

OECD CENTRE FOR SKILLS

Skills Summit 2022 Joint Summary

Strengthening Skills for Equity and Sustainability

24-25 March 2022 Cartagena, Colombia

The Government of Colombia and the OECD organised the 4th biennial Skills Summit in Cartagena, Colombia. The Skills Summit 2022 brought together ministers and senior officials with responsibilities for diverse skills-relevant portfolios – from employment and education to economic development and innovation – from thirty-nine countries, from the OECD and beyond, as well as representatives from nine international and regional organisations, in a hybrid event to discuss the topic of “Strengthening skills for equity and sustainability – Providing Effective Up-and reskilling Opportunities for All”. At the Summit, participants engaged in discussions about their experience in designing and implementing policies to strengthen the skills of the most vulnerable people in our societies.

This document presents a joint summary of the event by the Government of Colombia and the OECD.

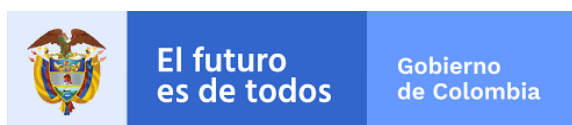
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Skills Summit 2022 Joint Summary

Background of Skills Summit 2022

1. Education and training systems have a key role to play to counteract rising inequalities and a lack of equal opportunities in OECD countries. Skills are key for individuals and particularly vulnerable groups to adapt and succeed in labour markets and societies. However, the demand for skills is likely to change in response to rapid technological innovations and the green transition. Investments in skills are crucial if countries are to be able to make the most of these changes. Furthermore, providing upskilling and reskilling opportunities that are accessible, affordable and sustainable could ensure that individuals will be resilient to changes in the economy and society.
2. The transition to digital and green economies is changing the skills demanded in the labour market and societies. To thrive in a digital and interconnected global economy, young generations need to acquire new skills, and older generations need to up- and reskill. This entails developing a diverse set of skills, including foundational, digital and socio-emotional skills, as well as better understanding and identifying the changing skills needs for different groups in rapidly changing societies. In addition, the transition requires creating education and training that are responsive to changing skills needs.
3. Promoting equity and inclusiveness in learning opportunities involves increasing participation in lifelong learning among, for example, disadvantaged groups, as well as refining the type of training offered so that it fulfils the learning needs and objectives of each individual. This entails the development of a high quality education and training provision, effective financial and non-financial incentives, and information and guidance on lifelong learning targeted and tailored to the needs of vulnerable groups.
4. Because of these skills challenges, the topic of the 4th Skills Summit was *Strengthening Skills for Equity and Sustainability – Providing Effective Up-and reskilling Opportunities for All*.

Overview of Skills Summit 2022

5. The Government of Colombia and the OECD organised the 4th Skills Summit in Cartagena, Colombia, on 24-25 March. It was the first OECD Summit held in Colombia, and the first Skills Summit in Latin America.

6. The Summit benefited from active engagement by Mr. Iván Duque, President of Colombia, and Mr. Mathias Cormann, Secretary-General of the OECD, who both provided speeches in the official welcome on 24 March and the opening plenary on 25 March. These speeches set the stage for the discussions in the summit, highlighted the importance of strengthening skills for equity and sustainability, and presented the Colombian example to strengthen the skills for those in need. In particular, the [OECD presentation](#) described the context of megatrends, such as the digital transformation, the green transition and ageing populations, and their major implications for education, skills and jobs were highlighted, as well as the challenging context of the recovery of COVID-19. The event was chaired by Ms. Maria Paula Correa, Chief of Staff of Colombia, and Mr. Ulrik Vestergaard Knudsen, OECD Deputy Secretary-General. Ms. Andrea Bernal, Journalist, moderated the event.

