



WORK PACKAGE 13

COLLABORATIVE REFLECTION AND FUTURE ROADMAP ON THE FUTURE OF WORKFORCE CHALLENGES



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EVENT DESCRIPTION SHEET

EVENT DESCRIPTION			
Event number:	13		
Event name:	Collaborative Reflection and Future Roadmap on the Future of Workforce Challenges		
Type:	Hybrid validation workshop		
In situ/online:	in-situ/online		
Location:	Faculty of Organization Studies in Novo mesto		
Date(s):	23. 04. 2026		
Website(s) (if any):	https://transform-euproject.eu/homepage/		
Participants			
Total number of in situ participants:	25	From total number of countries:	9
Total number of participants with online included	33		
Description			
<i>Provide a short description of the event and its activities.</i>			
On Thursday, 23 April 2026, the Faculty of Organisation Studies in Novo mesto (FOŠ, Slovenia) hosted the Stakeholder Dialogue and Validation Session within the framework of Work Package 13 (WP13) of the CERV project TRANSFORM: The Future of Workforce. The event brought together a diverse group of stakeholders, institutional representatives, researchers and project partners in a hybrid format, combining in-person and online participation. This event was based on previous work, since between Tuesday, 21 April and Thursday, 23 April 2026, the TRANSFORM consortium partners engaged in a series of internal collaborative sessions dedicated to the integration, discussion and validation of project results developed throughout the different work packages. A central component of these sessions consisted of the integrated presentation and discussion of results, where partners exchanged perspectives on national experiences, methodological approaches and thematic priorities related to the future of workforce transformations in Europe. Through these discussions, the consortium sought to identify the principal convergences and tensions emerging across partner countries, particularly regarding digitalisation, labour-market flexibility, wellbeing, social inequality, artificial intelligence, skills adaptation and governance challenges. Special attention was given to similarities and differences between national contexts, allowing partners to critically reflect on how broader European transformations are experienced unevenly across institutional, economic and cultural environments. These exchanges contributed to a deeper understanding of both shared European concerns and context-specific challenges. Overall, the recommendations highlighted the need for a more inclusive, human-centred and socially sustainable approach to the future of work, particularly in relation to digitalisation, artificial intelligence, labour-market transformation and educational reform. The collaborative working sessions served as the basis for the co-development of a shared "Future Workforce Roadmap", that was introduced in the afternoons Stakeholder Dialogue and Validation Session. The validation session took place at the premises of FOŠ in Novo mesto, Slovenia, between 16:00 and 18:00. The programme included an introductory presentation of the TRANSFORM project and the			

Future Workforce Roadmap, a stakeholder dialogue and validation session, concluding remarks, and an informal networking segment aimed at strengthening interdisciplinary and cross-sector collaboration.

In total, **32 eligible participants** took part in the event, representing 9 countries. Of these, **25 participants attended in person and 7 joined online**. The **gender distribution** among **in-person** participants included **18 women and 7 men**, while **online participation** included **4 women and 4 men**.

Participants represented Portugal, Slovenia, Poland, Greece, Italy, Germany, Sweden, Malta, Denmark and the Netherlands. Most in-person attendees came from Slovenia (21), while international participation was ensured through both onsite and online engagement. Attendees included representatives of project partner institutions and stakeholders from academia, public administration, research and civil society sectors, contributing to the validation and discussion of the project's strategic roadmap for the future workforce in Europe. Among the invited experts and institutional representatives participating in the discussion were: **ms. Duša Marjetič** (*Head of the Higher Education Sector at the Ministry of Higher Education, Science and Innovation of Slovenia*); **mr. Tomislav Jurman** (*Delegated Head Industry Division, Ministry of the Economy, Tourism and Sport Industry, Entrepreneurship and Internationalisation Directorate of Slovenia*); **ms. Brigita Železnik** (*Head of the Joint Municipal Administration of the Municipalities of Dolenjska and Bela Krajina, Slovenia*); **Asst. Prof. dr. Maruša Gorišek** (*Vice-Dean for Scientific and Research Work at the Faculty of Information Studies, Slovenia*).

