

OECD CENTRE FOR SKILLS

OECD-Slovenia joint summary

Skills Summit 2020: Skills strategies for a world in recovery

Virtual meeting, Friday 9 October 2020

The OECD and Slovenia jointly organised the virtual Skills Summit 2020, which brought together Ministers and Senior Officials from 36 countries and several international organisations, to discuss the implications for skills policy of the coronavirus pandemic and the megatrends of digitalisation, globalisation and climate and demographic change.

This document summarises the sessions and main themes that emerged from the Skills Summit 2020.

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Background

1. The coronavirus pandemic has triggered the most severe health, economic and social crisis in nearly a century, and has caused enormous damage to people's health, jobs and well-being. It has also severely tested countries' capacity to develop and use people's skills to their full potential. Yet people's skills are central to countries' capacity to recover from the crisis, build resilience for the future, and positively influence and respond to megatrends like digitalisation, globalisation and climate and demographic change.
2. Adding to the ongoing impacts of megatrends, the coronavirus pandemic has disrupted most aspects of human activity. Among these disruptions, students across the globe have been forced to learn from home, large sections of the workforce have had to work remotely, while millions of adults have lost their jobs altogether. The coronavirus pandemic has also been a serious challenge for inclusive skills development and use. The massive and rapid transition to remote learning has left many students from disadvantaged communities falling behind. Youth and low-skilled adults face particularly high rates of unemployment, especially those working in the tourism, hospitality and cultural sectors. Workers in non-standard jobs – i.e. self-employed workers and those on temporary or part-time contracts – have often been ineligible for social protection and unemployment benefits. Students and workers who have fallen behind need opportunities to catch up, and require comprehensive support, along with employers, to become more resilient to future shocks. How well skills policies respond to the crisis will have a major impact on countries' recovery, especially beyond the duration of major public support packages.
3. A sustainable and inclusive path to recovery should involve all parts of society, and requires a clear strategy for developing and using people's skills. Such strategies should set the course for reforming skills systems – to deliver learning opportunities to all who need it, and to support a diverse range of job seekers and firms to get back on their feet stronger than they were before. Success will depend on partnerships between governments, businesses and civil society. With such an approach, countries stand the best chance of implementing better skills policies for better lives for all.
4. Against this backdrop, the Government of the Republic of Slovenia hosted the Skills Summit 2020: Skills strategies for a world in recovery as an interactive virtual meeting on 9 October.
5. Skills Summit 2020 provided ministers and senior officials with a unique opportunity for peer-learning at a critical time. The participation of ministers, senior officials and delegates from 36 countries, the European Commission, Council of Europe, UNESCO, Business at OECD and the Trade Union Advisory Committee to the OECD confirmed the centrality of skills for countries strategies for recovery, resilience and sustainability. Participants represented various skills-relevant portfolios including education (all levels and forms of learning), employment, economy, technology and innovation, and others. Participants discussed countries' lifelong learning and skills use policy responses to the current crisis, and their visions for how skills development and use should change in the future. Discussions also covered the role of skills in positively influencing megatrends like digitalisation, globalisation, and climate and demographic change, and in ensuring sustainability, health and well-being for all.

Opening plenary - Welcome by the Chair and Setting the Scene

To view recordings of the opening plenary speeches, please visit <https://skills-summit-slovenia.sta.si/#media>



6. The Summit began with a Virtual “Welcome to Slovenia”. This video highlighted some of Slovenia’s natural treasures – water, forests and bio-diversity and culture – as well as Slovenians’ passion for sports, love for gastronomy and hard work.
7. Mr. Janez Janša, Prime Minister of the Republic of Slovenia made the opening welcome address for Skills Summit 2020 via video message. Prime Minister Janša noted that the pandemic has crystallised the benefits and challenges of a digital economy, and stressed the importance of learning from these difficult times. He highlighted that the new international environment requires a paradigm shift in the way we perceive the economy, and underlined that skills lie at the heart of long-term economic recovery and competitiveness for Slovenia, and European Union and OECD countries. To prosper in new, connected work environments, people and economies need hard *and* soft skills linked to digitalisation, artificial intelligence and innovation, including management capabilities. Prime Minister Janša underlined our responsibility to nurture both types of skills in our youth, in order that they may be successful in tackling these challenges and reaching their full potential. The classroom dynamics, curricula and learning methods must also reflect this new environment. To boost people’s skills and competitiveness in an uncertain future, we need to empower them with non-routine interdisciplinary skills. Those who will be adaptive, flexible, creative, and curious, and who dare to

venture outside of the box, will have greater chances to succeed. Prime Minister Janša concluded by reiterating Slovenia's strong commitment to support this policy path for the benefit of Slovenia and EU and OECD countries, consistent with EU investment priorities.

