

OECD CENTRE FOR SKILLS**Proceedings of the 11th OECD Skills Strategy Peer-Learning Workshop****Building stronger skills through social dialogue: The power of stakeholder engagement in education and skills**

Workshop held in a hybrid format on 15th November 2024, 09:00-16:15 (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 15th November 2024, the OECD Centre for Skills held the 11th OECD Skills Strategy Peer Learning Workshop, in a hybrid format. The topic of the workshop was “Building stronger skills through social dialogue: the power of stakeholder engagement in education and skills policy.” The workshop gathered 39 representatives from 21 countries including a keynote speaker and representatives of the European Commission to provide an opportunity for participants to learn about other countries’ approaches to engaging stakeholders in skills policy design and implementation 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 launch of the OECD Skills Strategy in 2013, the OECD has collaborated with over 25 economies to develop tailored skills strategies. These include Austria, Belgium (Flanders), Bulgaria, Finland, Greece, Ireland, Italy, Kazakhstan, Korea, Latvia, Lithuania, Luxembourg, Malta, Mexico, the Netherlands, Norway, Peru, Poland, Portugal, the Slovak Republic, Slovenia, Southeast Asia, Spain, Sweden, Thailand, and the United Kingdom (Northern Ireland).

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. 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 adopt a strategic approach to skills policy. Workshop participants are offered the opportunity to present their country's policies and practices around a selected topic, share their experiences, and strengthen their international network of colleagues.

In the past, the OECD Skills Strategy Peer-Learning Workshops convened participants to explore approaches to reducing skills imbalances, recovery and innovation emerging from the COVID-19 pandemic, and financing of skills development across the life course. Most recently, participants shared their lessons learnt on developing and implementing national skills strategies. Proceedings from previous workshops are available at the following line: [Centre for Skills peer learning events | OECD](#)

11th OECD Skills Strategy Peer-Learning Workshop

The topic of the 11th OECD Skills Strategy Peer-Learning Workshop was “Building stronger skills through social dialogue: the power of stakeholder engagement in education and skills”. The topic was selected based on the results of a post-workshop survey following the 10th OECD Skills Strategy Peer-Learning Workshop, in which participants had the opportunity to express their topic preferences for the next workshop.

Stakeholder engagement is a core component of the OECD Skills Strategy Framework and is central to all our country projects. It is key to fostering an adaptive and resilient skills system that can effectively meet both current and future labour market and societal needs.

The OECD Centre for Skills is currently exploring this topic further through the ongoing project, [“Pooling our Strengths: The Power of Stakeholder Engagement in Education and Skills Policy”](#), which also served as a key input for this workshop (Reznikova, Labanino and McKee Mathews, 2024^[1]). The first phase of the project provides an overview of tools and approaches to stakeholder engagement. It also includes a detailed mapping of stakeholder engagement bodies for education and skills policy across OECD and accession countries. These findings informed discussions at the 11th OECD Skills Strategy Peer-Learning Workshop. Insights from the workshop will, in turn, shape the second phase of the project, which will conduct case studies to identify effective practices and common challenges in engaging stakeholders through formal bodies, providing practical guidance to countries.

On 15th November 2024, **39 representatives from 21 countries** (see full list in Annex A), the **European Commission, and a keynote speaker** participated in the **11th OECD Skills Strategy Peer-Learning Workshop**. The workshop discussions provided participants with the opportunity to share their own experiences and to learn from other countries’ approaches to fostering stakeholder engagement in education and skills policy.

The Peer-Learning workshop was delivered in a **hybrid format**, and included a **keynote presentation**, an **OECD presentation** outlining a recently developed mapping of stakeholder engagement mechanisms, and **two sessions** with seven country presentations along with **Q&A’s** and **table discussion** (see Annex B). 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 Dr. El Iza Mohamedou, Head of the OECD Centre for Skills. Dr. Mohamedou welcomed participants and emphasised the importance of these annual workshops for fostering open discussions and learning among country representatives. Regarding this year's topic, Dr. Mohamedou highlighted the key role stakeholder engagement plays in the development and implementation of effective skills policies. She also reflected that while many governments recognise the importance of stakeholder engagement, achieving effective and active involvement from key actors can be challenging. She then expressed gratitude to the keynote speaker, and country presenters, underscoring the collaborative spirit of the event. Dr. Mohamedou concluded by encouraging participants to share ideas and draw from collective experiences, setting a collaborative tone for the sessions ahead.