The event was officially opened by the Dean of FOŠ, prof. Dr. Annmarie Gorenc Zoran, who welcomed participants and highlighted the importance of interdisciplinary dialogue on the future of work in Europe. The project and invited stakeholders were subsequently introduced by ass. Prof. Nadia Molek.

The **Stakeholder Dialogue and Validation Session** opened with an introduction by **Assist. Prof. Dr. Nadia Molek** (FOŠ), who presented the overall objectives of the TRANSFORM: The Future of Workforce project and emphasized the consortium's intention to better understand how digitalisation, green transition, wellbeing, climate challenges and broader socio-economic transformations are reshaping contemporary labour markets and future forms of work. She stressed that the project sought not only to analyse structural transformations, but also to explore how organisational practices and the lived experiences of workers could be improved through more inclusive and human-centred approaches.

During the introductory presentation, the international consortium was presented, highlighting the interdisciplinary and transnational character of the project. Project partners included UCLL University of Applied Sciences as project coordinator, together with Faculty of Organisation Studies in Novo mesto, Comparative Research Network, Innovation Hive, National Commission for the Promotion of Equality, Fundacja Instytut Inicjatyw, ISCTE – Instituto Universitário de Lisboa and Wellbeing Lab.

One of the first substantive interventions focused on the research phase of the project and the comparative analysis conducted across partner countries. Speakers explained that despite different national contexts, similar concerns repeatedly emerged in relation to digital transformation, the acceleration of technological change, difficulties adapting to new work demands, and increasing diversity in workplaces. The presenters concluded that future labour-market policies should move beyond purely economic considerations and incorporate broader social and ethical dimensions.

The **recommendations originating from the State of the Art Report (WP1)** emphasized the importance of improving labour and educational policies in order to support inclusive transitions aligned with digital and green economic transformations. Particular importance was given to strengthening collaboration between public institutions and private actors in the co-design of training programmes, especially in sectors undergoing automation. The recommendations also stressed the need to reinforce gender-equality policies and monitoring mechanisms capable of addressing structural inequalities within labour markets.

The **Blueprint of Tomorrow Survey (WP3) recommendations** highlighted the importance of promoting digital and AI literacy across different generations and sectors, while simultaneously expanding inclusive workforce policies addressing age, gender and other forms of inequality. Additional recommendations focused on supporting hybrid work arrangements, promoting work-life balance, strengthening environmental sustainability training and investing in upskilling, reskilling and broader social protection mechanisms. The need to adapt labour laws and reinforce social dialogue between governments, employers and workers was also repeatedly emphasized.

Recommendations emerging from the Focus Group Discussions (WP4) pointed toward the necessity of reforming educational systems in order to better align them with rapidly evolving labour-market realities. This included embedding digital, green and transversal competencies into educational curricula, strengthening vocational education and training, and supporting lifelong learning programmes through more flexible and accessible learning opportunities. The discussions further stressed the importance of addressing structural inequalities linked to gender, migration status, skills and age, while reinforcing labour protections within non-standard and platform-based forms of employment. The International

Conference (WP5) generated recommendations centred on human-centred AI governance, transparency, accountability and human oversight in technological systems. Additional proposals

focused on strengthening lifelong learning ecosystems, supporting fair labour-market integration of migrants, reducing exploitation and labour segmentation, and promoting organisational models that prioritise wellbeing, sustainable work practices and balanced workloads alongside innovation and economic competitiveness.

Within the **Expert Roundtable discussions (WP6)**, it was emphasized the need to strengthen AI literacy and critical thinking capacities across all levels of education and workforce training. It was also highlighted the importance of inclusive employment practices, responsible human-resource management and policies aimed at reducing labour-market segmentation and psychosocial risks in increasingly demanding work environments.