8. Mr. Ulrik Knudsen, OECD Deputy Secretary-General followed. In his opening remarks on behalf of the OECD, he highlighted some of the key issues at stake to develop “Skills strategies for a world in recovery”. DSG Knudsen noted that the crisis has severely tested countries’ capacity to develop and use people’s skills to their full potential, with school closures affecting 90% of total enrolled learners worldwide, and the unemployment rate reaching 8.7% on average across OECD countries. In the shorter-term, DSG Knudsen noted that countries should seek to keep learning institutions open for as long as is safely possible, while supporting and motivating disadvantaged learners, and investing in online learning capacity. Countries should also expand upskilling and reskilling opportunities for the low-skilled, support work experience for youth, and ensure flexible working arrangements for women. Over the longer-term, DSG Knudsen noted that countries will need a skills strategy that builds resilience to future crises and achieve long-lasting improvements for the future, without leaving any groups behind, by re-imagining how we develop and use people’s skills to their potential, and how we work together across traditional boundaries to realise the vision for skills.
9. Mr. Margaritis Schinas, Vice-President of the European Commission made opening remarks on behalf of the EU by video message. Vice-President Schinas commended the theme of the Summit, noting that the best investment in our future is an investment in our people. The coronavirus pandemic deeply affected the prospects of Europe and the world. Vice-President Schinas highlighted the EU’s need for a paradigm shift on skills, which is crystallised in the new Skills Agenda for Europe that was launched in July 2020. The Skills Agenda features ambitious goals and quantitative objectives, prioritises inclusiveness and equal access to learning, and relies on collective efforts by the EU and member states. Recent actions to implement the Skills Agenda include a legislative proposal to make vocational education and training (VET) more market-oriented, and the Digital Education Action Plan to support the digital transformation of education. The EU will support lifelong learning by investing in individual learning accounts and introducing standards for micro-credentials. Vice-President Schinas labelled the EU and OECD co-operation on skills a success story, and noted that the OECD’s evidence, analysis and advice is key to the successful development of skills policy across Europe.
10. The plenary was followed by a video “Snapshots of successful practices from Slovenia”. The video provided a colourful overview of lifelong learning in Slovenia, and stories from diverse educational stakeholders’ about their experiences, activities and insights during the pandemic, and their vision for the future of learning. The video highlighted various successes in Slovenia’s lifelong learning system during the pandemic. These included innovative programmes that have strong linkages to businesses, learning opportunities that include marginalised groups, and a managerial culture in learning providers that seeks to constantly develop and improve services. Overall, the video showed that while the pandemic brought challenges, it also brought opportunities for educational stakeholders in Slovenia to reconsider the lifelong learning process and system, plan actions and start making the lifelong learning system ready for the future.

Discussion and plenaries: Skills policies for recovery today and resilience tomorrow

11. The objective of the discussion session was to gain insight into what actions countries are taking or plan to take in order to improve the development of people's skills (across the life course) and the use of their skills to boost the recovery, increase resilience to future shocks and megatrends, and build sustainable and inclusive economies and societies.

Presentations

To view recordings of the presentations, please visit <https://skills-summit-slovenia.sta.si/#media>



12. Ms. Simona Kustec, Minister of Education, Science and Sport of the Republic of Slovenia introduced the session by welcoming all the participants at the Skills Summit 2020 global dialogue on education and skills development, underlining the vital role of both for recovery, future resilience and a new, better and well educated society. She especially thanked the OECD for its highly professional and dedicated support throughout Slovenia's Skills Strategy project as well as throughout the preparation of Skills Summit 2020. Minister Kustec then reflected on the kinds of policies and actions, co-operation and governance that is needed to improve education and skills systems as part of a sustainable response to future challenges for all generations. The Minister underlined that policies must meet the needs of end users, and that we have a shared responsibility to open the debate about a new vision and role for knowledge and skills for future healthy societies. To achieve this, it will be vital to follow and respect the fundamental values of

equality, solidarity, diversity, inclusion, and social and environmental responsibility. In addition, in order to fulfil this objective, a governance model, involving all relevant and interested stakeholders at local, national and global levels, needs to be implemented. The Minister noted that Slovenia is increasingly convinced of the importance of investing in coordinated lifelong learning policies to ensure the comprehensive development of knowledge, skills, values and attitudes from early childhood to adulthood, including skills for social and emotional well-being. The crisis has demonstrated that education and skills are truly intertwined and that policies must be balanced on national, regional and global levels. The Minister concluded that individual countries, the OECD and other international organisations need to work jointly together on these challenges to build a world skills agenda for a sustainable future.

