once considered 'hot' by a small group of innovators. This report aims to understand which of these 'hot' ideas has the potential for wider adoption.

## Data collection

Votes were mostly solicited via email and LinkedIn. About 35% of votes are collected directly by the survey organisers, the remainder through sponsors and two types of partners. The contacts reached by media partners are widely spread, while those of country/regional partners are focused on a particular geography.

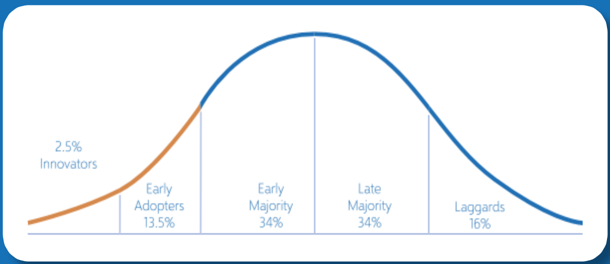



**Figure 15:** Diffusion of innovation curve, Everett Rogers

## The options and the survey

For the one obligatory question, there are 15 options on the table plus 'Other'. Since 2020, one has been retired each year (almost always the one in position 15), and one has been added. From 2024 to 2026, we left the range of options unchanged. In 2027, it will be extensively revised. Neither the questions nor the options are defined. In 2026, the survey was run in English, Mandarin, Thai and Indonesian.

Respondents can vote for up to three options, with 95% choosing three. Just 1.5% of respondents voted for a single option.

*For guidance on how to interpret the survey, see* Interpretation*, on the next page, and* Caveats*, immediately afterwards.*

# Interpretation

The GSS is the only data set that examines L&D sentiment at scale over a protracted period. Like all surveys, however, there are limits to its interpretation.

## What does the survey show?

The survey's main question, *What will be hot in workplace L&D in 2026?*, does not show L&D's plans for 2026, only what L&D people are excited about at the beginning of the year. With the addition of some context and understanding of how new ideas are adopted, we can use this information to explore how this excitement may turn into action. This action, however, may not occur for years.

Similarly, the optional question, *What is your biggest L&D challenge in 2026?*, shows people's concerns at the start of the year, not their plans to solve them.

Like every other response on this survey, responses to the question *What are you doing now in L&D that you were not doing 12 months ago?* will be self-reported, and there is no way of gauging their accuracy.

## Our surveyed population

Data for this survey is not collected as rigorously as for political surveys, which aim to accurately represent a cross-section of a country's adult population across age, background and other demographics. In contrast, our voting population is entirely self-selecting and is likely to be skewed towards one part of the L&D community: enthusiasts and early adopters. As explained in Methodology, this is not a bad thing. We are interested in exactly what these people think as an indicator of what trends may develop in the future.

However, there is a chance that this group is operating in an echo chamber, reinforcing loudly voiced opinions. As a community well-connected to social media channels, it is likely that at least part of the population we survey is heavily exposed to a narrow range of claims about workplace learning and learning technologies. This homogenous view will not represent the wider views of the L&D community.

## Context is crucial

Without context, this survey would simply be a list of data points. We would see VR and AI following similar paths of interest from 2018 to 2022 – first up and then down – and be unable to explain the sudden leap of support for AI in 2023 while VR's vote continued downward. If we know about the launch of ChatGPT in November 2022, coupled with the normalisation of the use of VR, that context helps us understand the voting patterns. Data in isolation tells us very little.

This context is often location-specific, and we thank the country partners and sponsors who take the time to discuss the results with us. There is no substitute for hearing what these tables and graphs mean to the people doing the work on the ground.

## How is the survey useful?

We believe that the main role of the survey is to provoke questions rather than provide answers. We're told L&D departments use the report to consider their peers' thoughts and challenges. It's a tool for provoking conversation about strategy and direction, particularly at the beginning of the year and in times of change.

# Caveats

The L&D Global Sentiment Survey is an anonymous, online poll taken by a self-selecting group. This means there are caveats around the data. Please also see Interpretation (previous page) to understand what we can and cannot legitimately understand from the survey.

## Respondents are largely unqualified

We do not know for certain whether the respondents work in L&D. Some are approached via direct messaging on LinkedIn because of their job title, but could have moved jobs. People approached via email will have shown some interest in L&D in the past, but may no longer. We cannot guarantee that any respondents worked in L&D when voting, or that they have not passed the voting link on to others unconnected to the field. We cannot control who responds to links shared on social media.

## Respondents are likely to be more tech-savvy than most

Most respondents are invited to participate via social media and email. They are, therefore, a self-selecting group. Because they are contacted – and answer – electronically, respondents are certainly users of technology, and probably more likely to feel positively about technology than the general population. This method of canvassing votes means that anyone working offline is excluded.

## Year-on-year comparisons may be unsound

Because the survey is anonymous, it is impossible to guarantee that the same people vote each year. In fact, as the numbers on the survey increase each year, it is certain they are not. This could lead to variations between surveys arising from changes in the make-up of the surveyed population, not in changes to the sentiment of the originally surveyed population.