The **Ethical Panels Report (WP9)** focused particularly on governance and ethical oversight of artificial intelligence. Recommendations included the development of workplace AI policies and practices, large-scale investment in public AI literacy, the establishment of internal ethics committees or oversight mechanisms, and the creation of adaptive regulatory frameworks capable of responding to the increasing autonomy and societal influence of AI systems.

Recommendations developed through the Policy Hackathon (WP10) and Public Discussion on Equality (WP11) addressed broader structural and policy-level challenges. These included proposals for mandatory workforce impact assessments related to AI implementation, targeted reskilling funds for workers most exposed to automation, strengthened rights to disconnect, portable social protections for platform workers, and stronger anti-discrimination frameworks in digital and AI system design. Participants also stressed the importance of ensuring equal access to lifelong learning opportunities and addressing structural barriers linked to unpaid care work, time poverty and unequal social opportunities. The discussions concluded with calls for deeper organisational and cultural transformations capable of promoting social cohesion, equality and sustainable workforce resilience in the context of accelerating technological and societal change.

Finally, within **recommendations developed in Work Package 12**, it was reinforced the importance of promoting human-centred organisational models that integrate wellbeing, participation, inclusive leadership and sustainable work practices into broader discussions on the future of workforce transformation.

The **session proceeded with validation and reflections** on the need to balance innovation, productivity and competitiveness with social rights, wellbeing and ethical responsibility. FOŠ's dean **prof. dr. Annmarie Gorenc Zoran** highlighted the broader social, ethical and organisational implications of the transformations currently affecting Europe and global labour markets. She emphasized that contemporary societies are experiencing rapid and interconnected changes, where international crises, energy-related challenges and European regulatory responses increasingly affect organisations and individuals on an immediate, everyday level. From an educational and organisational perspective, she highlighted the importance of understanding how European stakeholders perceive these transformations and how institutions must adapt accordingly. In particular, she noted that flexibility and lifelong learning are no longer perceived merely as additional organisational benefits, but are becoming normative expectations within contemporary labour markets, especially with the arrival of new generations into the workforce. She argued that educational systems will need to undergo profound transformation, beginning already at the kindergarten level, in order to respond adequately to the accelerating pace of technological and societal change. Referring also to developments within academia, she stressed the growing importance of preparing individuals not only with technical knowledge, but also with broader adaptive, ethical and critical capacities. Summarising the key themes emerging from the discussion, she identified several interconnected concepts that repeatedly appeared throughout the presentations and debates: critical thinking, artificial intelligence, lifelong learning, labour policies, ethics, integrity and worker wellbeing. She particularly emphasized that workers and human wellbeing should remain at the centre of future workforce transformations, rather than purely economic or productivity-oriented considerations. She concluded by inviting further reflections from institutional and policy representatives on how educational systems, organisations and public policies can respond to these complex and rapidly evolving challenges.

The next expert intervention was made by **Duša Marjetič** from the Slovenian Ministry of Education reflected on the presented findings from the perspective of higher education policy and strategic development in Slovenia. She noted that many of the themes discussed during the session strongly resonate with current debates and challenges already emerging within Slovenian educational and institutional contexts. She particularly emphasized the growing importance of individualised career paths among younger generations. According to her reflections, young people increasingly seek opportunities to shape their own professional trajectories, combining flexibility, personal development and autonomy rather than following rigid and predefined career models. She observed that these expectations are already beginning to influence higher education systems, especially regarding demands for more flexible learning pathways. At the same time, she pointed out the tension between these emerging expectations and the still highly normative and rigid structures of higher education systems. While Slovenian higher education offers considerable opportunities once students enter the system, she argued that access pathways and educational trajectories themselves often remain inflexible and strongly structured around