7. In this hybrid two-day event there was participation by ministers and senior officials, with responsibilities for diverse skills-relevant portfolios ranging from education, labour, science and technology and innovation, from a total of 39 countries from the OECD and beyond OECD (see Annex A for a full list). There was also representation from nine international and regional organisations, including the International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank, Inter-American Development Bank (IADB), Development Bank of Latin America (CAF), and United States Agency for International Development (USAID), as well as the Business and Industry Advisory Committee (BIAC) and the Trade Union Advisory Committee (TUAC) to the OECD. Representatives from 19 countries and 5 organisations joined the event in-person, including 11 ministers and vice-ministers. Several sections of the Summit were publicly livestreamed.

8. The Summit also included keynote speeches by five invited speakers (see Annex B for their biographies), who provided insights from different perspectives on the challenges to strengthen skills for equity and sustainability. On 24 March, Ms. Kate Behncken, Vice-President and Global Head of Microsoft Philanthropies, focused her intervention on ongoing work on building cybersecurity skills in community colleges in the United States of America (USA), while Ms. Keishia Thorpe, Winner of the Global Teacher Prize 2021 from the Varkey Foundation, shared her experience of opening up college education for low-income, first-generation American, immigrant and refugee students.

9. During the opening plenary on 25 March, Professor James J. Heckman, 2000 Nobel Prize winning American Economist of the University of Chicago and Director of the Centre for the Economics of Human Development (CEHD), focused his [intervention](#) on the returns of investment in skills from an early age as well as the multiplicity of life-relevant skills particularly socio-emotional skills. Dr. Linda Darling Hammond, Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, focused her [intervention](#) on the schools adjustment needed to develop this multiplicity of skills for the 21st century while enhancing equity. Finally, Mr. Nicolas Schmit, European Commissioner for Jobs and Social Rights, expanded on the advanced skills policies and pacts that the European Commission (EC) has put in place.

10. Three side events were organised showcasing best practices of upskilling and reskilling disadvantaged groups in Colombia (see Box 1 and the [Skills Summit website](#)). The first one on 'up- and reskilling the present and future generations' was organised by the Colombian Institute for Family Welfare (ICBF) and hosted by the Colombian First Lady, Ms. María Juliana Ruiz Sandoval, who has used her position to promote learning for vulnerable groups in Colombia. The second event on 'skills for the orange (creative), digital and green economy' was organised by the Ministry of Labour, and showcased practices in vocational education and training (VET) in these sectors. The third event on 'skills systems and

immigration' was organised by the Ministry of Education and Agency for Migration, and showcased the Colombian efforts for regularisation and inclusion of the Venezuelan migrant population in the labour market.

Box 1. The Skills Summit side events

Up- and Reskilling the Present and Future Generations

This [side event](#) was organised by the Colombian Institute for Family Welfare – ICBF – and the Presidential Counsel of Youth. It showcased the Sacúdete Strategy, which supports more than 370 000 adolescents and young men and women, in more than 700 municipalities of the 32 departments of Colombia, with training on skills such as critical thinking, digital skills, innovation, creativity, leadership, assertive communication, citizenship, teamwork, and empathy. In this event, a battle of ideas between over 200 beneficiaries of Sacúdete programmes took place.

Skills for the orange, digital and green economy

This [side event](#) was organised by the National Training Service – SENA – and the Ministry of Labour. It presented the contribution of SENA regarding the two pathways of the skills system: upskilling and reskilling. Through their apprentices and instructors, the event showcased the programmes and methodology used to train students in the skills required by the orange, digital and green economy. The apprentices shared their experience in the field, and the opportunities they have reached.

Skills systems and immigration

This [side event](#) was organised by the National Planning Department together with the Ministry of Labour, the Ministry of Education, the Migration Office, and the Frontier affairs office of the Presidency. It showcased the efforts of the Colombian Government in public policy regarding regularisation and inclusion of the Venezuelan migrant population in the labour market and included the government entities in charge of this effort as well as migrants and employers participating in the programmes.

