

OECD CENTRE FOR SKILLS

Proceedings of the 9th OECD Skills Strategy Peer-Learning Workshop

How to keep skills in balance? Learning from international approaches to reducing skills imbalances

Workshop held in a hybrid format on 17th November 2022, 09.00-15.45 (Paris time)

The OECD Skills Strategy Peer-Learning Workshops annually convene representatives from countries having undertaken OECD Skills Strategies, as well as other interested countries, to engage in open discussions and learn from the experiences of other countries taking a strategic approach to skills policy. On 17th November 2022, the OECD Centre for Skills held the 9th OECD Skills Strategy Peer-Learning Workshop, in a hybrid format. The topic of the workshop was “How to keep skills in balance? Learning from international approaches to reducing skills imbalances”. The workshop gathered 53 representatives from 25 countries as well as three keynote panellists and a representative of the European Commission to provide an opportunity for participants to learn about other countries’ approaches to reducing skills imbalances, and share their own experiences and perspectives. This proceedings document provides an overview of the workshop and summarises the key discussion points.

Note: The opinions expressed and arguments employed herein do not necessarily reflect the official views of the countries having participated in the workshop.

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Introduction

OECD Skills Strategies

The OECD Centre for Skills works collaboratively with countries to assess their skills challenges and opportunities, identify priority areas for action, and develop concrete and tailored policy recommendations for building more effective skills systems that promote employment, productivity, and social cohesion. Using the OECD Skills Strategy framework, the [OECD Skills Strategies](#) analyse skills performance along the following dimensions: i) **developing relevant skills** over the life course, ii) **using skills effectively** in work and in society, and iii) strengthening the **governance of the skills system**.

Since the OECD Skills Strategy was launched in 2013, **31 OECD Skills Strategies** have been completed or are underway in the following **21 economies**: Austria, Belgium (Flanders), Bulgaria, Ireland, Italy, Kazakhstan, Korea, Latvia, Lithuania, Luxembourg, Mexico (National and Tlaxcala State), the Netherlands, Norway, Peru, Poland, Portugal, the Slovak Republic, Slovenia, Spain, and the United Kingdom (Northern Ireland). The **European Commission** has played an invaluable role in supporting OECD Skills Strategies in a number of European Union (EU) Member States, as well as in supporting this Peer-Learning Workshop.

OECD Skills Strategy Peer-Learning Workshops

Since 2014, the annual **OECD Skills Strategy Peer-Learning Workshops** have convened representatives from countries having undertaken OECD Skills Strategies, as well as other interested countries. The OECD Skills Strategy Peer-Learning Workshops are designed to allow participants to engage in open and frank discussions and **learn from the experiences of other countries seeking to take a strategic approach to skills policy**. Participants have the opportunity to present their country's policies and practices around a selected topic, share their experiences, and strengthen their international network of colleagues working on similar issues in other countries.

Past OECD Skills Strategy Peer-Learning Workshops convened participants to explore such topics as the potential for long-term innovation in skills policy building on the lessons learned from the COVID-19 pandemic, skills policies for recovery and resilience in immediate response to the COVID-19 crisis, and financing of skills development across the life course, among others.

9th OECD Skills Strategy Peer-Learning Workshop

The topic of the 9th OECD Skills Strategy Peer-Learning Workshop was **“How to keep skills in balance? Learning from international approaches to reducing skills imbalances”**. The topic was selected on the basis of the results of a pre-workshop survey, in which workshop invitees had the opportunity to express their topic preferences. The results of the survey showed that skills imbalances (i.e. skills and labour shortages, surpluses, and mismatches), and ways of tackling them, are of high interest to policy makers.

On 17th November 2022, **53 representatives from 25 countries** (see full list in Annex A - Workshop participants, and selected photos below) as well as **three keynote panellists** and the **European Commission** participated in the **9th OECD Skills Strategy Peer-Learning Workshop**. The workshop discussions aimed to explore how to keep skills in balance and created opportunities for participants to learn about **other countries'**

approaches to reducing skills imbalances and share their own experiences and perspectives.

The Peer-Learning workshop was delivered in a **hybrid format**, and included a **keynote panel discussion**, **three sessions** with **presentations from ten countries** in total, as well as **interactive table discussions** (see Annex B - Agenda). The table discussions were stimulated by targeted questions and were informed by the **issues paper** shared with participants in advance of the workshop.



