

Minutes/Notes

11.30 - 12.30: Monitoring European adult learning systems for evidence-informed policy

0. Silvia Castellazzi

- Introduction of the session

1. Mantas Sekmokas

- Introduction of the study "Monitoring European adult learning systems for evidence-informed policy"
- Goal: Support member states in designing and implementing adult learning policies more effectively.
- Study conclusions: benefits of adult learning; benefits are not available for most; policies do not sufficient help, some interventions can be effective, policy makers lack tools to identify which are; a template for improvement is proposed
- Framework: Key success factors → building blocks for success → system-level indicators → outcomes
 - overcome gap between policy and system-level impact
- Implications/reflections: evidence-based system of analysis is possible; difficulty linking research, statistics and actions; statistics do not reflect policy outcomes; systematic impact evaluations probably not a solution; need for setting sufficient targets, administrative monitoring and attribution analysis of achieved policy outputs
- Further research needs: study: scrutiny and applicability; adult learning: structuring the evidence base and improving learning outputs measures; policy: exploring how to bridge different domains (research, statistics and policy)
- Summary: A unique tool at the forefront of evidence-based policy, providing a comprehensive "map" & assessment of existing evidence all in one place.

2. John Holford

- Introduction of adult education and its importance in the EU
- CPS and lifelong learning are different approaches to examine adult education
- Importance to provide evidence for policy makers
- Controversial topic of measuring/benchmarking education: Does it help to provide successful evidence?
- Adult education matters for society, democracy and culture in the EU
- Work places are learning environments and, thus, there is a social responsibility of employers

3. Haizheng Li

- Briefly describing adult education in China; returns of adult education, learning quality
- Factors for innovations: education and job experience
- cognitive and non-cognitive factors for leadership
- A few policy implications: education, cognitive and non-cognitive skills are important for leadership; leadership promotes innovation.

4. Samuel Greiff

- Adult learning is important, but what should be learned and how do we want to measure it? → complex non-routine tasks and CPS
- Introduction of the transversal skill CPS

Comments and Questions

- Take home message: Importance of measuring adult education in order to provide evidence for policy makers and to control systems
- Discussion about education for people 65+
- Further programm of the day