traditional study programmes and professional categories. She critically reflected that contemporary educational systems continue to be organised around relatively fixed understandings of professions and study programmes, despite the growing recognition that such models are becoming increasingly obsolete in rapidly changing labour markets. Her intervention highlighted the need to rethink educational structures in ways that would allow for more adaptable, interdisciplinary and individually tailored forms of learning and career development. Continuing her reflection, Duša Marjetič emphasized the growing shift from profession-oriented education towards skills-oriented approaches, while also acknowledging how difficult this transition remains within existing higher education systems. She noted that contemporary labour markets increasingly demand flexible and transferable competencies, yet institutional structures often continue to operate through rigid disciplinary and professional frameworks. She further connected these transformations to the issue of wellbeing and resilience. While she observed that the concept of "wellbeing policies" is not yet widely articulated in Slovenia in the same terms presented during the project discussions, she argued that similar concerns are addressed through the discourse of resilience. In this context, she highlighted questions such as how individuals cope with stress, adapt to changing labour-market conditions and navigate increasingly uncertain professional environments. According to her perspective, these developments reinforce the importance of interdisciplinarity and multidisciplinary within higher education. She stressed that future study programmes will require greater flexibility and stronger integration across disciplinary boundaries. At the same time, she acknowledged that such transformations also raise significant institutional and regulatory challenges, particularly regarding accreditation systems and existing higher education frameworks, which often remain relatively inflexible. An additional point she raised concerned the conceptual framing of the green transition. Referring to one of the project presentations, she reflected critically on the notion of a "human-centred" green transition and contrasted it with perspectives that place nature itself at the centre. She noted that this distinction opens broader philosophical and ethical questions regarding sustainability, environmental responsibility and the relationship between human societies and ecological systems. Finally, she emphasized the growing importance of lifelong learning within Slovenian higher education reforms. She explained that this topic has gained increasing visibility in recent years, particularly through the introduction and development of micro-credentials. In her view, one of the key messages emerging from current educational reforms is that obtaining a university degree should no longer be understood as the end of the learning process, but rather as the beginning of continuous education and adaptation throughout an individual's professional life.

Prof. dr. Tatjana Dragovic Andersen, FOŠ's lecturer, commended that recommendations are quite impressive, ranging from improving labour and education policies to investing massively in public AI literacy and advancing sustainable equality through organisational culture change. A question or better to say "food for thought": how to implement the recommendations? What comes first? Simultaneously rather than linearly?

Mr. Tomislav Jurman (Ministry of the Economy, Tourism and Sport Industry) reflected on the presented findings from the perspective of industry and economic development. He began by acknowledging the extensive work carried out within the TRANSFORM project and emphasized the importance of dialogue between research, policy and industry when addressing future workforce challenges. From an industry perspective, he stressed that contemporary organisations increasingly require both talent and technological tools in order to remain competitive and productive. In this context, he described artificial intelligence primarily as a tool capable of improving efficiency, productivity and organisational performance. However, he simultaneously emphasized that technological progress should not come at the expense of workers' wellbeing. According to his reflections, organisations must ensure that employees are not exhausted or overwhelmed, but rather able to work in supportive, healthy and motivating environments. He argued that future workforce development therefore requires balancing economic goals, technological innovation and social responsibility, including the protection of social rights and broader societal wellbeing. He additionally highlighted the importance of continuous learning and adaptability in rapidly changing labour markets. From his personal perspective, he expressed an optimistic view regarding technological transformation, arguing that individuals who remain open to learning and personal development will be better equipped to navigate future changes. He concluded by encouraging participants to embrace lifelong learning and continuous skill development as essential components of future workforce resilience.

Doc. dr. Maruša Gorišek, vice dean for Research in the Faculty for Information Studies in Novo mesto, began her intervention by acknowledging the extensive collaborative effort behind the TRANSFORM project and congratulating the consortium for the work accomplished. She particularly emphasized the methodological diversity of the project and highlighted the importance of participatory approaches used throughout the research process. In her view, these methodologies made it possible not only to collect quantitative data and statistical indicators, but also to better understand the stories, meanings and lived experiences underlying contemporary transformations of work and society. Reflecting on the themes emerging from the presentations, she observed that several concepts repeatedly appeared across the discussions, including creativity, flexibility, continuous learning, problem-solving and adaptability. However, she pointed out what she perceived as a significant contradiction between these desired competencies and the functioning of many contemporary educational and institutional systems. She argued that current systems often promote practices that work against the development of critical