Workshop opening

The OECD Skills Strategy Peer-Learning Workshop opened with remarks by El Iza Mohamedou, Head of the OECD Centre for Skills, and Carlo Scatoli, Senior Expert from the European Commission, who underscored the importance of the workshop topic and reaffirmed the necessity of peer-learning, particularly as we enter the European Year of Skills in 2023.

The Head of OECD Skills Strategies, Andrew Bell, gave a brief [presentation](#) highlighting recent and ongoing work on OECD Skills Strategies, implementation guidance and thematic projects, as well as events organised by the OECD Centre for Skills. Andrew then provided a glimpse into the upcoming work of the OECD Centre for Skills, including the OECD Skills Strategy for Latin America, a thematic project on the role of stakeholder engagement mechanisms in education and skills policy, and the Skills Summit 2024. Andrew also outlined the key milestones in the preparation of the upcoming OECD Education Accession Reviews and noted that members of the OECD Skills Strategy Peer Learning community will be invited to support Accession countries to strengthen their skills systems by providing comments on the chapter on skills in each of those reviews. The first of these chapters will be shared with the community in early 2024.

Keynote panel discussion

A keynote panel discussion, entitled **“Keeping skills in balance amidst global disruptions”**, addressed the state of, and policy solutions for, skills imbalances in the face of global megatrends such as digitalisation, globalisation, and demographic change. The keynote panel was moderated by El Iza Mohamedou (Head of the OECD Centre for Skills), and the keynote panel speakers included **Till Leopold from the World Economic Forum, Professor Susan James Rely from the University of Oxford, and Professor Seamus McGuinness from the Economic and Social Research Institute in Ireland.**

Professor McGuinness reflected on the current state of labour and skills shortage and stressed the importance of relevant data for correctly quantifying skills shortages and forecasting the demand for skills more broadly. Given the challenges related to accurately capturing the extent and nature of shortages, Professor McGuinness underscored that governments should be cautious when trying to correct for specific skills shortages given that the data on which these assessments are made is often weak. Professor McGuinness argued that greater relative emphasis should be placed on addressing the negative consequences of vertical mismatch, which occurs when individuals are overeducated for their jobs (i.e. when individuals receive more formal education than necessary for their role) or overskilled (i.e. when workers possess higher levels of work-related skills than required for the job). Mr. Leopold, on the other hand, put a greater emphasis on skills shortages, and suggested that researching skills shortages on a granular level, for example by occupation or field, would allow companies to make more informed decisions when it comes to using skills-based hiring.

To address persistent skills imbalances across sectors, the panellists highlighted the importance of Vocational Education and Training (VET), skills-based hiring and high-quality career guidance services. Till Leopold discussed the importance of skills-based hiring practices, as well as the value of ongoing human resource development within enterprises for talent retention. Though skills-based hiring practices are increasingly popular, their implementation is often fragmented. Further, poor human resources (HR) and talent retention practices as well as limited managerial skills can lead to employees, including women in leadership roles, leaving companies to pursue jobs with better skills

development opportunities. Such opportunities are important especially in the light of evidence showing that about 40% of core job-specific skills change regularly.

Both Till Leopold and Professor Rely highlighted the value of VET, and specifically apprenticeships, as a policy solution addressing both skills shortages and mismatches. Professor Rely reflected on her research on apprenticeships in England, noting that employers particularly benefited from the support and guidance offered by educational institutions, as they preferred not to curate the entire apprenticeship experience. Spreading responsibility evenly between learning institutions, employers, and the young people involved in these programmes is key to successful implementation that engages all stakeholders. Professor Rely also highlighted the value of VET in its own right and called out the “misnomer of the parity of esteem” between VET and higher education. Addressing skills imbalances through VET requires an institutional reframing of vocational excellence across society as an alternative to higher education that is equally viable and prestigious, which needs to be supported by adequate funding. Professor Rely suggested that such a reframing constitutes a shift from a “knowledge economy” to a “skills economy”, a sentiment echoed by other panellists as well.

Finally, Professor Rely and Professor McGuinness articulated the need for improved career guidance offered by professionals with up-to date information. Professor McGuinness highlighted the increased risk of mismatch posed by reliance on advice offered to young people by private recruitment agencies or family and friends. Ensuring that all individuals, and young people in particular, have access to high-quality advice throughout their education institutions and well into their careers is invaluable and can support them in making optimal decisions.

Session 1

Country presentations

The first session of the Peer-Learning Workshop explored how countries facilitate labour market responsiveness in their education systems and support students in making informed decisions in line with labour market needs. The sessions included presentations from **Romania ([Multi-level Approach to initial VET](#))**, **Brazil ([New High School Model](#))**, **Mexico ([Atlas of Education](#))**, and **Colombia ([Life Projects and 21st Century Skills Programme](#))**.

