

IO2 -Mapping the Impact, Validation and Evaluation of Adult Education Policies



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Section 1: CREATE2Evaluate Project Context

CREATE 2 EVALUATE is a follow-up of the previous CREATE project which intends to reinforce its aims and goals enhancing the performance and efficiency of Adult Education (AE) by intervening at systemic level at the nexus between overarching EU Policy (EU2020) and implementation on the ground, i.e., regions tasked with policy formulation and implementation of education programmes.

In IO2 the Impact, Validation and Evaluation of AE policies is mapped in order to better understand what is out there in terms of practice, also in other educational sectors. IO2 responds to the needs identified by partners and confirmed by official EU policy reports and papers) concerning the lack of policy tools and resources to evaluate the impact of Adult Education (AE) interventions, policies and initiatives. The needs analysis of the partners relied on the results of the REGIONAL (LLP funded in 2013) and CREATE (Erasmus+ funded in 2017) projects that, respectively, mapped the policy making at local/regional level in the domain of AE and developed a Tool Kit for policy formulation targeted at local policy makers.

Evaluation and valorisation are crucial steps in creating viable strategies with long-term benefits in policy making (Source: Project application). Yet, many adult education policies, at local and regional levels are not systematically evaluated. This is partly due to policy makers lacking the appropriate tools to do so. The CREATE2Evaluate Project seeks to address this gap by identifying evaluation tools that enable comparable and objective determination on the effectiveness of programme delivery. The outcome of The CREATE2Evaluate project will enable policy makers to better plan policy, share experience, and enhance inter-regional and cross-border cooperation.

The aim of CREATE2Evaluate project is to identify reliable tools for the evaluation of adult education at various layers of governance. Identifying these tools will advance the formulation of effective adult education policies and programmes. Human capital has been a central focus of much of the recent growth modelling, and it is a standard element of any empirical work. Its importance from a policy perspective is clear and unquestionable. Bringing all countries up to the average performance of, for example Finland, OECD's best performing education system in PISA¹, would result in gains in the order of USD 260 trillion. It is the quality of learning outcomes, not the length of schooling, which makes the difference according to OECD 2010². Evaluation is a process that involves collecting and analysing information about a program's activities, characteristics, and outcomes to make judgments, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987)³. Evaluation is distinguished from monitoring in that evaluation happens at defined stages of "looking back". Monitoring is an ongoing process of collecting data with a view to making adjustments. However, there is overlap and there is a continuum between summative evaluation and formative monitoring.

The CREATE2Evaluate Country Report (IO2) maps the policy landscape across EU and the countries represented in the project to:

- take stock of dynamics and trends in the domain of policy evaluation assessment.
- identify evaluation systems that seek to ensure that the adult education actions achieve intended impact.

IO2 is composed of the following elements:

- Common methodology to carry out the mapping: this defines the scope, scale and depth of the mapping, outlining clear domains, policy fields and coordinates so that all partners map the AE public policy ecosystem.
- Country specific reports on the Impact, Validation and Evaluation of AE policies: each partner investigates its respective country to identify and map trends and dynamics in the domain of AE policy evaluation. The Belgian partner IHF will carry out the mapping at EU/International level using EU/OECD/UN System resources. At the end of the mapping phase, each partner will provide findings in a “CREATE 2 Evaluate Country Report”
- Final IO2 “Mapping the Impact, Validation and Evaluation of AE policies”: this represents the consolidation of findings stemming from the mapping at country and EU level performed by partners. The academic/scientific partner will collate and consolidate the findings into this final IO. IO2 will also include case studies, lessons learned and relevant examples that will corroborate the findings and enrich the content.

Under IO2 partners map the current policy landscape in terms of evaluation, assessment and monitoring. The results are specific country or regional (depending on operating level of partner) reports outlining the status quo of practice (imagined including e.g., case studies, lessons learned, etc.), all combined into one main report. As a repository of knowledge and data this paper will enable future users of the tools (see IO3) to compare their own contexts, to gauge potential for application and to visualise perspectives of action.

The impact of IO2 is both internal and external:

Internally, IO2 will provide crucial and valuable input to the following IOs:

- IO3 for the development of the policy evaluation tools, defining the baseline and providing the state of the art in the field of policy evaluation of AE;
- IO4 for the definition of the training to local policy makers on how to perform policy evaluation as well as the “AE Policy Evaluation Green Paper”, describing the current scenario, challenges, and opportunities for effective policy evaluation.