Following these remarks, Ms. Ciresica Feyer, Deputy Head of the Labour Market, Education, Health and Social Services Unit in the Directorate-General for Structural Reform Support (DG Reform) at the European Commission (EC), shared reflections on the pressing need to address ongoing transformations in the skills landscape. She highlighted key drivers reshaping work and skills demands, including the digital transition and rapid AI advancements, the shift to teleworking accelerated by the COVID-19 pandemic, the green transition, and geopolitical challenges. She then stressed that effective stakeholder engagement is essential to tackle these changes, expressing that the involvement of employers, educational institutions, and social partners is key to ensuring responsiveness to labour market needs. She then outlined the role of DG Reform and the Technical Support Instrument (TSI) in helping countries implement skills policy reforms. She provided examples for country projects supported by the TSI and highlighted how these projects help promote and facilitate stakeholder involvement.

Mr. Andrew Bell, Deputy Head of the OECD Centres for Skills and Head of the OECD Skills Strategies, delivered a presentation on the ongoing and forthcoming initiatives of the OECD Centre for Skills. He highlighted the OECD's holistic approach to developing national skills strategies and introduced the OECD Skills Strategy framework. He proceeded to share key highlights from recent and upcoming skills strategy projects in countries such as Thailand and Malta, the latter of which will contribute to the development of an action plan for the maritime sector, highlighting the increasing need for skills strategies in specific sectors. He also described the Centre for Skills' work on policy implementation support in countries such as Belgium (Flanders), Bulgaria, Finland, Greece, Slovakia, and Sweden. He also presented the OECD's work on cross-country thematic analysis, which serves as the analytical backbone for country-specific projects. These analyses explore pressing issues such as quality assurance, current and future skills needs, informal learning, skills financing, and cybersecurity workforce development. Mr. Bell also discussed the OECD's efforts to support countries in building future-ready vocational education and training (VET) systems. Finally, he underscored the value of peer learning activities, such as the Skills Strategy Peer Learning Workshops and the biennial Skills Summit, which provide a platform for ministers and government officials to exchange insights and experiences in designing and implementing effective skills policies.

Keynote presentation

Prof. Marius R. Busemeyer from the University of Konstanz delivered a keynote presentation on Stakeholder Engagement Amidst the Digital Transition: Challenges and Opportunities. The presentation first outlined the profound effects of digitalisation on the labour market, citing evidence of labour market polarisation and growing inequality. He underscored the unpredictable impacts of emerging technologies, such as artificial intelligence, on employment patterns and public concerns about unemployment. Drawing on survey data, he underscored the importance of understanding these dynamics to mitigate the negative consequences of technological change, positioning employers and governments as pivotal actors.

The presentation highlighted several opportunities for enhancing stakeholder engagement in skill policies by leveraging digital tools such as social media and virtual conferences. Prof. Busemeyer stressed the urgency of adopting strategic, joint problem-solving approaches due to high uncertainty and competitive economic pressures. However, he also identified several challenges and obstacles to effective stakeholder engagement. These challenges include shifts in stakeholder composition due to the rise of the platform economy and new business sectors, and the continuous demand for updating occupational profiles. Knowledge gaps regarding emerging technologies among established stakeholders further complicate engagement, necessitating the cultivation of a shared understanding of challenges associated with digital transformation.

The Q&A session following Prof. Busemeyer's presentation covered several critical topics, including the dynamic evolution of labour markets driven by digital and structural transformations, and the government's role in fostering collaboration among stakeholders. Participants also explored the challenges associated with sectoral differences in skills requirements, contrasting the successes in green technology collaborations with the difficulties faced in the creative sector.