Several presenters underscored the value of education policy design that involved national, regional, local and school level collaboration. The presentation from Romania emphasised that the new VET curricula in Romania must be approved at both the regional and local levels to ensure that learning material is responsive to the skills needs of the specific communities in which they are being taught. Similarly, Brazil has identified a multi-tiered system as integral to the success of the country’s New High School Model. Students benefit from a national curriculum, which comprises roughly 60% of their education, as well as flexible “itineraries” which can be tailored to school as well as student needs. In both case studies, effective vertical co-ordination across national and regional or local actors allows the government to move towards long-term policy reform while maintaining responsiveness to varying student and community needs.

Multiple presenters also stressed the importance of strong stakeholder engagement throughout the policy cycle. The presentation on the digital platform Atlas of Education in the Mexican state of Guanajuato highlighted the Ministry of Education’s longstanding relationship with the State Council for Employment, a body made up of local employers, and described how this relationship was critical in the identification of relevant skills for

youth in Guanajuato. Consistent communication between government bodies and employers allowed for the Ministry of Education to create more responsive skills development opportunities that can ultimately reduce skills mismatch in the community. Similarly, the Romanian presentation highlighted the value of stakeholder engagement in the National Centre for Technical and Vocational Education and Training (TVET) Development, emphasising the importance of external stakeholders involvement in all stages of the policymaking process to ensure a sense of ownership and common interest.

Education policy design that pays particular attention to youth who are disadvantaged is equally integral to creating a responsive education system that helps all young people enter employment easily. The Life Projects and 21st Century Skill Programme in Colombia reduces skills imbalances by offering avenues to cultivate relevant skills, and access employment specifically to disadvantaged youth (e.g., victims of Colombia's national conflict, those living in extreme poverty, those eligible for adoption, etc.). Colombia's programme is based on a flexible methodological route which can be adapted to the characteristics of the municipalities and to the skill levels of the participants, and involves both private and public institutions. So far, the programme has reached almost 350 000 young people in more than 800 municipalities in Colombia.

Table discussions

During the table discussions, participants frequently commented upon the importance of data in understanding labour market trends and making informed decisions. However, many governments encounter obstacles when trying to develop data systems that can be relied upon at the local, regional, and national levels. Obtaining relevant data that captures heterogeneity across regions has proved especially challenging for policymakers.

When addressing skills imbalances in the labour market, participants also stressed difficulties that many countries encounter when identifying and targeting disadvantaged youth. Often, access to digital services can be limited, especially in remote communities. Reaching these communities requires substantial funding that some regions may not have at their disposal. Multiple participants noted that face-to-face support and guidance is usually preferable when supporting disadvantaged youth, which can also be difficult to implement in remote areas.

Session 2

Country presentations

Session 2 involved presentations from **Croatia ([Voucher System for Financing Adult Learning](#))**, **Ireland ([Skillnet and Regional Skills Fora](#))**, and **Spain ([Lifelong Vocational Education and Training System](#))** on policies that encourage adults, employers, and training providers to make labour market relevant choices. Country presenters highlighted the need for strategic policies that offer and incentivise participation in relevant adult learning opportunities and foster partnerships between employers and education and training providers.

The presentation from Croatia outlined the workings of a voucher system, introduced under Croatia's Resilience and Recovery Plan (RRP), that equips adult learners with the financial resources to take up relevant adult learning opportunities. The vouchers can be used by both employed and unemployed individuals who are at least 15 years old and primarily support training to acquire skills that were deemed particularly relevant to the green and digital transitions. The beneficiary of the voucher can choose the specific training programme and an accredited training provider.

The presentation from Spain outlined the recent reform of the Spanish VET system. The reform aims to create a lifelong VET system which is flexible, accessible, cumulative, accreditable and capitalisable. The reform foresees establishing a single, modular and flexible offer of formal vocational training from a lifelong learning perspective, organised into five levels. The system will be supported by a strengthened accreditation system and a comprehensive career guidance system for all individuals (young people and adults, employed or unemployed), companies, VET organisations and institutions.

The presentation by Ireland explained Ireland's approach to building a responsive adult learning system that relies heavily on employers at both the regional and sectoral levels. The Regional Skills Fora foster stronger links between educational institutions and employers by connecting employers with relevant upskilling and reskilling opportunities for workers. The network of the nine Regional Skills Fora also provides bottom-up information and insights that feed into programme development allowing for tailored responses at the national level. Additionally, Skillnet Ireland, a government agency that facilitates demand-led upskilling, subsidises tailor-made training for regional and single- or multi-sectoral enterprise networks.