Externally, IO2 will produce immediate impact on the policy ecosystem for AE as it fills a knowledge gap that is currently undermining the efficiency and effectiveness of policy design and implementation. Target groups (identified by the policy makers) will have direct access to a wealth of knowledge and praxis that was hitherto not available. As such, IO2 is also a tool to empower target groups and enhance their understanding of the importance of policy evaluation in AE.

Transferability of IO2 is also very high, thanks to its open and unrestricted availability through the OER platform. All the elements of IO2 are highly transferable as policy makers can access and use the:

- methodology used for the mapping to carry out an in-depth evaluation of their local policy ecosystems
- Country Reports to gain in-depth knowledge of their national realities and benchmark against the current state of the art in their respective countries

- final IO2 that will provide elements to compare AE policy evaluation models and techniques in other territories, countries and at international level.

Partner organisations

There are 8 partner organisations involved in Create2 Evaluate

Internet Web Solutions (IWS)	Spain
Centrum Analiz Społeczno- Ekonomicznych- Fundacja Naukowa (CASE)	Poland
IDP	Italy
Comune Di Pescara	Italy
IHF	Brussels
Inspectoratul Scolar Judetean Neamt (ISJN)	Romania
Niedersächsischer Bund für freie Erwachsenenbildung e.V. (NBEB)	Germany
National University of Ireland Maynooth (MU)	Ireland

Methodology

All the partners are involved in the implementation of the activities related to IO2, each providing their specific expertise in the field of AE as umbrella organisation; formal and non-formal AE providers; research centres / NGOs in the field of public policy, AE and European policies; local authorities and AE agencies. Such diversity ensures to cover the entire facets of public policy evaluation in the sector of AE, from different perspectives (operational and geographic). The division of labour among the partners is as follows:

Maynooth University (MU) leads this IO as the academic/scientific partner and will provide guidance and overall operational support to partners to ensure relevance in the execution of the mapping, coherence in the contributions from all partners and quality of inputs to both the Country Reports and final IO2. MU leads the development of the common methodology, carries out the mapping in Ireland with related Country Report and consolidates findings into IO2. MU brings in this IO2 its academic and scientific experience and expertise in designing and managing large scale research and analytical projects and the perspective of a large formal AE Provider.

Niedersächsischer Bund für freie Erwachsenenbildung e.V. (NBEB) contributes to the methodology from the perspective of the AE umbrella organisation representing the whole ecosystem of formal AE; carries out the mapping in Germany; produces the DE Country Report. Assists MU in the overall coordination of the IO

Centrum Analiz Społeczno- Ekonomicznych- Fundacja Naukowa (CASE) contributes to the methodology providing its expertise and competence in policy research and analysis. Also, CASE maps the situation in Poland and produces the Country Report. Thanks to its globally renown standing as Think Tank in public policy, CASE will also support MU in final aggregation of findings in IO3

IDP provides the perspective of the non-formal AE provider and the private sector, a key stakeholder in policy formulation. IDP carries out the mapping in Italy and produces the

Country Report. IDP produces policy notes in the field of education and was also quoted in the OECD Report “Skills Strategy Diagnostic Report: Italy” of 2017 (p. 107)

Comune Di Pescara, municipality of Pescara carries out the mapping in Italy and provides the public policy perspective. Coordinates with IDP the production of the Country Report for Italy carries out the mapping at EU and international level to capture the dynamics, trends, and models of AE policy evaluation across Europe and at international level investigating OECD, UN (United Nations) System and other relevant resources.

IHF produced an EU wide Report.

Internet Web Solutions (IWS) maps the situation in Spain and produces the Spanish Country Report.

Inspectoratul Scolar Judetean Neamt (ISJN) carries out the mapping in Romania and produces a Country Report to present critical findings, providing the perspective of the regional agency tasked with AE implementation and oversight.

A total of 27 interviews were conducted by partners and a survey with 36 respondents.