11. Following two pre-skills Summit events with OECD Latin American Ministers and international organisations held in January 2022 and earlier in March 2022, respectively (see Box 2 for a description), a dedicated meeting was held with Ministers of Education of the region attended by Argentina, Brazil, Chile, Costa Rica, Ecuador, Mexico, Peru and Uruguay, and with the presence of Mr. Mathias Cormann, Secretary-General of the OECD. This meeting was moderated by Ms. María Victoria Angulo, Colombian Minister of Education, and Mr. Andreas Schleicher, OECD Director for the Directorate of Education and Skills, and included virtual interventions by Ms. Ragga Árnadóttir, Director of the OECD Development Centre, and Mr. José Antonio Ardavin, Head of the Latin America and the Caribbean Division in the OECD Global Relations Directorate. The objective of this closed event was to deepen discussions on mutual skills challenges and opportunities, and consider possible avenues for co-operation and collaboration across countries to strengthen the skills base and competitiveness of the region.

12. In addition to the speeches by keynote speakers and representatives from the Colombian Government and the OECD, the summit also provided an opportunity for bilateral meetings between countries to build stronger international co-operation between countries and regions. In total over 40 bilateral meetings were organised during the event. Moreover, while two sessions (described in more detail below) covered the main discussions, participants also had an opportunity to make closing statements at the end of the summit.

Box 2. Pre-Skills Summit events

Latin American Ministerial Meeting on the “Economic recovery: Spotlight on education, skills and employment” (24 January 2022)

The objective of this meeting was to create a forum of discussion among Latin American OECD member countries ahead of the Skills Summit 2022 on the skills, education and employment challenges in the post-COVID economic recovery process. It provided Ministers with the opportunity to share and discuss successful experiences and programmes to foster regional co-operation.

The meeting started with introductory remarks by the Secretary-General of the OECD, Mr. Mathias Cormann, and OECD presentations by Mr. Stefano Scarpetta, OECD Director for Employment, Labour and Social Affairs Directorate, Mr. Andreas Schleicher, OECD Director for the Directorate of Education and Skills, and Ms. El Iza Mohamedou, Head of the OECD Centre for Skills. This was followed by a roundtable, moderated by Mr. Juan Yermo, OECD Chief of Staff, to discuss the challenges, best practices and opportunities for regional co-operation. The following representatives participated in the discussions: Mr. Juan Eduardo Vargas, Undersecretary of Higher Education of Chile; Mr. Ángel Custodio Cabrera, Minister of Labour of Colombia; Mr. Andrés Valenciano, Minister of Foreign Trade of Costa Rica; and Ms. Luisa María Alcalde, Secretary of Labour and Social Security of Mexico.

Meeting with International Organisations on Latin America (14 March 2022)

This event created a forum of discussion among International Organisations ahead of the Skills Summit 2022, with the ultimate purpose of identifying common policy messages and opportunities for collaboration.

The meeting started with introductory remarks by Mr. Andreas Schaal, Director of Global Relations and OECD Sherpa and a presentation by Ms. Isabell Koske, Deputy Director in the OECD Economics Department, Country Studies Branch. This was followed by a roundtable discussion moderated by Ms. Lina Arbeláez, Director of the Colombian Institute for Family Welfare, and the panel included Ms. Stefania Giannini, Assistant Director-General for Education (UNESCO); Mr. Mario Cimoli, Deputy Executive Secretary (ECLAC); Ms. Anne Posthuma, Director of the Inter-American Centre for Knowledge Development in Vocational Training (ILO); Mr. William F. Maloney, Chief Economist Latin America and Caribbean Region (World Bank); Mr. Eric Parrado, Chief Economist (IADB); Mr. Stefano Scarpetta, OECD Director for Employment, Labour and Social Affairs Directorate; and Mr. Andreas Schleicher, OECD Director for the Directorate of Education and Skills.

Session 1 – Adopting innovative approaches for inclusive lifelong learning opportunities

Setting the scene

13. Session 1 was on the topic of *Adopting innovative approaches for inclusive lifelong learning opportunities*. The objective was to build a common understanding of how innovative approaches could not only reduce the barriers to participation in lifelong learning faced by youth and adults, but also allow for the personalisation of learning to ensure that the groups of the population that are most at risk are not left behind. Discussions in this session were moderated by the Chairs, Ms. Maria Paula Correa, Chief of Staff of Colombia, and Mr. Ulrik Vestergaard Knudsen, OECD Deputy Secretary-General. It was a closed session where only participating delegations, in-person and virtual, were allowed to join, and where Chatham rules applied.