Table discussions

During table discussions in Session 2, many country representatives shared their experiences with voucher systems, discussing the benefits and pitfalls of their use to incentivise adult learning opportunities. Generally, vouchers were found to have the greatest take-up by individuals already engaged in the labour market in some capacity. This was especially true following the COVID-19 pandemic when individuals sought reskilling and upskilling opportunities more actively. In some countries, voucher systems and financial incentives for adult learning are only available to the unemployed, a population that participants noted was very difficult to engage despite having much to gain from adult learning vouchers.

Funding and private sector engagement were also discussed during the table discussion. Many groups noted the value of long-term, effective partnerships between employers and educational institutions in the delivery of adult learning opportunities. Additionally, involving small and medium enterprises (SMEs) in these collaborations was seen as important in order to address their skills pressures. Many country representatives also noted that collaborative adult learning initiatives based on cost-sharing between the government and employers could help create incentives for individuals to pursue adult learning opportunities relevant to the needs of the labour market.

Session 3

Country presentations

In Session 3, presenters from **Lithuania ([Recognition of Competences Acquired in Non-Formal or Self- Education](#))**, **Poland ([Local Knowledge and Education Centres Programme](#))** and **Slovenia ([Development of Basic and Vocational Competences](#))** spoke about making better use of underutilised talent (i.e. the unemployed, inactive, individuals in jobs at risk of automation/substantial transformation, etc.) to reduce skills imbalances.

In order to increase labour market participation and enlarge the pool of talent available to employers, Lithuania's Ministry of Social Security and Labour has implemented a programme that offers individuals with services to recognise their previously acquired skills. Through collaborations with the public employment service, individuals can receive

skills recognition vouchers for skills acquired informally which can be presented to employers as validation of their competences. Early results (6 months after project implementation) have been positive, with 60% of jobseekers having found employment.

Presentations from both Poland and Slovenia stressed the importance of multi-step processes to develop and implement adult learning programmes that specifically support groups that have struggled to find consistent and sustainable employment. In Poland, the Local Knowledge and Education Centres (LOWE) programme aims to provide non-formal learning addressing local needs. In the first stage of implementation, programme leaders diagnose skills needs in a community and establish partnerships with relevant leaders and stakeholders. Once skills needs are identified, participants are trained and connected with community partners and employers. In order to evaluate the efficacy of the pilot, the final step in the implementation process is to collect perspectives on the programme and perform skills validation of participants.

Slovenia's vocational education and training instrument, which was introduced in 2018 building on the recommendations in the OECD Skills Strategy project for Slovenia (2017), aims to increase involvement in lifelong learning and provide access to labour market relevant skills (e.g., language skills and ICT), with a specific focus on those with low levels of education, in at-risk jobs, and over 45 years old. The instrument was delivered via consortia with partner organisations. Results show that 80% of individuals who participated in the programme either pursued further adult learning opportunities, transitioned to new employment, or received a promotion.

Presenters from Slovenia, Lithuania, and Poland also highlighted the importance of digital literacy to support effective deployment of peoples' skills to reduce imbalances. It was noted that those with limited access to digital resources often struggle to access skills development opportunities. Offering digital skills training can, therefore, support improved access to skills development opportunities and, by extension, reduce skills imbalances in the labour market.

Table discussions

Even though the country presentations focused on making better use of underutilised rather than foreign talent, the latter was a key topic at many tables during the table discussion. The specific nature of each country's labour market experiences with migration-related issues varied significantly. Those that struggled with significant emigration discussed poor wages and low job quality as challenges that worked against the retention of high-skilled employees. Conversely, countries that receive large numbers of foreign workers highlighted the need for programmes that provide recognition of prior learning and accessible language courses.

Engaging older populations in re-training and employment opportunities was another obstacle identified to making better use of underutilised talent. These individuals may have limited access to educational institutions or digital platforms that can offer them access to up-to-date credentials or employment services.

Workshop closing

Mark Pearson, the Deputy Director of Employment, Labour, and Social Affairs at the OECD, delivered the closing remarks at the Peer-Learning Workshop. Mark's remarks emphasised the importance of opportunities to share insight on skills policy design implementation among peers. Mark stressed the importance of ensuring that the conversation continues beyond the workshop, and noted that relationships formed in forums such as these can form the basis of future collaboration and peer learning.