Partner #	Country report and desk research	Interviews
Niedersächsischer Bund für freie Erwachsenenbildung e.V.	Germany	2
Case - Centrum Analiz Społeczno- Ekonomicznych- Fundacja Naukowa	Poland	4
Internet Web Solutions SI	Spain	7
Inspectoratul Scolar Judetean Neamt	Romania	6
IHF	EU/International mapping	1
IDP/Commune Di Pescara	Italy/international mapping	3
National University of Ireland, Maynooth	Ireland-Survey 36 respondents	4

Tasks

IO2 is organised in the following Tasks (T):

T1 Common Methodology from M1 to M3, lasts 3 months. Under the guidance of MU partners all contribute to the development of the common methodology that outline:

- Objectives and goals of the mapping
- Clear timeline of activities: data collection, analysis, reporting, etc.
- Scale of the mapping: extent of the mapping in terms of layers of governance, identification of stakeholders and participants to the AE ecosystem.
- Scope of the mapping: specific AE landscapes to be mapped, identification of coordinates to limit the mapping and clearly identify the AE policy topics (planning, development, enrolment, execution, delivery, monitoring, evaluation, etc.)
- Time horizon of the mapping (i.e., no resources before a certain year)
- Hierarchy of the sources by issuing authority/author org)

Source of data: Eurostat and EU-relevant sources, national statistics offices, ministries and agencies, industry representatives) Profiling of stakeholders.

The methodology includes a set of templates for reporting purposes: partners agreed on a model of Country Report that reflects the structure of the final report IO2.

T2 Carry out the mapping to identify and analyse AE policy assessment models, frameworks, means and instruments. In this activity, partners have identified assessment models through means of secondary and primary research.

Common framework for the evaluation of AE:

A common framework for the gathering and comparison of data was agreed by partners. The framework consists of:

- Country specific reports outlining the context of adult education.
- Data was sourced from Eurostat and EU-relevant sources, national statistics offices, ministries and agencies, industry representatives) and through the profiling of stakeholders.
- A table was agreed outlining the methods (M), tools (T), where they are applied (A) and the source (S) or reference (R) for the method or tool.
- MTASR table abstract is found overleaf.
- The completed partner tables are in Appendix 1.

Partner #	Country Report	Methods/tools	Sources
(NBEB)Niedersächsischer Bund für freie Erwachsenenbildung e.V.	Germany	Structured interviews; Surveys; focus group; informal evaluations	Gerl, Herbert/Pehl, Klaus: Evaluation in der Erwachsenenbildung, Bad Heilbrunn 1983. (For a survey focussing on the process rather than the result; in German)
(Case) - Centrum Analiz Społeczno- Ekonomicznych- Fundacja Naukowa	Poland	Pedagogical supervision; System evaluation in AE; Evaluation of the development Services Base; Foresight evaluation	https://eacea.ec.europa.eu/national-policies/eurydice/content/quality-assurance-early-childhood-and-school-education-50_pl https://www.funduszeuropejskie.gov.pl/strony/o-funduszach/dokumenty/wytyczne-w-zakresie-ewaluacji-polityki-spojnosci-na-lata-2014-2020 https://uslugirozwojowe.parp.gov.pl/ https://www.parp.gov.pl/badania
(IWS)Internet Web Solutions.	Spain	Online questionnaire	CEPA Altomira de Tarancón
(ISJN) Inspectoratul Scolar Judetean Neamt	Romania	Statistics of learners who obtained a professional qualification; Statistics based on data provided by Centres for Evaluation and Certification of competences gained outside the formal education system	http://www.anc.edu.ro/nr-de-absolventi-pe-centre-varste-etc-etc/ http://www.anc.edu.ro/statistici-pe-baza-centrelor-si-ocupatiilor/
IHF	European Union	Monitoring Adult Learning Policies: A Theoretical Framework and Indicators (OECD, 2013) ; SABER Model – Systems Approach for Better Education Results (World Bank, 2013); Adult Learning Policy Analysis Tool	here Here , here and here
IDP	Italy	Various, within CPIA's Organisations and training staff See literature review overleaf.	For instance: This one and this other one (ITA only)
Commune Di Pescara	Italy	Various, as above	As above and comprehensive review of literature overleaf
National University Of Ireland Maynooth	Ireland	Various within QQI, ETBs and FET Centres. QQI 12 core criteria Self-evaluation Programmatic review Learner surveys	https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-further-education-and-training-and-adult-learning_en https://eaea.org/wp-content/uploads/2018/01/ireland_country-report-on-adult-education-in-ireland.pdf https://www.aontas.com/knowledge/blog/widening-participation-ireland-and-the-european-agenda-for-adult-learning https://www.education.ie/en/publications/policy-reports/fe_aduled_wp.pdf



CREATE2Evaluate - Literature Review (IHf - European level)