The discussion underscored the importance of recognising prior qualifications and implementing transferable credit systems in vocational education, while also addressing the complexity of measuring and standardising practical skills across countries. Furthermore, the role of governments in facilitating meaningful stakeholder engagement at local, sectoral, and national levels was emphasised. Participants highlighted challenges such as the short-term focus of governments driven by electoral cycles, paired with the pressing need for long-term strategies to ensure cooperative and consistent stakeholder interaction.



OECD presentation – Setting the scene

Following the keynote presentation, Ms. Laura Reznikova introduced analysis from the OECD working paper: [Pooling our Strengths: The Power of Stakeholder Engagement in Education and Skills Policy](#) (Reznikova, Labanino and McKee Mathews, 2024^[1]). Her presentation highlighted a range of engagement tools and mechanisms, a typology of stakeholder engagement approaches, and a comprehensive mapping of existing engagement bodies across OECD and accession countries. The tools and mechanisms identified included press releases, social media updates, and public-private partnerships, but particular emphasis was placed on mechanisms that promote continuous engagement, such as skills bodies like National Skills Councils. The Working paper includes a detailed mapping of such bodies, exploring their various aspects such as level of administration, mandates, thematic focus, and stakeholder representation.

Ms. Reznikova also reminded participants that the forthcoming second phase of this project will feature thematic chapters based on country case studies, offering practical guidance to enhance stakeholder engagement practices and called for countries to indicate their interest in participating in this study.



Session 1 – Building a collective vision: National engagement bodies

Country presentations

The first session of the Peer-Learning Workshop explored national-level stakeholder engagement bodies. The session included presentations from **Greece** (Ms. Yianna Hormova, Deputy Governor of DYPA, the Greek Public Employment Service; and Ms. Olga Kafetzopoulou General Secretary for Vocational Education, Training (V.E.T.) and Lifelong Learning (L.L.L.), Ministry of Education, Religious Affairs and Sports), **Ireland** (Mr. William Beausang, Assistant Secretary in the Department of Further and Higher Education, Research, Innovation and Science), **Malta** (Ms. Ruth Debrincat, Senior Director of policy and employment relations, National Skills Council), and **Netherlands** (Mr. André de Moor, Senior Policy Officer in the Ministry of Education, Culture and Science). The session also featured a Q&A segment, allowing presenters to delve deeper into key topics and engage directly with the audience. Additionally, table discussions were organised, enabling participants to exchange insights and explore the experiences of other countries on this subject.

Greece, represented by Ms. Olga Kafetzopoulou and Ms. Yianna Hormova, presented on the Central Council for Vocational Education and Training (VET) and the National Skills Council (NSC). Ms. Kafetzopoulou provided detail on the establishment of the Central Council for VET under Law 4763/2020, which began its operations in 2021. The Council was established to enhance the design and implementation of national policy on VET and support sustainable development, employment, and workforce skills development. The Council has initiated significant reforms, including the launching of

Model Vocational Upper Secondary Schools and establishing Sectoral Skills Councils to help address skills gaps. While the Council benefits from broad representation and has achieved positive outcomes through its initiatives, challenges remain in effectively linking initial and continuing vocational training, in the use of the mechanism for labour market diagnosis tool and evidence-based methodology to modify/provide VET, and in enhancing stakeholder participation at regional levels.

Ms. Hormova then spoke about the National Skills Council (NSC) of Greece, which was established in 2022 under Law 4921/2022, with the aim of addressing labour market mismatches through upskilling and reskilling initiatives. The NSC is responsible for creating and overseeing the National Skills Strategy, monitoring labour market trends, and coordinating a broad range of training programmes. Despite challenges such as insufficient public awareness, the council's strengths include strong involvement from participating stakeholders and strong legislative backing. These strengths help ensure continuity, and alignment with national employment goals.

In his presentation of Ireland's experience, Mr. William Beausang highlighted recent efforts to reform the National Skills Council (NSC). He reflected on the challenges faced by the council in its previous form, which had limited representativeness, insufficient visibility, and weak engagement with broader stakeholders. These issues hindered the council's ability to incorporate and leverage the diverse perspectives necessary for shaping effective skills policies. Dominated by governmental actors, the council struggled to develop an influential role within Ireland's skills ecosystem or to generate the public and political support necessary for innovation and reform. Recognising these issues, the 2024 reform established an entirely non-governmental council composed of enterprise representatives, social partners, and experts, broadening stakeholder participation. This reform aims to position the NSC as a central advisory body to the government on skills policy, with a focus on aligning skills supply with demand and fostering lifelong learning.