13. Mr. Nicolas Schmit, European Commissioner for Jobs and Social Rights, shared a video message in which he highlighted that the coronavirus pandemic takes place at a time of great challenges and opportunities, including those related to the digital and green transitions of Europe's labour markets. Commissioner Schmit noted that various policy interventions have helped mitigate the crises' impacts in Europe, including the [SURE instrument](#), a temporary €100 billion loan instrument to help finance short-time work (STW) schemes and other similar measures. The [Youth Employment Support package](#) targets a reinforced Youth Guarantee, future-proof vocational education and training and renewed impetus for apprenticeships. The new [European Skills Agenda](#) sets ambitious actions for upskilling and reskilling, including a New Pact for Skills, actions to ensure that people have the right skills for jobs, tools and initiatives to support people in their lifelong learning pathways, and a framework to unlock investments in skills. Commissioner Schmit highlighted the EC's support for the OECD's work with 11 EU member states to develop National Skills Strategies based on solid evidence and shared stakeholder commitment. He noted that the EC seeks to extend National Skills Strategies to more EU member states.
14. Mr. Andreas Schleicher, OECD Director for Education and Skills gave a presentation entitled "Education disrupted – education rebuilt". While children were the least vulnerable to the Coronavirus, they were the most affected by public policy responses to the virus. Director Schleicher showed that remote learning revealed huge differences in technology that amplified inequality, but also led to many innovations. Such innovations were often implemented by teachers and trainers, despite many being unprepared for the world of remote learning. Closing schools has been much easier than reopening them, with countries employing a range of health measures to reopen schools safely. Hybrid models of remote and in-school learning are becoming the new normal. Education is still at a very early technology adoption stage, with low market capitalisation. Yet technologies like virtual/augmented reality, learning analytics for personalised learning, assessment technologies and blockchain are growing and hold much potential for the future of learning. Education stakeholders will need to work together to realise these opportunities fully.
15. Mr. Stefano Scarpetta, OECD Director for Employment, Labour and Social Affairs gave a presentation entitled "The role of skills for recovery and resilience". The pandemic and containment measures led to a severe contraction in economic activity as many people were unable to go to work and businesses could no longer operate. Director Scarpetta showed that 10 years of progress in OECD labour markets were wiped out in three months. Job retention schemes helped cushion the blow for many workers, but the initial fall in number of hours worked was still

much worse than in the 2008 crisis. The low-skilled have been particularly hard hit by the crisis, facing higher rates of unemployment and having far less capacity to work remotely. In addition to adapting job retention schemes to provide the right incentives for firms and workers, Director Scarpetta noted the importance of a detailed, real-time understanding of how skills needs are evolving. Many adults will need support to upskill and reskill, especially the lower-skilled, including through high-quality online learning. Youth and women will also need targeted support to strengthen their labour market attachment. Finally, governments and social partners could support high performance workplace practices to boost skills use, especially for smaller-sized enterprises.

Discussion groups and closing plenaries

To view the “family photo” for the event, please visit <https://skills-summit-slovenia.sta.si/#media>