14. The session started with presentations by Ms. Lina Arbeláez, ICBF General Director, and Mr. Juan Sebastian Arango, Presidential Youth Counsellor on the Colombian perspective on the challenge to adopt innovative approaches for inclusive lifelong learning opportunities. The presentation focused on the Sacúdete Strategy implemented by the Government of Colombia, which supports adolescents and young people in strengthening 21st century skills (critical thinking, digital skills, innovation, creativity, leadership, assertive communication, citizenship, teamwork, and empathy). With a three-phase methodology – Inspire, Focus and Transform – Sacúdete provided training to more than 370 000 adolescents and young people in more than 700 municipalities of the 32 departments of Colombia.

15. Mr. Stefano Scarpetta, OECD Director for Employment, Labour and Social Affairs Directorate, then [shared](#) OECD insights on the topic of the session. It was highlighted that those who are most in need of upskilling and reskilling, especially low skilled, are also those least likely to participate in adult learning. Moreover, addressing inequalities early on in life is key to ensuring a good start on the path towards lifelong learning, and teachers are among the most important factors for developing positive attitudes towards lifelong learning. The presentation showed how the low motivation of many adults to learn is a key challenge across OECD countries, and that targeted measures are needed to encourage participation among those least engaged, in particular targeted career guidance services. Removing financial and non-financial barriers will be essential to promote lifelong learning for all, and the expansion of online learning could help to facilitate more accessible and better tailored learning opportunities.

16. As input for discussions, four main questions were shared with participants on high quality and tailored education and training provision, financial and non-financial incentives, and information and guidance on lifelong learning for vulnerable groups in society (see Box 3).

Box 3. Discussion questions for participants during the Skills Summit Session 1: Adopting innovative approaches for inclusive lifelong learning opportunities

1. What is your country doing to develop high quality education and training provision that promotes the successful integration of vulnerable youth and adults in society?
2. What is your country doing to ensure that financial and non-financial incentives raise participation in lifelong learning for underrepresented groups?
3. How is your country improving information and guidance on lifelong learning to be better target and tailor them to vulnerable groups?
4. What is your country doing to make the education and training provision personalised and tailored to the needs/skills gaps of vulnerable groups?

Highlights of discussion

17. The discussions were kicked off with interventions by heads of delegation from Ireland, Italy and the United States of America. This was followed by interventions by heads of delegations who shared what their countries and organisations are currently doing to ensure inclusive learning opportunities through innovative approaches.

18. Participants showed strong support for the topic of Skills Summit 2022 and highlighted the relevance of upskilling and reskilling of vulnerable groups. Investing in skills was considered to be key to empower individuals and create opportunities for them, and to enable them to be adaptable and resilient in the face of unforeseen shocks. To have the right skills will be a necessary pre-condition to be able to fully participate and benefit from the available opportunities in future world of work. Countries therefore will need to create an environment to foster lifelong learning for all members of the society.

19. Ensuring that the groups that are most at risk of being left behind actually participate in learning is a common challenge across countries. Even countries with high participation rates in adult learning highlighted that still many are not yet participating. Participants indicated it is important to invest in the development of skills and those groups with the greatest risks of social and labour exclusion, particularly youth, women, low-skilled workers, immigrants and/or indigenous people.

20. Policy reforms, strategies, and other interventions mentioned by participants indicate the strong momentum internationally for an ambitious skills agenda. The broad awareness of the need to upskill and reskill workers was reinforced by countries' experiences in the COVID-19 crisis. The pandemic and its accelerating effect on existing megatrends demonstrated clearly to countries that skills are key to their recovery and for future resilience and adaptability. Participants mentioned that many skills initiatives have been introduced as part of their COVID-19 recovery plans, and that their skills policy reforms are among the most important reforms at the moment.