thinking and creativity, a tendency that is increasingly reinforced through the widespread use of artificial intelligence. Referring particularly to experiences within higher education, she noted that many students are already using AI tools precisely for tasks that traditionally required independent reflection and intellectual engagement, such as generating ideas, solving problems and completing assignments. According to her reflections, simply adapting educational systems to labour-market demands or aligning them more closely with economic needs will not be sufficient. Instead, she argued for a much deeper structural and cultural transformation involving broader changes in perspectives, institutional logics and social mentalities. She emphasized that these challenges need to be addressed from early stages of education and warned against underestimating the profound societal transformations that artificial intelligence may bring, not only in terms of automation, but also regarding how individuals perceive knowledge, work and the world more broadly. She further connected these developments to growing levels of stress, overload and administrative pressure experienced by individuals and organisations. In her view, many people increasingly turn to AI tools because they are confronted with excessive workloads, fragmented responsibilities and accelerating demands. Referring humorously to the administrative dimensions of project work itself, she noted that many contemporary systems unintentionally contribute to the very pressures and complications they simultaneously claim to address. Her intervention concluded with a broader reflection on the need for systemic changes capable of genuinely supporting the values repeatedly highlighted throughout the event, including wellbeing, creativity, meaningful learning and sustainable work practices.

Responding to these reflections, **dr. Annmarie Gorenc Zoran** emphasized the unprecedented speed of social and technological transformation over recent decades. She compared the pace of global development between 1965–1995 and 1995–2025, arguing that recent decades have witnessed exponentially accelerated changes not only in artificial intelligence and digitalisation, but also through global crises such as the COVID-19 pandemic and broader societal transformations. She stressed that individuals, organisations and institutions are increasingly required to continuously adapt to rapidly evolving environments and highlighted the growing pressure on both people and organisations to keep pace with these accelerating processes of change.

Ms. Brigita Železnik (Joint Municipal Administration of the Municipalities of Dolenjska and Bela krajina) reflected on the relevance of the TRANSFORM project findings from the perspective of the public sector and local communities. She emphasized that the research and discussions presented during the session are highly important for public institutions, which are currently facing numerous structural and organisational challenges. In particular, she highlighted the persistence of bureaucracy, formalism and rigid administrative procedures within the public sector, which often fail to adequately recognise the values, expectations and characteristics of younger generations entering the labour market. According to her reflections, these institutional structures may contribute to difficulties in attracting and retaining young professionals within public administration and local governance systems. She noted that younger people increasingly seek working environments that provide meaning, flexibility, participation, innovation and opportunities for personal contribution. However, public-sector institutions are often perceived as lacking many of the tools, approaches and organisational cultures that younger generations associate with contemporary work environments, including digital tools, innovative practices and more participatory organisational models. A further challenge she identified concerns the perception and attractiveness of public-sector work itself. She argued that many young people no longer perceive public administration as a desirable or meaningful career path, despite the important social role these institutions continue to play. In this context, she stressed the need to rethink and reform aspects of the public sector in Slovenia in order to make it more accessible, adaptive and aligned with the values and expectations of younger generations. Her reflections also addressed broader questions of belonging, purpose and meaning in work. She emphasized the importance of creating public-sector environments in which young employees feel that their contributions matter, that they can actively participate in shaping institutions and that their ideas and initiatives are valued. According to her perspective, strengthening young people's sense of purpose and participation within public institutions will be essential for ensuring the long-term sustainability and effectiveness of the public sector in the future.