16. Participants were invited to join virtual breakout rooms for small-group discussions, and a representative of each country and organisation was invited to make a statement in the plenary session. These discussions and statements took place under Chatham House Rules, such that no comments are attributed to specific individuals. Participants were encouraged to discuss how they are supporting learners, the newly unemployed, especially recent graduates and low-skilled, older and/or non-standard workers, and enterprises during the crisis. They were also invited to share their vision for building resilience, sustainability and well-being for all through lifelong learning (all age groups) and better employment policies.
17. Several key themes emerged from participants’ group discussions and statements, including the importance of: utilising skills policies as a tool to facilitate recovery; harnessing the potential of digital technologies to support skills development and use; investing in teachers’ and trainers’ skills to support remote/hybrid learning; raising participation in adult learning; supporting work-based learning for youth; balancing short-term skills policy responses to the crisis with longer-term skills policy goals; and building on a strong foundations of whole-of-government co-ordination, stakeholder engagement and high-quality skills information. These are discussed in turn.
18. **Utilising skills policies as a tool to facilitate recovery.** Skills have been a central component of most countries’ recovery strategies thus far, reflecting widespread recognition of the importance of skills for overcoming the crisis. Extensive measures have been implemented targeting those most hit by the crisis, including youth, unemployed and low skilled people, as well as other vulnerable groups. In the short-term, countries have focused on supporting workforces in essential services, and invested heavily in keeping workers attached to their jobs as well as in creating new jobs to minimise unemployment and skills depreciation. Attention has turned to active employment policies, with employment services offering job matching and career counselling services, as well as upskilling and reskilling opportunities for the unemployed, increasingly in digital formats. For the longer term, countries are re-assessing the adequacy of their lifelong learning systems to provide opportunities for all to develop core foundational, transversal and job-relevant skills across the life course. This includes re-thinking opportunities to digitalise teaching and learning, and making work-based learning more widespread and resilient to economic shocks.

19. **Harnessing the potential of digital technologies to support skills development and use.** Despite the profound challenges associated with the crisis, countries highlighted the unique opportunity they have to expand and benefit from digital skills development and use. COVID-19 has jump-started and catalysed digitalisation across OECD countries, accelerating countries' efforts to close digital divides of connectivity and infrastructure. Public and private employment services are increasingly going digital to both minimise contagion risks and better reach large numbers of adults requiring their services. The crisis has forced major and rapid experimentation and investments in digital and hybrid solutions for learning, teaching and working, as well as digital skills development for those groups lagging behind. The crisis revealed challenges and opportunities associated with remote work, and the potential for further automation of tasks and jobs. There is broad recognition of the importance of investing in digital skills, including for greater social and emotional well-being, and to understand better how digitalisation and artificial intelligence transform learning, teaching and working. Several countries are seeking to reform their learning systems and labour markets in light of the lessons learnt during the crisis, in order to capture more of the benefits of digital learning and work.
20. **Investing in teachers' and trainers' skills to support remote/hybrid learning.** Countries see investing in the skills of teachers and trainers at all stages of learning as key to realising opportunities for improving the performance and resilience of learning systems. Not all teachers and trainers were prepared or skilled for the switch to remote, online and blended learning. International initiatives to support teachers include UNESCO's goal to teach 1 million teachers digital skills through a global teacher campus, and the Council of Europe's Reference Framework of Competences for Democratic Culture and Digital Citizenship Education programmes. Many countries are seeking to synthesise lessons learnt by their teachers and facilitate peer learning on digital delivery of learning, while some continue to provide purpose-built digital skills training to teachers. Teachers in VET in particular may require specialised skills and training in support of technological solutions (simulations, augmented reality, etc.) to work-based learning.
21. **Raising participation in adult learning.** Making lifelong learning a reality has never been so important, especially for adults with low levels of foundational skills, according to participants. Several countries are updating their lifelong learning strategies and policies to account for the challenges and opportunities associated with the crisis. There is widespread consensus on the increasing importance of developing holistic value-based approaches to learning: acquiring knowledge, skills and attitudes in life-long and life-wide learning. Countries are particularly concerned not to exclude any groups of adults from lifelong learning opportunities, or the recovery more broadly. Given that many adults - the low skilled in particular - will need to find new jobs, a critical priority is to understand present skills needs in labour markets and to tailor adult learning provision accordingly. Furthermore, adult learning programmes need to be tailored to individuals' learning needs and gaps, whether they be for digital, literacy, numeracy, job-specific or soft skills. Countries are seeking to develop online tools to equip adults with such skills, but their uptake will require expanded outreach efforts and guidance, especially to low-skilled adults and those who lost their jobs. Many countries are treating continuous VET as a pillar of the upskilling and reskilling response to the crisis, and plan to widen access to, and improve the attractiveness of VET. Furthermore, many countries are seeking to provide adults, and learners from under-represented

backgrounds (e.g. low socio-economic, vulnerable, indigenous, etc.) with better opportunities to access higher education, in order to access high-skilled jobs. Systems of recognition of prior learning (RPL) are essential for raising adult learning and qualifications. The European Qualifications Passport for Refugees (EQPR) is an example of an international initiative aiming to facilitate the recognition of refugees' qualifications even when these cannot be adequately demonstrated.