21. Many countries are already promoting learning among adults, and vulnerable groups in particular, through a range of interventions. Participants mentioned their most important initiatives, ranging from paid training leave to financial incentives such as subsidies and training vouchers. Countries also developed and fostered programmes that aim to improve the adaptability of specific groups of workers and employers, by enabling these individuals to upgrade their skills or achieve new ones. Examples listed by participants include free training programmes for unemployed people and tailored programmes that help adults with an immigration background to improve their linguistic skills and aim to better recognise prior learning in their countries of origin.

22. The importance of innovation in the provision of education and training was frequently discussed. Several participants mentioned the relevance of providing accessible learning opportunities, such as flexible and modular courses, and they pointed to how technology can be a powerful tool to raise productivity and equity in skills systems. New learning experiences, such as online and distance learning or other innovative approaches such as augmented reality, virtual reality, and artificial intelligence can revolutionise education and training systems. Online learning can facilitate more accessible and better-tailored learning opportunities and will be critical to meet adults' needs for upskilling and reskilling. To facilitate the expansion of online learning, governments will also need to continue to support adults to develop the required digital skills, and motivate them to participate in online learning, especially among the low skilled. Technology can also reunite learning and assessment, providing real-time feedback on learning and it allows assessing not just academic skills, but vocational skills too. In this context, also the need for strong systems of quality assurance was a recurring topic.

23. Participants discussed the need for strong guidance systems to reach the groups most in need of learning. Disadvantaged groups are often not yet using available guidance services. For example, those with lower levels of education – arguably those with the greatest need – are less likely to take advantage of counselling services. Countries highlighted the importance of improving outreach to them by, for example, providing counselling services in places most frequented by this population, such as in community organisations. Participants noted that in their countries, organisations such as the public employment service are already actively reaching out to vulnerable groups to promote learning, including through career guidance counsellors. Countries have also implemented online platforms, as a one-stop shop for information on learning opportunities and available support measures, to support adults with their participation in learning activities.

24. Several participating countries aim to adopt new approaches to better reach vulnerable groups. In particular, participants mentioned the potential of individual learning accounts, including to harmonise existing training incentives and to make training rights “portable” from one job or employment status to another. Some countries are also moving towards less traditional awareness raising initiatives, with more targeted and tailored approaches (e.g. outreach via social media).

25. A recurring theme was the support for the upskilling and reskilling of refugees. Supporting those who have been displaced from their countries of origin was recognised as very important. This is a particular challenge now for European countries that are experiencing a large influx of refugees escaping war-torn Ukraine, and for Colombia as well, which welcomed nearly 2 million Venezuelans into their country. Refugee children need to have opportunities to continue learning so that they do not lose the opportunity to get a good start in learning. Adult refugees may need additional training to be able to productively engage, participate and contribute to the economy and society of their host country. Several countries listed the various skills measures they have in place to support refugees.

26. Finally, countries provided support for the ongoing work by the OECD on the topic of skills. They welcomed insights from the OECD in thematic reports and country studies. For example, several participating countries explained how OECD Skills Strategy projects helped their country strengthen their skills system and adopt new lifelong learning initiatives. In addition, countries are looking forward to outcomes of the next round of the Survey of Adult Skills, a product of the Programme for the International Assessment of Adult Competencies (PIAAC) that will provide new insights on how skills systems developed since the previous rounds in 2012, 2015 and 2018.

Session 2 – Ensuring that education systems equip all people with the skills needed for success in the future

Setting the scene

27. Session 2 was on the topic of *Ensuring that education systems equip all people with the skills needed for success in the future*. The objective was to discuss how education systems and skills policies need to be redesigned to facilitate full and effective participation in the digital, green, and interconnected global economy. Moreover, the session had a focus on the importance of recognising and validating skills acquired in non-formal or informal settings. As for session 1, discussions were moderated by the Chairs, and it was a closed session where only participating delegations, in-person and virtual, were allowed to join, and where Chatham rules applied.