Malta's presentation, delivered by Ms. Ruth Debrincat, highlighted the progress of the National Skills Council (NSC), established in 2023 under Subsidiary Legislation 605.10. The NSC, composed of a multi-disciplinary team, is dedicated to bridging the gap between education and the labour market. It facilitates evidence-based policymaking by engaging stakeholders, including industry representatives, education and training providers, and policymakers, and drawing on insights from scientific literature and professional expertise. The presentation showcased the council's achievements, such as building a robust stakeholder network, and leveraging the European Year of Skills to raise awareness about lifelong learning, promote the importance of upskilling, and organise targeted outreach initiatives. However, challenges were also discussed. The council is a relatively new organisation, and its capacity needs to be further developed. It also faces broader challenges such as existing data limitations, labour shortages, and demographic shifts. Malta's commitment to bridging skills gaps and addressing future workforce needs was evident in several recent policy initiatives. These included the development of skill intelligence systems, active engagement of youth in policy development, and close collaboration with the National Statistics Office. Central to these efforts was a strong focus on stakeholder engagement, encompassing national outreach campaigns to specialised workshops on emerging skills and generational workforce dynamics.

The presentation from the Netherlands, given by Mr. André de Moor, focused on the role and evolution of the Social Economic Council (SEC) in the Netherlands. The SEC, established in 1945 and formalised in 1950, is a national consultative body that was initially created to enhance cooperation between employers and workers. The SEC continues to play a vital role as a national advisory body today. The presentation highlighted the Council's role in fostering economic growth, entrepreneurship, and an inclusive society. The SEC's operations are guided by a legal mandate that encompasses both executive and advisory functions. Its executive role includes enforcing gender quotas and coordinating adult learning, while its advisory role spans key policy areas such as labour markets, pensions, education, innovation, and health. Mr. de Moor reflected on the lessons learned from 75 years of stakeholder engagement, noting the strengths in achieving consensus-driven outcomes, such as enhanced social support for government

policy, effective stakeholder involvement from the start, and significant political and economic successes. However, challenges were also acknowledged, including conflicting perspectives and sometimes a lack of political backing needed to advance reforms. The case of the National Skills Strategy in the Netherlands was given as an example to illustrate both the SEC's successes, such as facilitating stakeholder engagement and collaboration, and the challenges it faces when it comes to fostering sustained political support. The recent discontinuation of government funding for the STAP voucher programme for adult learning, exemplifies this challenge.

The presentations in this session offered valuable insights into the design and implementation of national skills bodies that effectively engage stakeholders in the development and refinement of skills policies. A key insight was the importance of ensuring diverse stakeholder representation, including employers, trade unions, education providers, and civil society. Such broad representation is essential for ensuring that education and training systems provide a supply of skills that align with labour market demands. At the same time, members of these national bodies must be carefully selected to ensure they possess a deep understanding of evolving economic, societal, and labour market needs, as well as the influence required to drive meaningful reforms. The session also underscored the critical importance of strong legislative and political support, alongside the provision of adequate resources, as essential pillars for the success these bodies.



Session 2 – Empowering ground-level voices: Regional and sectoral engagement bodies

Country presentations

The second session of the Peer-Learning Workshop focused on the importance of empowering ground-level voices through regional and sectoral engagement bodies. The session included presentations from Latvia (Ms. Jelena Muhina, Senior Expert at the Department of Vocational and Adult Education in the Ministry of Education and Science), Norway (Ms. Margrethe Marstrøm Svensrud, Head of the Department of Working Life and Skills in the Norwegian directorate for higher education and skills), and Sweden (Mr. David Folke and Ms. Sara Dahl, Directors of Education at The Swedish National Agency for Education). Once again, the session included both a Q&A segment and table discussions.

