



Effectiveness of AL policies: emerging findings & outline of the day

Mantas Sekmokas

Unit B2 – Vocational training and adult
education, Erasmus+

Aim of the study

- To gather the existing evidence within a comprehensive analytical tool that would **support** the Member States in designing and implementing adult learning policies more effectively;
- The tool will be at the disposal of the WG by early 2015 for your decision on how best it could be applied on the EU and MS levels;

Where we are now with the study

- *Desk research – design of conceptual framework, literature review, statistical analysis and statistical data mapping (still in progress);*
- *2 Consultations with the WG, academic and national experts (in total around 100 responses);*
- *Case studies in 10 countries, ~100 interviews;*
- *Consultation with statistical experts (SGIB > Eurostat, CEDEFOP, Eurydice)*

What is left to do for the contractor

- *Draft Final report December, 2014;*
- *Design of the tool December-February, 2015;*
- *Final consultation with the WG January, 2015;*
- *Final report at the end of February, 2015*

Key emerging findings

- *The place of AL policy in wider AL system;*
- *To allow for credible evaluation and demonstration of impact policies must be constructed to be "monitorable"*
- *The **availability** of evidence*
- *The need for **diverse sources** of evidence*

What evidence was found

- **Sufficiently clear** evidence on the impact of AL at the individual (beneficiary) level;
- **Partial, mostly associational** evidence on the impact of AL at the macro-level;
- **Partial** (some quantitative, **mostly qualitative**) evidence on the impact of policy interventions;
- **Limited empirical evidence** for horizontal policies and/or policy coordination

Need to combine diverse evidence

- **Empirical research** – *but often narrow and mostly focusing on “easy-to-capture” issues;*
- **Statistical (macro-level) data** – *but often only associational evidence;*
- **Expert opinion** – *but often circumstantial;*
- **Qualitative data on existence and impact of policies** – *but often hard to compare and assess;*

Expected outputs from the study

- *A comprehensive analytical framework;*
- *A mapping of overall academic evidence base;*
- *A mapping of policy actions (building blocks; "key success factors")*
- *A mapping of the evidence availability **behind** each type of policy actions*

Four dimensions of evidence behind various types of policies

- *Empirical evidence of effectiveness;*
- *The availability of quantitative data (statistics) for their monitoring;*
- *The availability of qualitative data on the presence of different policy actions in the MS;*
- *The availability of qualitative data on the impact of different policy actions in the MS;*

One practical example: *awareness raising campaigns*

- *Empirical research: ...*
- *Statistics: Adult Education Survey data on willingness and search of information*
- *Presence/scope of policies: ESF monitoring; Eurypedia; CEDEFOP monitoring;*
- *Implementation/impact of policies: very limited, possible ESF impact assessments;*

How could study results be used?

- *A more credible argument for AL, showing a logical chain of effects (individuals > society);*
- *Analyse existing policy mix, find what's missing*
- *inform the selection of priorities and justify them using internationally comparable data;*
- *Use the data for policy targets & monitoring;*
- *Use it to identify funding priorities;*

Outline of the day

- *Three major questions to be addressed today:*
- *The role of different types of evidence;*
- *The selection of policy actions based on case studies, consultation and other reflections;*
- *The availability of data for monitoring;*

Summary:

- *A unique tool at the forefront of evidence-based policy, providing a comprehensive map & assessment of existing evidence all in one place;*
- *Today: agreement on the structure of the tool*
- *January: functional design of IT tool and data*
- *March-October: the WG assessment and recommendations on the use of the tool*



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Thank you!