28. The session started with presentations by Ms. María Victoria Angulo González, Minister of National Education of Colombia, and Mr. Andrés Felipe Uribe Medina, Vice Minister of Employment and Pensions of the Ministry of Labour on the Colombian perspective on the challenge to ensure that education systems equip all people with the skills needed for success in the future. They shared how the Colombian Government, through the National Development Plan, has made progress in achieving an inclusive, equitable, and high-quality education system. This commitment is also part of the framework of the 2030 Agenda, which is the Colombian strategic vision for improving the quality of life of all Colombians by generating transformations and giving political impetus to issues of interest.

29. Mr. Andreas Schleicher, OECD Director for the Directorate of Education and Skills, presented on identifying and addressing skills gaps in a dynamic economy. The [presentation](#) highlighted how technology has affected both the skills we need to be successful in this world, and the ways in which we learn. It showed the challenge that digital literacy skills of 15-year-olds have not progressed accordingly, and that there is a need to match resources with needs in education systems since students from a poor background also often get the worse teachers and fewer resources, and to raise productivity (e.g. in terms of learning gains per hour of instruction). Technology holds the great promise to make education more equitable – e.g. learning analytics can help educators personalise learning – and social and emotional skills may be of even greater value in the future.

30. As input for discussions, four main questions were shared with participants on the relevant skills for digital and green economies, identifying skills needs, responsiveness of education systems, and national qualification systems (see Box 4).

Box 4. Discussion questions for participants at the Skills Summit Session 2: Ensuring that education systems equip all people with the skills needed for success in the future

1. What are the skills (e.g. foundational, digital and social and emotional skills) people need to fully contribute to and participate in digital and green economies?
2. What is your country doing to identify changing skills needs for different groups in rapidly changing societies?
3. What is your country doing to make education and training responsive to changing skills needs?
4. How can national qualifications systems (including micro-credentials) in your country help to improve the development and utilisation of skills in the labour market?

Highlights of discussion

31. The discussions were kicked off with interventions by Heads of delegation from France, Greece and Business at OECD. This was followed by interventions by Heads of delegations who shared what their countries and organisations are currently doing to ensure that education systems equip all people with the skills needed for success in the future.

32. To start, the role of education systems in addressing broader development challenges was discussed. Countries agreed that investing in education systems is the cheapest, fastest and most effective way to reduce poverty and the development gap within and between countries. Investing in knowledge and training is important and necessary to create and organise inclusive and prosperous societies. Participants also discussed how businesses could help creating inclusive skilled workforces by providing jobs and promoting competitiveness, and thus, accelerate economic growth.

33. In this context, participants highlighted the relevance of developing skills for the future world of work. A responsive skills system will be essential to ensure this, and participants indicated that their countries aim to develop education and training programmes that can adapt more easily to evolving skills needs. To this end, several participants noted the relevance of effectively engaging the private sector to better align the education and training provision with skills required in the labour market, including through public-private partnership and funding measures, and to move from a supply to a demand side approaches to skills.

34. In particular, the importance of acquiring and developing digital skills was a recurring topic. With a recent acceleration of the digital transformation, digital skills are fast becoming a prerequisite to actively participate in more complex, interconnected societies. In addition, participants highlighted the importance of developing socio-emotional skills, such as leadership, communication, innovation, strategic training and thinking, problem solving techniques, curiosity, optimism and achievement motivation. Various programmes were mentioned by participants that explicitly aim to strengthen these skills, including the before mentioned Sacúdete Strategy implemented by the Government of Colombia and other programmes that aim to strengthen entrepreneurial skills.

35. A recurring topic was the important role that VET systems have in engaging disadvantaged populations and equipping them with the skills needed in labour markets. In many countries, the perception is that the share of students in VET is still too low, despite existing initiatives to better promote apprenticeships and other training through work placements, and countries seek to increase the number of VET graduates. Participants pointed out that many of the students in VET come from low-income families, and a considerable share of them remains employed or finds employment soon after completing the apprenticeship and studies.