Ms. Jelena Muhina presented Latvia's Skills Funds initiative, a public-private partnership model aimed at addressing the shortage of skilled labour and the unsustainable reliance on EU funding for adult education. The initiative seeks to mobilise public and private financial resources, promote cost-sharing, and increase employer involvement in workforce training. Latvia plans to launch a pilot implementation of the fund in three sectors by 2026, with plans to continue the piloting until 2029 under the ESF Plus framework. By 2029, Latvia aims to have a well-established, sustainable, and effective Skills Funds model that significantly contributes to the development of Latvia's workforce and meets the evolving demands of the labour market. The model includes co-financing requirements, sector-specific training, and mechanisms to ensure sustainability beyond initial funding. Lastly, Ms. Muhina emphasised the strengths of the model, including enhanced dialogue, sector responsibility, and potential sustainability.

The presentation by Ms. Margrethe Marstrøm Svensrud of Norway described the purpose and operations of Regional Competence Fora. These fora, established at the county level, are designed to improve coordination and collaboration in addressing distinct regional labour market challenges. They also support municipalities in equipping residents with the necessary skills and play an important role in facilitating regional skills development. The fora engage stakeholders such as local authorities, social partners, educational institutions, and NAV (Norwegian Labour and Welfare Administration), with some featuring participation from political leadership. Meeting 3–4 times annually, the fora are supported by secretariats and may include sub-forums for specific areas. They also ensure alignment with national labour market policies through coordination across counties and participation in the national Skills Policy Council. While these fora serve as a strategic tool for skills policy and promote knowledge sharing and cross-sector collaboration at the county level, they face several challenges. These include limited measurable outcomes, overlaps with similar initiatives, and the absence of such fora in certain counties.

The presentation from Sweden, delivered by Mr. David Folke, Ms. Sara Dahl, provided insights into Sweden's National Programme Councils for Vocational Education and Training at the upper secondary level. Established in 2010 by the Swedish National Agency for Education, the National Programme Councils were created to ensure that vocational education aligns closely with labour market demands. These councils bring together representatives from government authorities, trade unions, and labour market partners to foster a flexible education system that facilitates students' transitions into working life. Mr. Folke, and Ms. Dahl underscored the councils' advisory role in shaping vocational education policy. Their contributions include revising frameworks to promote gender equality and improving quality standards in education by, for example, updating competency requirements for assistant nurses. Key strengths of the councils include supporting robust dialogue with employer organisations and trade unions. However, due to the diversity of vocational programmes, the recommendations provided by the programme councils vary accordingly, creating a persistent challenge in developing policies that address the needs of all programmes.

The presentations in this session offered valuable insights into the role of regional and sectoral skills stakeholder engagement bodies in fostering collaboration, aligning education and training with labour market demands, and addressing skills challenges at both regional and sectoral levels. Key insights included the importance of these bodies in engaging actors directly connected to regional and local labour markets. They were recognised as instrumental in aligning regional, sectoral, and national goals, thereby avoiding siloed efforts and maximising impact. Additionally, the facilitation of clear governance structures and continuous dialogue by these bodies was identified as important for addressing challenges such as resource competition and varying levels of engagement across sectors and regions requires. Finally, these bodies ensure ground-level stakeholders' voices are integrated into policy-making, enhancing the relevance and effectiveness of education and training programmes.



Table discussions

During the table discussions, participants engaged in conversations on strengthening stakeholder engagement in skills policies. These discussions involved representatives from various countries, regions, and organisations, providing a rich diversity of insights into effective practices, challenges, and opportunities for collaboration. The exchanges focused on understanding the processes that underpin stakeholder engagement, the structures that support it, and the ways in which these approaches can be adapted to varying country contexts.

Session 1: Building a Collective Vision – National Engagement Bodies

Participants reflected on the importance of designing stakeholder engagement frameworks that are responsive to national contexts and capable of fostering meaningful dialogue between diverse actors. The discussions emphasised the need for inclusive structures that strike a balance broad representation and

clear accountability mechanisms. Some countries stressed the importance of targeted outreach efforts, particularly those aimed at younger audiences, as a means of strengthening engagement. Others emphasised the importance of drawing from past experiences, a perspective that resonated strongly with participants.