Annex A - Workshop participants

Country	Name	Job title	Organisation
Australia	Mark Unwin	Advisor	Permanent Delegation of Australia to the OECD and UNESCO
Belgium (Flanders)	Liesbet De Koster	Officer	Department of Work and Social Economy
Brazil	Roseli Alves	International Relations Advisor	Education Minister's Office
	Mauro Rabelo	National Secretary of Basic Education	Ministry of Education
	Débora Soares (virtual)	Co-ordinator General of Data, Strategies and Projects	Ministry of Labour and Social Security
	Sylvia Cristina Toledo Gouveia	Deputy Secretary of the Executive Secretary	Ministry of Education
Bulgaria	Polina Zlatarska	Chief Expert, Vocational Education and Training	Ministry of Education and Science
Croatia	Hrvoje Bakić	Head of Sector for Education System Improvement	Ministry of Science and Education
	Nino Buić	Assistant Director	Agency for Vocational Education and Adult Education
Czech Republic	Tim Benčík	Third Secretary, Counsellor	Permanent Delegation of the Czech Republic to the OECD
Colombia	Mariana Barata Huffel (virtual)	Policy advisor	Colombian Institute of Family Welfare (ICBF)
	Malory Briceño (virtual)	Deputy Director of the Directorate of Adolescence and Youth	Colombian Institute of Family Welfare (ICBF)
	Camila Molinos (virtual)	Advisor to the Directorate of Adolescence and Youth	Colombian Institute of Family Welfare (ICBF)
Estonia	Küllli All	Head of Skills Qualifications and Policy	Ministry of Education and Research
	Merlin Tatrik	Head of Adult Education Policy	Ministry of Education and Research

Country	Name	Job title	Organisation
Finland	Mertzi Bergman (virtual)	Specialist in Competence and Education Policy	Local Government and County Employers KT
	Saara Ikkelä	Senior Specialist	Ministry of Education and Culture
Greece	Chrysa Paidousi (virtual)	Staff member	Department for Vocational Education Policies, Continuous Vocational Training & Vocational Guidance, Directorate for Labour Market Integration, Ministry of Labour and Social Affairs
	Evangelia Skoura	Head of the Department of Partnerships and Co- operations	Directorate of Vocational Training, Public Employment Service (DYPA), Hellenic Ministry of Labour and Social Affairs
Ireland	Emma Kinsella	Deputy Head of Unit	Skills Policy and Enterprise Engagement Unit, Department of Further and Higher Education, Research, Innovation and Science
	Noel Martin	Executive Officer	Skills Policy and Enterprise Engagement Unit, Department of Further and Higher Education, Research, Innovation and Science
	Karolina Murphy	Higher Executive Officer	Skills Policy and Enterprise Engagement Unit, Department of Further and Higher Education, Research, Innovation and Science
	Stephanie O'Brien	Head of Unit	Skills Policy and Enterprise Engagement Unit, Department of Further and Higher Education, Research, Innovation and Science
Israel	Keren Raz Netzer	Director of Secondary Education Department	Pedagogical Administration, Ministry of Education

Country	Name	Job title	Organisation
Latvia	Gunta Arāja	Deputy Director for the Development of Professional Education and Lifelong Learning	Ministry of Education and Science
	Laura Treimane	Counsellor for Education and Science	Permanent Delegation of the Republic of Latvia to the OECD and UNESCO
	Jeļena Muhina (virtual)	Senior Expert	Ministry of Education and Science
	Ilze Saliene (virtual)	Director of the Department of Policy Initiatives and Development	Ministry of Education and Science
Lithuania	Giedrė Beleckienė	Head of the Service Group	Government Strategic Analysis Centre (STRATA)
	Inga Liuberte	Advisor of the Division of Labour Market	Ministry of Social Security and Labour
Luxembourg	Inès Baer	Manager of the Future Skills Initiative	National Employment Agency
	Tom Muller	Deputy Head of Vocational Training Department	Ministry of National Education, Children and Youth
	Tom Oswald	General Co-ordinator	Ministry of Labour, Employment and the Social and Solidarity Economy
	Véronique Schaber	Head of Vocational Training Department	Ministry of National Education, Children and Youth
Mexico	Miguel Angel Cuevas Rodríguez (virtual)	Officer	Strategic Projects and Innovation, Department of Education of Guanajuato
Netherlands	Andre de Moor	Senior Counsellor in Education	Ministry of Education, Culture and Science
	Daniël Rodenburg	Senior Policy Advisor	Ministry of Social Affairs and Employment
Peru	Patricia Velarde	Specialist in Training for Employment and Certification of Labor Competencies	Ministry of Labor and Employment Promotion