36. Finally, there was also much emphasis on the need to develop these 21st century skills from early on in life, and how investing in education systems could help to build a foundation for learning throughout life. To support this, participants also noted the key role for teachers for to develop positive attitudes towards lifelong learning in both youth and adulthood. All these efforts could help ensure that lifelong learning will *finally* truly becomes a reality.

Conclusions

37. The relevance of up- and reskilling youth and adults, especially from vulnerable or underrepresented populations, was a topic that strongly resonated with participating countries and organisations. The challenge is shared by many countries, and is becoming increasingly urgent in the context of accelerating megatrends that amplify existing inequalities. The Skills Summit 2022 also demonstrated that megatrends helped raise awareness of the need to strengthen skills, and was the impetus for new policies and innovations to strengthen skills development.

38. To gain future opportunities and overcome emerging challenges, countries' skills systems must become more effective, inclusive, and green. They must be responsive to the needs of economies and societies, which requires the integration and co-ordination of insights from various policy areas, including education, labour markets, economy, finance, health, migration and the green transition. To move forward on skills for equity and sustainability, as well as reducing high and growing economic and social inequalities, well-designed skills policies need to be developed jointly by all relevant ministries and with the participation and support of all relevant stakeholders.

39. Leaders have the responsibility to take action to develop effective, inclusive and green skills systems to ensure that everyone has the opportunity to develop the skills to succeed in a future world of work. Achieving this will require strong leadership, commitment, and a long-term perspective.

40. Moving forward, the OECD is looking forward to the next steps in engagement with all participating countries and organisations, as well as to keep momentum for the skills agenda. In this context, the next Skills Summit in 2024, to be hosted by Belgium, will provide countries again with an opportunity to share their experiences in strengthening skills systems.

Annex A. Participating countries and organisations

Countries	International and regional organisations	Other
<ul style="list-style-type: none"> • Argentina • Australia • Austria • Belgium • Brazil • Bulgaria • Canada • Chile • Colombia • Costa Rica • Croatia • Czech Republic • Ecuador • Finland • France • Greece • Hungary • Iceland • Ireland • Israel • Italy • Kazakhstan • Latvia • Lithuania • Luxembourg • Mexico • Norway • Peru • Poland • Portugal • Romania • Slovenia • Spain • Sweden • Switzerland • Turkey • United Kingdom • Uruguay • United States 	<ul style="list-style-type: none"> • CAF • OIJ • IADB • ILO • UNDP • UNESCO • World Bank 	<ul style="list-style-type: none"> • Business at OECD (BIAC) • The Trade Union Advisory Committee (TUAC) to the OECD

Annex B. Keynote speakers biographies

James J. Heckman – Henry Schultz Distinguished Service Professor of Economics; Director of the Center for the Economics of Human Development; University of Chicago (CEHD)

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, where he directs the Center for the Economics of Human Development, a research centre dedicated to rigorous empirical research on the economic foundations of lifecycle inequality.

He has devoted his professional life to understanding important social and economic issues, including how best to reduce inequality and promote opportunity for all. Current research at CEHD includes analysing the impact of early childhood programs around the world by studying the immediate and long-term impacts of interventions (including the impacts in midlife on health and on other family members). His research also uses original data gathered in the United States of America (USA), China, and Germany to measure preferences and traits to help inform governments, schools, and teachers about how socioemotional skills can help students achieve their full potential. A new research project studies the determinants intergenerational mobility in the United States of America and Denmark to determine in what ways the “Scandinavian Fantasy” of social welfare may be a myth.

In 2000, James J. Heckman won the Nobel Prize in Economics for his work on the micro econometrics of diversity and heterogeneity and for establishing a causal basis for public policy evaluation. He has received numerous other awards for his work, including the John Bates Clark Medal in 1983, the Gold Medal of the President of the Italian Republic in 2008, the Frisch Medal from the Econometric Society in 2014 for the most outstanding paper in applied economics published in *Econometrica* in the previous five years, and the Dan David Prize in 2016. He consistently ranks as one of the most-cited economists in the world, as reported by RePEc.