The formalisation of engagement structures was identified as a critical step in ensuring the effectiveness of stakeholder bodies. Participants noted that formalised frameworks can help clarify roles and responsibilities, thus improving the impact of stakeholder contributions. However, participants also cautioned against overly rigid approaches, which may fail to accommodate the dynamic and context-specific nature of skills policy challenges.

Session 2: Empowering Ground-Level Voices – Regional and Sectoral Engagement Bodies

Regional engagement emerged as an area of significant importance, particularly in addressing the gap between national strategies and local needs. Discussions highlighted the challenges of predicting future skills requirements in a rapidly changing environment and emphasised the importance of fostering resilience and adaptability. Effective engagement at the regional level can help promote responsiveness by maintaining connection to the evolving needs as they emerge.

Challenges related to ownership and buy-in among regional councils were also discussed extensively. Participants recognised that the perceived value of participation plays a crucial role in ensuring sustained engagement. Targeted funding to support education and training programmes at the regional level were highlighted as an effective way to leverage resources to address these challenges. The discussions also underscored the importance of fostering collaboration across regions, particularly in addressing common barriers such as capacity constraints and resource disparities.

Sectoral stakeholder bodies were recognised as important for addressing industry-specific needs and priorities. Participants shared insights into the development of these bodies, with a country's sectoral councils serving as a case in point, highlighting their role in aligning skills development with sectoral demands. Other countries shared examples of how sectoral engagement is fostering dialogue among employers, education providers, and policymakers, with EU-supported initiatives playing a pivotal role in facilitating these efforts.

Resource constraints were identified as a recurring issue for sectoral engagement bodies. Discussions emphasised the need for capacity building, sustainable funding, and enhanced decision-making authority to enable these bodies to operate effectively.

The importance of peer learning across countries was also highlighted in the context of strengthening sectoral engagement. The exploration of one country's sectoral engagement model by another, which was stated as an example, demonstrated how international collaboration can strengthen domestic strategies.

General Insights reflected in both sessions

Governance emerged as a central theme across discussions, with participants agreeing on the need for strong, adaptable governance frameworks to support stakeholder engagement. High-level political buy-in was seen as vital for ensuring the legitimacy of strategies, yet participants also cautioned that over-reliance on ministerial leadership can pose risks to continuity during political transitions. This underscores the need for governance structures that are robust yet flexible enough to adapt to evolving political and economic contexts.

In conclusion, the discussions highlighted the common challenges and opportunities associated with stakeholder engagement for skills policies. Participants underscored the importance of targeted funding of initiatives and stakeholder outreach, as well as adaptable governance structures for maximising impact. Participants also noted that effective engagement requires balancing the need for broad representation with the need for accountability and impact. While some challenges were found to vary across national, regional, and sectoral contexts vary, the need for clear accountability, capacity building, and resource alignment emerged as universal priorities. Many participants highlighted the importance of leveraging cross-country learning through initiatives such as the Peer Learning Workshop. The workshop provided a valuable platform for knowledge exchange, fostering a shared understanding of how to effectively leverage stakeholder perspectives to enhance the effectiveness and sustainability of skills policies.



Workshop closing

Mr. Stefano Scarpetta, Director of the OECD Directorate for Employment, Labour and Social Affairs, delivered the closing remarks for Workshop. Firstly, he expressed his gratitude to all participants, including representatives from 21 countries, as well as the keynote speaker Prof. Marius R. Bussemeyer and the country presenters, for their valuable contributions. Mr. Scarpetta highlighted the workshop's role in fostering dialogue and sharing experiences on stakeholder engagement in education and skills policies, emphasising that building resilient skills systems requires collaboration across diverse stakeholders, including governments, businesses, labour organisations, and local communities.

Lastly, Director Scarpetta reflected on the insights shared during the workshop, starting with how digital transformation offers both opportunities and challenges for stakeholder engagement. He noted the importance of national and sectoral engagement bodies in aligning policies with regional and sectoral needs and tailoring approaches to address specific challenges. In concluding his remarks, he noted that the workshop's discussions would inform the next phase of the OECD's ongoing project, "*Pooling our strengths: the power of stakeholder engagement in education and skills policy*." He invited participants to contribute to the initiative's upcoming case studies and thanked the OECD team for organising the event, encouraging attendees to complete the post-workshop survey to help shape future activities.