22. **Supporting work-based learning for youth.** Work-based learning has a prominent place in many countries' recovery plans, especially in the fight against youth unemployment. The crisis has highlighted the need to accelerate many VET reforms underway. Countries have sought to make VET more flexible and modularised, and less costly to support youth and adults for the challenges ahead. Many have already introduced innovative models and stimulus packages combining earning and learning. A major strength of VET for countries is its strong links to the world of work. However, in most countries, work-based learning opportunities are decreasing as business performance and confidence has declined. Apprenticeships have been the hardest hit of all. Several countries are redoubling efforts to make apprenticeships more attractive, including by providing greater support to employers, for example through wage subsidies. Many countries argue that now is the time to make apprenticeship systems more inclusive, including by involving more women and disadvantaged groups of learners in apprenticeships.
23. **Balancing short-term skills policy responses to the crisis with longer-term skills policy goals.** Countries are seeking to respond to the crisis in a way that balances short-term skills policy goals with longer-term goals, such as sustainability, active citizenship, health and well-being for all. Countries discussed the need to build skills systems back better, including for a green recovery and transition. The crisis also exposed the fragility of skills systems characterised by large inequalities. Many participants remarked that the inclusivity and resilience of skills systems go hand in hand, highlighting the need to effectively support those hardest hit by the crisis in the long-term, and address structural problems that compound disadvantage in skills development and use. Some participants also highlighted the importance of building skills for democracy that empower citizens to have a voice in the recovery process, and to shape the future.
24. **Building on a strong foundation of whole-of-government co-ordination, stakeholder engagement and high-quality skills information.** Whole-of-government co-ordination and stakeholder engagement, as well as improved skills information, are proving foundational for countries in the context of the crisis. Several countries have successfully partnered with business to rapidly implement online learning at scale. Tripartite bodies involving government, employers and employee representatives have been instrumental to the design and implementation of major, short-term learning and employment packages in many countries. Co-operation with the research community is also part of some countries' strategies. Such collaborative approaches have benefits for countries at local, regional, national and international level. The global nature of the pandemic has highlighted the importance of international co-operation on skills strategies for recovery, resilience and sustainability. The OECD plays a key role as a trusted partner in bringing international evidence to this process, as do other international organisations. Finally, countries noted the importance of integrating skills data and information from government, economy and society to understand the impacts of the crisis and inform skills policy responses.

Final Addresses

To view recordings of the final addresses, please visit <https://skills-summit-slovenia.sta.si/#media>



25. In the final addresses, Ms. Themis Christophidou, Director-General for Education, Youth, Sport, Culture, European Commission thanked the organisers, and the participants for their open and constructive exchanges. Director-General Christophidou highlighted the importance of individuals' and countries' adaptability to face the current crisis and ongoing megatrends, noting that this requires populations with strong basic and digital skills. The European Commission is supporting member states to build resilient and future looking education systems through the New Skills Agenda, the Communication of the European Education area, and the New Digital Education Action Plan. The Commission's actions include helping to accelerate the transformation of the higher education sector; a European approach to micro-credentials; advancing digital skills and harnessing technology in education, and addressing gender gaps in STEM. Finally, Director-General Christophidou highlighted the importance of vertical co-operation from the local level to the Commission, to ensure these measures are targeted to those who need them most and are successfully implemented.
26. OECD Deputy Secretary General Knudsen conveyed his impressions that the Summit achieved its goal of giving leaders from around the world a unique opportunity to hear and learn from each other, through sharing practices on skills strategies for a world in recovery. DSG Knudsen commended participants for their thought-provoking and rich discussions in the small group discussions and plenary session. He thanked the Government of Slovenia, participants and organisers, highlighting the necessity of discussing such important topics. DSG Knudsen noted

that the insights and experiences shared through the discussions would be shared on the Summit website in video format (for open recorded sessions) and in a Joint Summary Document. DSG Knudsen also reiterated the OECD's readiness to support countries in developing skills strategies for a world in recovery, wishing participants all the best in their endeavours.