James J. Heckman has a B.A. in Mathematics from Colorado College and a M.A. and Ph.D. in Economics from Princeton University. He has been at the University of Chicago since 1973.

Linda Darling-Hammond – Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute

Dr. Linda Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, created to provide high-quality research for policies that enable equitable and empowering education for each and every child. She is past President of the American Educational Research Association and author of more than 30 books and 600 other publications on educational quality and equity, including the award-winning book: *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*. In 2006, she was named one of the nation’s ten most influential people affecting educational policy. She led the Obama education policy transition team in 2008 and the Biden education transition team in 2020. She was appointed President of the California State Board of Education in 2019.

Nicolas Schmit, European Commissioner for Jobs and Social Rights

Nicolas Schmit took up office as European Commissioner responsible for Jobs and Social Rights in December 2019. Prior to this, and following a long career of public service in his native Luxembourg, he took up duty as Permanent Representative of Luxembourg to the European Union (EU) in 1998 for a six-year term. In 2004, he was appointed Minister Delegate for Foreign Affairs and Immigration.

From 2009 to 2018, he held the position of Minister for Labour and Employment in the Luxembourgish Government. He served as a Member of the European Parliament for the social-democratic *Lëtzebuurger Sozialistesche Aarbechterpartei* following his election in May 2019. Nicolas Schmit holds a Doctorate in International Economic Relations and a Masters in French Literature from the University of Aix-Marseille.

Kate Behncken - Vice President, Global Head of Microsoft Philanthropies

Kate Behncken leads a global team that is focused on partnering with non-profits, the private sector, and government on local and global initiatives that help drive equitable and inclusive access to economic opportunity. Her work centres on providing access to digital skills for people excluded from the digital economy, empowering non-profits, intergovernmental organization, and civic organizations to leverage technology and services to build their capacity and advance their missions, and community engagement initiatives such as humanitarian response, TechSpark and Affordable Housing.

Prior to this role, Kate Behncken was General Manager of the Microsoft Philanthropies Global Community Engagement team and Associate General Counsel and Chief of Staff to Microsoft President, Brad Smith. Kate Behncken began her Microsoft career in Australia and previously worked in legal roles across Asia-Pacific (APAC) and Europe, the Middle East and Africa (EMEA).

In addition to her work with Microsoft, Kate Behncken serves on the board of United Way of King County, Titledown Tech, Generation Unlimited (UNICEF) and is a member of the CARE Corporate Council.

Keishia Thorpe – Winner Global Teacher Prize

Keishia Thorpe won the 2021 Global Teacher Prize for opening up paths to higher education for low-income, first-generation American, immigrant and refugee students.

Keishia Thorpe teaches English to 12th-grade students at the International High School Langley Park in Bladensburg, Maryland. Almost all of her students are immigrants or refugees from low-income households. Keishia Thorpe works tirelessly to help her students to gain fully funded higher education scholarships. In 2018-2019, her students won over USD 6.7 million in scholarships to 11 different colleges – with almost all going tuition-free. She is also the co-founder of United States Elite International Track and Field, Inc, which has helped over 500 students worldwide to get full athletic track-and-field scholarships to United States colleges and universities. Keishia Thorpe has also had a big impact in the classroom. She improved reading scores at her school by 40% by redesigning the 12th grade English curriculum to make it more culturally relevant.

Keishia Thorpe was born in Jamaica and grew up facing poverty and violence. She immigrated to the USA on a track-and-field scholarship and graduated at the top of her class. She became a teacher after volunteering at an inner-city school and seeing the inequity that her students faced, also realising that the diverse ethnicities of the students were not reflected in the largely white teacher workforce.

Keishia Thorpe was selected as the winner from over 8 000 nominations and applications from 121 countries around the world. Her win was announced on 10 November 2021 at UNESCO Headquarters in Paris, France.