Annex A. Workshop participants

OECD Member Countries

Australia

Ms. Manon Gahan

*Policy Advisor
Australian Permanent Delegation to the
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Ms. Alex Gordon

*Minister-Counsellor Employment,
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Belgium

Ms. Kelly Lebon

*Co-ordinator
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The Flemish Government*

Estonia

Ms. Sigrid Ester Tani

*Chief Expert
Vocational Education and Training Policy
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Ministry of Education and Research of
Estonia*

Greece

Ms. Giannoula Chormova

Ms. Olga Kafetzopoulou

*General Secretary
Ministry of Education, Religious Affairs and
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Ms. Zoe Karathanasi

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Ireland

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Israel

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Ms. Lior Barkan

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Ms. Jeļena Muhina

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Ministry of Education and Science*

Ms. Laura Treimane

*Counsellor for Education and Science
Permanent Delegation of the Republic of
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Lithuania

Ms. Lina Vaitkute

*Head of Qualifications Formation Unit
Qualifications and Vocational Education
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Ministry of Education, Science and Sport*

Luxembourg**Ms. Florence Juillien**

*Expert on Skills
Agence pour le Développement de l'emploi
Ministère du Travail, de l'Emploi et de l'Économie
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Ms. Veronique Schaber

*Directrice à la Formation Professionnelle
Ministère de l'Éducation nationale, de
l'Enfance et de la Jeunesse Luxembourg*

Ms. Claude Sevenig

*Institutrice, Chargée de Mission
Ministère de l'Éducation Nationale, de
l'Enfance et de la Jeunesse*

Mexico**Professor Brisa Elizabeth Martínez Saldaña**

*Under Secretariat of Higher Education
Ministry of Education, Science, Technology
and Innovation*

Netherlands**Mr. Andre De Moor**

*Senior Policy Officer
Ministry of Education, Culture and Science*

Mr. Maarten Heinemann-Schaap

*Senior Policy Officer
Ministry of Social Affairs and Employment*

Norway**Ms. Margrethe Marstrøm Svensrud**

*Head of Department
Department of Working Life and Skills
Norwegian Directorate for Higher
Education and Skills*

Poland**Mr. Maciej Lasota**

*Head of Unit
Department for Strategy, Qualifications
and Education
Ministry of National Education*

Sweden

Ms. Sara Dahl

*Project Manager
Department for School Development
Swedish National Agency for Education*

Mr. David Folke

*Director
The Swedish National Agency for Education*

Türkiye

Ms. Yesemin Çimen
virtual participation

*National Education Expert
Ministry of National Education*

Ms. Zeynep Güler
virtual participation

*National Education Expert
Ministry of National Education*

United Kingdom

Ms. Emily Eisenstein

*Team Leader
Department for Education*

Ms. Moira Doherty

*Deputy Secretary
Department for the Economy (Northern
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European Union

Ms. Ciresica Feyer

*Deputy Head of Unit, Labour market,
Education, Health and Social Services,
Directorate-General for Structural Reform
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Accession Countries

Croatia

Mr. Nino Buić

*Assistant Director
Agency for Vocational Education and
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Peru

Ms. Cecilia Angélica Cruz Zolorsano

*Director of Technical-Productive and
Higher Technological and Artistic Education
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Ms. Merlita Melina Burgos Quiñones

*General Director of Technical-Productive
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Ms. Nadiejda Quintana Vasallo

*Director
Standardization and Labour Certifications
Ministry of Employment and Labour*

Romania

Mr. Ramona Veleanu

*Vice-President
General Federation of Family Trade Unions*

Ms. Ana Radulescu

*Senior Advisor
Directorate for Employment Policies, Skills
and Professional Mobility
Ministry of Labour and Social Solidarity*

Key Partners

South Africa

Mr. Mbasa Mxenge

*Minister Counsellor
Department of Higher Education and
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Other Countries