27. Minister Kustec closed the Summit by reiterating the importance of a holistic approach to education and skills policy for learning to be, to know, to do and to live together, quoting the UNESCO report "Learning: the treasure within" (1996). In her brief summary of the discussions in the Summit, Minister Kustec emphasised the need to make better use of VET to help address short-term challenges, and the need to jointly create a new vision to develop people's knowledge and skills. The Minister suggested that this should be guided by three main pillars: 1) a forward looking policy approach that integrates digital skills with socio-emotional skills and humanistic values; 2) comprehensive governance, embracing co-operation and collaboration among all relevant stakeholders and experts, in formal and informal settings; and 3) a value-driven approach focused on equality, solidarity, inclusion and diversity. A comprehensive set of these approaches will allow countries to further pursue their ambition of providing a high quality education for all, which is of key importance especially in this time of crisis. The importance of knowledge and equal opportunities to education need to be underlined now with an even stronger voice, and supported even more decisively, by all means available, nationally and internationally. The Minister expressed her gratitude to participants for generously sharing their experiences and visions, and warmly thanked the OECD for supporting discussions and sharing their valuable data and analytical insights. The Minister added that the Slovenian and European skills agendas are both seek to foster sustainability, fairness and resilience, and the Minister announced that Slovenia's Council of the European Union presidency will contribute to these agendas by highlighting the themes of ethics and human rights in digitalisation of education. The Minister concluded by noting that the logo for the Skills Summit 2020, the "digital tree", symbolised the stability, sustainability, openness and diversity that countries should strive for through their skills agendas, and by welcoming future international dialogue on skills policy, including at the next Skills Summit.

Post-Summit conclusions by the Minister for Education, Science and Sports

28. The discussions at the Skills Summit 2020: Skills strategies for a world in recovery confirmed the central role of people and their skills for overcoming the crisis while building societal resilience and sustainability.
29. Countries recognise that the crisis has highlighted major challenges in their skills systems, which opens up a window of opportunity for improvement. This should involve strategies, policies and reforms to not only tackle immediate social and economic challenges, but also to empower people to face and shape their futures. In this context, quality education and learning opportunities for all throughout their lives are essential. Inclusive knowledge-based economies and learning societies will be vital to master the technological and ecological transformations of the 21st century for the benefit of people and the planet.
30. Harnessing the potential of new technologies can contribute to long-term and equitable skills strategies. Yet, it will be important to fully understand technology's impacts on learning and working environments, and to further close digital divides.

It will also be necessary to rethink systems of developing and using skills, while furthering people's physical, social and emotional well-being.

31. The COVID-19 pandemic has amplified the importance of a holistic approach in which people learn to value acquiring knowledge, skills and attitudes at all ages. This combines foundational, job-related and transversal skills, including the aptitude and motivation to learn, create and cooperate from early childhood to adulthood.
32. Countries' strategic education and skills responses will need to integrate longer-term goals and values such as human rights, equality, solidarity, diversity, social and environmental responsibility, health and well-being. They must address the needs and aspirations of people of all backgrounds, giving all equal opportunities to reach their potential in personal, occupational and social lives at the highest level, and to contribute to better quality of life in their communities, nationally and internationally. Human rights and democratic culture will remain the framework of all activities.
33. To make education, labour markets and societies more resilient to shocks, governments must strengthen whole-of-government and whole-of-society approaches, involving researchers, social partners and civil society, and reducing boundaries between ministries with a role in skills. Co-operation with and between OECD and other international organisations such as the European Commission, the Council of Europe and UNESCO will be essential to these efforts. The global crisis has emphasised national and international interdependence highlighting the importance of strengthening world-wide collaboration in view of the expected adaptations in economic and social models. Again, those adaptations should leave no one behind.
34. In the context of such an unprecedented pandemic, people need immediate public, social and emotional support to build their skills, confidence and agency, and to come out stronger and more adaptive to change. Governments have to be ambitious in improving their policies and services to give people hope and optimism, through wise responses without leaving anyone behind. It is a common responsibility to rethink and move faster towards accomplishing the vision and role of knowledge and skills for a sustainable and healthy society where lifelong learning is a natural part of life, where "Learning never stops". This has to be supported even more decisively, by all means available, nationally and internationally.
35. The government of Slovenia and the OECD sincerely thank participants for sharing their insights, dynamism and optimism, and hope to catch the essence of their contributions in the present Joint Summary from the *Skills Summit 2020: Skills Strategies for a world in recovery*. We hope that the discussions inspire new perspectives and more ambitious skills agendas at all levels, to ensure better lives for all.