Note: now that respondents can submit their email in order to receive the survey report, it will be possible to understand how respondents' views vary from year to year.

## Respondents may not share the same understanding of the options

To make the survey quick to complete, no definitions are provided. If they were provided, this would give an illusion of certainty, but we would have no guarantee that respondents would use the given definitions. Also, not all fluent English speakers will necessarily agree on the definition of all the terms, and non-fluent English speakers may vary more widely in their understanding.

## Key individuals/organisations may skew results from some countries

In some countries, respondents are largely attracted to the survey by individuals or organisations prominent in that country. In many countries, for example, the survey is mostly promoted by a single company. It remains a possibility that this will skew the results.

# Definitions

These definitions are here for reference.
They were not provided to survey respondents.

### Artificial intelligence

Software that uses algorithms to interpret data and make apparently intelligent choices about, for example, choices of learning content, methods and timing of delivery.

### Coaching/mentoring

Working with individuals to help them develop themselves, usually in a work setting, and usually one-to-one. Less structured and content-focused than training, and often taking place over an extended period.

### Cohort-based learning

The provision of learning experiences in groups. Usually refers to a combination of one or more of: synchronous online learning experiences; asynchronous work; sessions led by facilitators; individual and group work offline, and collaboration via online forums.

### Collaborative/social learning

Learning that happens through working together, often but not always using social technology, both within and outside an organisation.

### Consulting more deeply with the business

A move from focusing on designing and delivering learning events/experiences in isolation towards providing a broader service to understand business needs and their constraints, and facilitating and enabling learning, development and improved performance.

### Learning analytics

Used since at least 2012 in the educational field, in workplace learning the human (as opposed to machine-based) process of data-supported decision-making to improve learning.

### Learning experience platforms

A loose term for a new generation of cloud-based, enterprise learning platforms. Unlike the LMSs they aim to replace, they are user-centred, often with elements of social learning.

### The Metaverse

A single, shared, immersive, persistent 3D virtual space where people can work and learn in ways that simulate and go beyond their experience in the physical world.

### Micro learning

Learning designed according to our understanding of neuroscience, memory and recall, typically incorporating small learning 'units' or 'objects', making use of a variety of media and technology.

### Performance support

In contrast to helping people learn information, this is the process of helping them do their jobs better, often by providing help at a particular moment of need, rather than in advance.

### Personalization/adaptive delivery

The ability for an individual to make use of a variety of experiences, approaches, strategies and tools to address their own distinct needs, interests or aspirations.

### Reskilling/upskilling

Helping individuals develop their abilities within their existing role (reskilling) and helping individuals develop themselves for new roles (upskilling).

### Showing value

Demonstrating the performance improvements and business benefits that arise from L&D activities.

### Skills-based talent management

Defining roles and individual and organisational capability in terms of skills. Usually done via a platform and incorporating functionality for recruitment as well as learning.

### Virtual and augmented reality

Providing users with an alternative environment (typically through a headset) or information superimposed on the real environment (typically via a hand-held device).

# Sponsors

OpenSesame

OpenSesame offers a marketplace of 50,000+ courses from top publishers, but its value goes far beyond content. With AI-powered tools to identify skill gaps and a proprietary talent growth engine, learners get personalized learning paths tailored to their role and career growth. Need custom content? OpenSesame's intuitive course creation tool makes it easy to build high-quality, bespoke courses.

getabstract

What can you really learn in 15 minutes? The right insight at the right moment makes all the difference. getAbstract's summarized expert knowledge and learning tools help people worldwide master professional challenges. Year after year, getAbstract reviews thousands of books, articles, videos, and podcasts on business topics and summarizes the key insights in a 15-minute format, available in seven languages.

speexx

Speexx is a Time Magazine Top Edtech company and the leading platform for people development in the digital workplace. It provides business coaching, corporate language training, intercultural programs, strategic mentoring services, and skills assessment to large organizations, fully integrated with client people tech and delivered in a secure online environment.

learningpool

Learning Pool is the industry's first end-to-end learning ecosystem, delivering AI-powered, data-driven learning that transforms workforce performance. We empower organisations of all sizes, across geographies, and at any stage of their learning journey to build skills faster, stay compliant, and unlock performance. Trusted by leading global brands, including AXA, Sky, and IHG.

360learning

360Learning is the AI-powered learning platform that combines LMS and LXP capabilities to scale skills development for mid-size and enterprise companies. Leverage collaborative learning to turn internal expertise into just-in-time learning for onboarding, compliance, and more, powering employee, customer, and partner growth. Trusted by industry leaders like Safran, Cognizant, Bally's Corporation and Duolingo.

talentlms

TalentLMS is the easiest-to-use LMS for companies that want to launch training quickly, prove value sooner, and turn learning into a driver of success. Designed for growing businesses, it combines simplicity with AI-powered tools, a complete set of course content options, and built-in reporting – putting impactful learning within reach for all. Trusted by over 22 million learners in 12,000+ organizations worldwide, TalentLMS helps companies train employees, partners, and customers.