Malta

Ms. Ruth DeBrincat

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Ms. Larissa Vella

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Trade Union Advisory Committee (TUAC)

Ms. Sarah Jameson

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Mr. John Enfeldt

*Research officer
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OECD

Mr. Stefano Scarpetta

Director of Employment, Labour and Social Affairs at the OECD

Dr. El Iza Mohamedou

Head of the OECD Centre for Skills

Mr. Andrew Bell	<i>Deputy Head of the OECD Centre for Skills Senior Policy Analyst, Head of the OECD Skills Strategy Projects</i>
Mr. Ricardo Espinoza	<i>Policy Analyst, OECD Skills Strategy OECD Centre for Skills</i>
Ms. Abigail Sageev	<i>Policy Analyst, OECD Skills Strategy OECD Centre for Skills</i>
Ms. Laura Reznikova	<i>Policy Analyst, OECD Skills Strategy OECD Centre for Skills</i>
Ms. Shinyoung Jeon	<i>Policy Research and Advice, OECD Skills Strategy OECD Centre for Skills</i>
Ms. Yasmeen Shamshoum	<i>Policy Research and Advice Intern, OECD Skills Strategy OECD Centre for Skills</i>
Mr. Hudson Hastings	<i>Policy Research and Advice Intern, OECD Skills Strategy OECD Centre for Skills</i>
Ms. Maja Ochojska	<i>Young Associate, Skills Analysis OECD Centre for Skills</i>
Ms. Tara Byrne	<i>Assistant OECD Centre for Skills</i>
Mr. Ben Game	<i>Policy Research and Advice Officer Directorate for Employment, Labour and Social Affairs</i>

Other

Dr. Marius Busemeyer	<i>Professor of Political Science University of Konstanz</i>
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Annex B. Agenda

Time	Item
09:00-09:30	Registration, coffee/tea
09:30-09:35	Opening remarks <ul style="list-style-type: none"> • Dr. El Iza Mohamedou, Head of the OECD Centre for Skills
09:35-09:50	OECD presentation – Overview of current and upcoming work <ul style="list-style-type: none"> • Mr. Andrew Bell, Deputy Head of the OECD Centre for Skills and Head of OECD Skills Strategies
09:50-10:00	European Commission DG Reform Presentation – Technical Support Instrument <ul style="list-style-type: none"> • Ms. Ciresica Feyer, Deputy Head of Unit, Labour market, Education, Health and Social Services, Directorate-General Structural Reform Support, European Commission
10:00-10:30	Keynote speaker - Prof. Dr. Marius R. Busemeyer, University of Konstanz Stakeholder engagement amidst the digital transition. How does digitalisation enable and/or complicate engagement with stakeholders on skills? <ul style="list-style-type: none"> • The session will include a Q&A
10:30-10:50	Coffee break + group photo
10:50-11:10	OECD presentation – setting the scene. This session will give an overview of why stakeholder engagement is important, what kinds of skills related policies can benefit from stakeholder engagement (and which stakeholders), and a mapping of what countries are doing. <ul style="list-style-type: none"> • Ms. Laura Reznikova, Policy Analyst, OECD Centre for Skills
11:10-12:50	Session 1 – Building a collective vision: National engagement bodies <ul style="list-style-type: none"> • Introduction by the OECD • Country presentations: Greece (Ms. Yianna Hormova, Ms. Olga Kafetzopoulou), Ireland (Mr. William Beausang), Malta (Ms. Ruth Debrincat), and the Netherlands (Mr. Andre de Moor) • Audience Q&A • Table discussions
12:50-14:30	Lunch
14:30-16:10	Session 2 – Empowering ground-level voices: Regional and sectoral engagement bodies <ul style="list-style-type: none"> • Introduction by the OECD • Country presentations: Latvia (Ms. Jeļena Muhina), Norway (Ms. Margrethe Marstrøm Svensrud), Sweden (Ms. Sara Dahl, Mr. David Folke) • Audience Q&A • Table discussions
16:10-16:15	Closing remarks <ul style="list-style-type: none"> • Dr. Stefano Scarpetta, Director of the OECD Employment, Labour and Social Affairs Directorate