An **audience participant (1)** raised a critical question concerning one of the central tensions repeatedly emerging throughout the discussions on the future workforce. The participant observed that several presentations simultaneously emphasized the need for greater stability in employment and working conditions, while also highlighting increasing demands for flexibility, adaptability and more fluid career paths. Reflecting on this apparent contradiction, participant 1 asked how organisations, policymakers and educational systems might reconcile these two dynamics. On the one hand, labour markets increasingly require workers to develop flexible competencies, continuously adapt to changing environments and navigate less linear professional trajectories. Younger generations, in particular, are often described as seeking more flexible forms of employment and work organisation. On the other hand, the participant noted that workers also continue to need stability, security and predictability in their professional and personal lives. This includes stable employment conditions, social protection, long-term career perspectives and psychological security within increasingly uncertain labour markets.

The intervention therefore raised a broader question regarding how future policies and organisational models might balance flexibility and adaptability with social stability and decent working conditions. This

reflection opened further discussion on the relationship between labour-market transformation, precariousness, wellbeing and the future meaning of work.

Another **audience participant (2)** contributed a philosophical reflection on artificial intelligence, human agency and the meaning of work. The intervention emerged in response to earlier discussions concerning the growing tendency to perceive AI not merely as a technological tool, but increasingly as an autonomous or quasi-agentive presence within contemporary societies and workplaces. The participant reflected on the importance of ensuring that people continue to feel valued and appreciated for their own work, creativity and intellectual contributions in contexts where AI systems are becoming increasingly present. While acknowledging that current debates surrounding AI may appear novel, the speaker argued that humanity has historically tended to interpret human intelligence through metaphors derived from the dominant technologies of each historical period. Drawing on references to the linguist and philosopher John Searle, the participant explained that societies have long compared the human mind to the most advanced technologies available at a given moment. For example, earlier historical periods compared human cognition to mechanisms such as windmills or mechanical systems. However, the speaker argued that contemporary AI systems differ because they increasingly resemble forms of cognition and interaction that humans perceive as deeply connected to their own identities and intellectual capacities. The participant suggested that AI should perhaps be understood along a spectrum between being a pure tool and being perceived as an agent. Using the metaphor of a moving vehicle, the speaker argued that although machines may possess forms of inertia and can produce consequences independently once activated, this does not necessarily transform them into autonomous agents. Similarly, AI systems may generate effects and responses that appear independent, but this does not automatically imply genuine agency or consciousness. At the same time, the participant noted that the perception of AI as agent-like may nevertheless have important psychological, social and existential consequences. According to the intervention, understanding more clearly what occurs within the “black box” of artificial intelligence systems may help individuals preserve not only self-esteem and confidence in their own capacities, but also broader understandings of what it means to be human, creative and alive in increasingly technologized societies.

A **third participant** responded to the earlier discussion regarding the apparent tension between stability and flexibility in future labour markets. Contrary to the idea that these concepts are necessarily contradictory, the participant argued that stability and flexibility can, in fact, function in a complementary manner when approached appropriately within organisations and economic systems. The speaker began by reflecting on the fundamental nature of organisations, describing them as groups of people who come together to create products, provide services or accomplish shared goals. From this perspective, organisational sustainability depends not only on technological efficiency, but also on maintaining stable structures capable of supporting workers and long-term development. The participant further observed that contemporary technological transformations, particularly the expansion of artificial intelligence, are accelerating the obsolescence of skills across nearly all professions and sectors. Comparing competencies to products with increasingly short “expiry dates,” the speaker noted that workers, educators, politicians and manufacturers alike are confronted with rapidly changing knowledge requirements and continuous adaptation pressures. Drawing on experiences working with corporations and international companies, the participant argued that many organisational leaders focus almost exclusively on efficiency gains and productivity optimisation, areas in which AI technologies are particularly attractive. However, according to the intervention, organisations often neglect the parallel need for innovation, creativity and the development of new services and products capable of generating long-term sustainability and meaningful growth. The participant also connected these dynamics to broader social and consumer expectations, noting that contemporary societies continuously demand new technologies, products and services, thereby increasing pressure on organisations and workers alike. In this context, the speaker emphasized that organisational stability remains essential because companies must maintain sufficient economic sustainability to provide secure employment and adequate working conditions for employees. According to the participant’s perspective, once organisational stability is ensured, flexibility can be introduced more constructively and sustainably within workplaces. The intervention concluded by suggesting that many companies currently adopt overly narrow and one-dimensional approaches focused solely on efficiency, while failing to adequately invest in innovation, human development and long-term organisational resilience.