Country	Name	Job title	Organisation
Poland	Maciej Lasota	Head of Unit	Department of Strategy, Qualification and Training, Ministry of National Education
Romania	Carmen Clapan (virtual)	Counsellor for European Affairs	Directorate-General for International Relations and European Affairs, Ministry of Education
	Georgeta Pelcea	Senior Expert	Directorate for Employment, Competences and Vocational Mobility Policies, Ministry of Labour and Social Solidarity
	Dana Stroeie	Deputy Director	National Centre for TVET Development, Ministry of Education
Slovenia	Ema Perme (virtual)	Senior Advisor	Ministry of Education, Science and Sport
Spain	Lydia Berrocoso Rufo	Head of International Relations	Ministry of Education and Vocational Training
Sweden	Carina Hafrén	Director of Education	Swedish National Agency for Education
Türkiye	Feray Eldeniz	Expert in Strategy and Budget	General Directorate of Sectoral and Public Investment, Turkish Presidency Strategy and Budget Office
	Şebnem Işık	Expert	Turkish Employment Agency (ISKUR)
	Tülüğ Figen Yılmaz	Expert in Strategy and Budget	General Directorate of Sectoral and Public Investment, Turkish Presidency Strategy and Budget Office
United Kingdom (Northern Ireland)	Roger Arneill	Officer	Skills Strategy Branch, Department for the Economy
	Heather Cousins	Deputy Secretary Skills and Education Group	Department for the Economy
	Graeme Wilkinson	Director of Skills Strategy and Policy	Department for the Economy
United Kingdom (Scotland)	Richard Dryburgh	Team Leader, Lifetime Skills	Skills Division, The Scottish Government

Country	Name	Job title	Organisation
Keynote Speakers	Prof. Susan James Relly	Professor of Vocational Education and Deputy Director of Department of Education	University of Oxford
	Prof. Seamus McGuinness	Research Professor and Research Area Co-ordinator	The Economic and Social Research Institute
	Leopold Till	Head, Mission on Education, Skills and Learning	Centre for the New Economy and Society, World Economic Forum
European Commission	Mr. Carlo Scatoli	Senior Expert, Skills and Qualifications	European Commission

Annex B - Agenda

Moderator: Laura Reznikova, Policy Analyst, OECD Centre for Skills

Time	Item
09:00-09:30	Registration, coffee/tea
09:30-09:45	Opening remarks <ul style="list-style-type: none"> • El Iza Mohamedou, Head of the OECD Centre for Skills • Carlo Scatoli, Senior Expert, European Commission
09:45-10:00	OECD presentation: “OECD Skills Strategies - where we are and what awaits” <ul style="list-style-type: none"> • Andrew Bell, Deputy Head of the OECD Centre for Skills and Head of OECD Skills Strategies
10:00-10:45	Keynote panel discussion: “Keeping skills in balance amidst global disruptions” <ul style="list-style-type: none"> • Till Leopold, Head of Education, Skills and Learning at the Centre for the New Economy and Society, World Economic Forum • Prof. Susan James Rely, Professor of Vocational Education and Deputy Director of Department of Education, University of Oxford • Prof. Seamus McGuinness, Research Professor and Research Area Co-ordinator for Labour Market Research, Economic and Social Research Institute, Ireland <p>Moderated by: El Iza Mohamedou, Head of the OECD Centre for Skills</p>
10:45-11:00	Coffee/tea break, group photo
11:00-12:00	Session 1 – Supporting the responsiveness of education systems and informing student choices to meet labour market needs <ul style="list-style-type: none"> • Introduction by the OECD • Country presentations • Panel discussion with country presenters and audience Q&A • Table discussion <ul style="list-style-type: none"> ◦ What did you hear in this Session that you think could be applicable to your country and how?
12:00-13:30	Lunch
13:30-14:30	Session 2 – Encouraging adults, employers and training providers to make labour market relevant choices <ul style="list-style-type: none"> • Following the same format as Session 1
14:30-14:40	Coffee/tea break
14:40-15:40	Session 3 – Making better use of underutilised and foreign talent <ul style="list-style-type: none"> • Following the same format as Session 1
15:40-15:45	Closing remarks <ul style="list-style-type: none"> • Mark Pearson, Deputy Director of Employment, Labour and Social Affairs, OECD