# Partners

## Media partners

| | |
|---|---|
| eLearning Industry | Learning Technologies |
| Offbeat | OEB Global |
| Training Journal | Learning News |

## Regional partners

| | |
|---|---|
| **Australia** | Learning Uncut |
| **Belgium** | VOV Lerend Netwerk |
| **Brazil** | nōvi - a lifewide learning company |
| **Czechia** | Firemni vzdelavani |
| **Ireland** | Learning & Development Institute |
| **Italy** | Mosaicoelearning |
| **Malaysia** | ELearningMinds |
| **The Netherlands** | Interlocked B.V. |
| **New Zealand** | Capability Group |
| **Poland** | iPro e-learning |
| **Slovakia** | e-learnmedia |
| **South East Asia** | Asia Learn Hub Marketplace |
| **Spain** | Actua |
| **Sweden** | Aleido |
| **Türkiye** | Enocta |
| **UAE/GCC** | Biz Group Middle East |
| **UK** | Assemble You |

# Resources

We're committed to producing research that helps L&D professionals understand what is happening in our field and, where possible, provides tools to help them flourish.

Our reports and surveys are founded on the fundamental principle of being descriptive rather than prescriptive: we aim to describe what is happening in L&D in a way that helps practitioners do their work better, rather than suggest to them what they should be doing, based on a theoretical understanding of their work.

## Focus on AI in L&D:
### The Race for Impact

*Published: September 2025*

This was the third *AI in L&D* annual autumn report, with 20 pages of case studies, and the famous Transformation Triangle. By Donald H Taylor and Eglė Vinauskaitė.


## The Global Sentiment Survey 2025

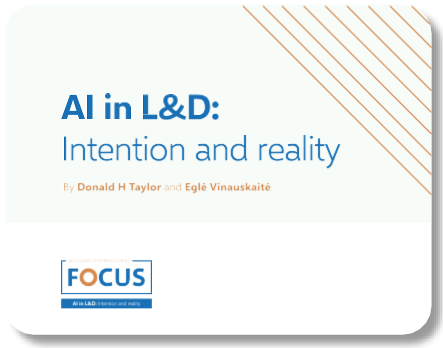
*Published: February 2025*

This survey captured the global outlook in L&D, focusing on the challenges and opportunities of 2025. It also identified the increasing role of AI and digital transformation in shaping the industry. By Donald H Taylor


## Focus on AI in L&D:
### Intention and Reality

*Published: October 2024*

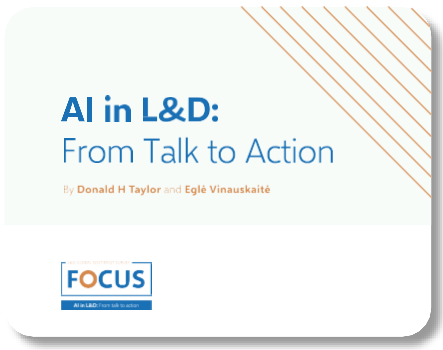
The third report in 12 months focusing on AI in L&D, this report includes a further set of case studies and introduces the Immaturity Model. By Donald H Taylor and Eglė Vinauskaitė.




## Focus on AI in L&D:
### From Talk to Action

*Published: April 2024*

This report explores how organizations are now moving beyond theoretical discussions of AI in L&D and taking tangible steps to implement these technologies in their strategies. By Donald H Taylor and Eglė Vinauskaitė.



# About the author

Donald H Taylor

Donald H Taylor has worked in workplace learning and development and learning technologies since the mid-1980s and has experience at every level from design and delivery to chairman of the board.

A recognised commentator and thinker in the fields of workplace learning and supporting technologies, Donald is committed to helping develop the learning and development profession. Currently, he focuses on research, writing and speaking to share good practice in L&D globally.

Since 2000, he has chaired London's Learning Technologies Conference, the largest event of its type in Europe, and he contributes to conferences worldwide. His annual L&D Global Sentiment Survey, running since 2014, attracts responses from thousands of respondents from around 100 countries.

He brings his broad understanding of the field to Emerge Education, an early-stage Venture Capital fund, where he chairs the Workforce Development network, and advises several EdTech start-ups as they grow their businesses.

From 2010 to 2021, he chaired the UK's Learning and Performance Institute. The author of *Learning Technologies in the Workplace* (Kogan Page, 2017), Donald is a graduate of Oxford University and in 2016 was awarded an honorary doctorate by Middlesex University in recognition of his work developing the L&D profession.

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LEARNING AND DEVELOPMENT

Global Sentiment Survey 2026

Donald Taylor is based in London, UK, and helps organisations understand emerging trends in the field of Learning and Development. He is particularly focused on helping L&D departments make the transition to a new way of working suitable for the twenty-first century.

To download this and previous reports visit: https://donaldhtaylor.co.uk/the-research-base/

When citing this report, please refer to The L&D Global Sentiment Survey 2026 by Donald H Taylor. The hashtag is #GSS26



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