In summary, participants and experts stressed that continuous learning, adaptability and interdisciplinary dialogue will become increasingly important in future labour markets, but also warned against reducing human workers to purely economic functions within technologically driven systems.

Conclusions - Emerging Cross-Cutting Tensions and Strategic Challenges.

The stakeholder dialogue and validation discussions revealed that the future of workforce transformation is characterised not only by emerging opportunities, but also by a series of interconnected structural tensions and strategic dilemmas. Across presentations, expert reflections and audience interventions, participants repeatedly emphasized that contemporary labour-market transformations cannot be understood through purely technological or economic perspectives alone. Instead, they involve broader

social, ethical, educational, organisational and ecological dimensions that increasingly intersect and influence one another.

The discussions highlighted that future workforce governance will require balancing flexibility with stability, technological innovation with human creativity, productivity with wellbeing, and economic competitiveness with social and ecological sustainability. Participants also stressed that many existing institutional frameworks — including educational systems, accreditation structures, labour regulations and public administration models — remain insufficiently prepared for the speed and complexity of ongoing societal transformations.

Particular concern was raised regarding the acceleration of artificial intelligence, the fragmentation and intensification of work, the growing importance of lifelong learning, and the need to preserve human-centred approaches in increasingly digitalised environments. At the same time, participants emphasized that these transformations should not be addressed solely as individual adaptation challenges, but rather as collective governance issues requiring systemic and interdisciplinary responses.

The following cross-cutting tensions and strategic challenges emerged as central themes throughout the discussions and served as the basis for the formulation of additional recommendations and implementation priorities for the Future Workforce Roadmap.

1. Flexibility vs Stability

Workers are expected to be continuously adaptable while simultaneously needing security, predictability and meaningful long-term career prospects.

Recommendation: Future labour systems must combine:

- flexible skills pathways,
- lifelong learning,
- and adaptive careers
- with:
- social protection,
- labour rights,
- stable incomes,
- and psychological security.

2. AI Efficiency vs Human Creativity

AI is increasingly replacing not only repetitive labour, but also creative and cognitive processes traditionally linked to human development.

Recommendation: To develop AI governance frameworks in education to preserve critical thinking and human cognitive agency.

3. Lifelong Learning as Structural Condition

Lifelong learning should not be treated as an optional individual responsibility, but as a structural pillar of future workforce sustainability.

Recommendation: LLL must be accessible, modular, interdisciplinary, flexible, embedded throughout the life-course.

4. Institutional Rigidity vs Rapid Social Change

Educational systems, accreditation frameworks and public administration remain too rigid for accelerating transformations.

Recommendation: Reform accreditation, qualification and public-sector governance models to enable interdisciplinary and flexible pathways.

5. Wellbeing vs Hyper-Acceleration

People increasingly rely on AI not only because of innovation, but because of overload, fragmentation and exhaustion.

Recommendation: To reduce administrative/role overload and psychosocial fragmentation in educational and organisational systems.

5. Human-Centred vs Nature-Centred Transition

Future workforce policies should balance:

- human wellbeing,
- economic sustainability,
- and ecological responsibility.

Recommendation: The future workforce debate cannot be separated from ecological limits and sustainability transitions.

The discussions revealed that the challenge is no longer identifying future workforce priorities, but rather transforming institutional structures capable of implementing them simultaneously across education, labour markets, public administration, organizations, and public governance.

Suggested Strategic Axes for Implementation

1. Educational transformation
2. Human-centred AI governance
3. Public sector renewal
4. Workforce wellbeing and resilience
5. Inclusive lifelong learning ecosystems
6. Ethical and ecological transition governance

The working day concluded with a networking session that lasted until 18:00, followed by a final networking session until 20:00.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	15.05.2026	Completed EDS (FOS)