Year	Citation	Source	Title	Notes	Url
2020	OECD, Assessing adults' skills on a global scale: A joint analysis of results	OECD	Assessing adults' skills on a global scale: A joint analysis of results from PIAAC and STEP	compares 2 international surveys that assess adults' skills: the PIAAC and the STEP	https://www.oecd-ilibrary.org/docserver/ae2f95d5-en.pdf?expires=1605692583&id=id&accnam
2019	OECD, Education Policy Outlook 2019: Working Together to Help	OECD	Education Policy Outlook 2019 Working Together to Help Students Achieve their Potential	only focuses on students	https://read.oecd-ilibrary.org/education/education-policy-outlook-2019_2b8ad56e-en#page6
2016	Schumann, A., "Using Outcome Indicators to Improve	OECD	USING OUTCOME INDICATORS TO IMPROVE POLICIES - METHODS, DESIGN STRATEGIES AND IMPLEMENTATION	mostly focused on monitoring	https://www.oecd-ilibrary.org/docserver/5im5cgr8j532-en.pdf?expires=1605788446&id=id&accnam
2019	OECD, Monitoring learning outcomes of adult learning	OECD	Monitoring learning outcomes of adult learning programmes: A review of European best practices on monitoring instruments	mostly focused on monitoring	https://easo.ec.europa.eu/sites/default/files/oeso-rapport-2019-monitoring-learning-outcomes-of-adult-learning
2020	OECD, Improving Governance with Policy Evaluation: Lessons From	OECD	Improving Governance with Policy Evaluation Lessons From Country Experiences	lacks focus on AE	https://www.oecd.org/gov/improving-governance-with-policy-evaluation-89b1577d-en.htm
2013	OECD, Synergies for Better Learning: An International Perspective on Evaluation and	OECD	Synergies for Better Learning An International Perspective on Evaluation and Assessment	dated, only focuses on students, but provides policy advice on how evaluation can be embedded within a consistent framework to improve the quality, equity and efficiency of education	https://www.oecd-ilibrary.org/education/synergies-for-better-learning-an-international-perspective-on-evaluation-and
2005	UNESCO Institute for Education, Monitoring and evaluation of adult	UNESCO Institute for Education	Monitoring and evaluation of adult learning	too old but could be used to say that not much has been written since then within the UN system	https://unesdoc.unesco.org/ark:/48223/pf000140188?posInSet=1&queryId=fdc75083-6992-4b96-b3e8-rd7deahac5a
1997	Castor, P. A., Sharpening our tools: Improving	UNESCO Institute for Education +	Sharpening our tools: Improving evaluation in adult and nonformal education	too old but could be used to say that not much has been written since then within the UN system	https://unesdoc.unesco.org/ark:/48223/pf000109960
2019	UNESCO, 4th Global Report on Adult Learning and Education (GRALE)	UNESCO Institute for Lifelong Education	4th Global Report on Adult Learning and Education (GRALE) - LEAVE NO ONE BEHIND: PARTICIPATION, EQUITY AND INCLUSION	comprehensive picture, interesting especially from page 61 onwards	https://unesdoc.unesco.org/ark:/48223/pf0000372274
2003	Mingat, Alain; Tan, Jee-Peng; Sosale, Slobhana,	World Bank	Tools for Education : Policy Analysis	dated, but hands-on, interactive guide to evaluating and revamping education policy to help policymakers in low-income countries	https://openknowledge.worldbank.org/handle/10986/15161
2016	Gertler, Paul J.; Martinez, Sebastian; Premand,	World Bank	Impact Evaluation in Practice, Second Edition	comprehensive and accessible introduction to impact evaluation for policy makers and development practitioners no focus on education	https://openknowledge.worldbank.org/handle/10986/25030
2016	World Bank, SABER Tools as a Framework for	World Bank	SABER Tools as a Framework for Education System Assessment	the SABER initiative evaluates the quality of education policies and provides decision makers and stakeholders with an assessment that	https://openknowledge.worldbank.org/handle/10986/26463
2020	How to Improve Education Outcomes Most Efficiently? A Comparison of 150 Interventions Using the New Learning-Adjusted Years of Schooling Metric	World Bank	How to Improve Education Outcomes Most Efficiently? A Comparison of 150 Interventions Using the New Learning-Adjusted Years of Schooling Metric	"Although hundreds of education interventions have been rigorously evaluated, making comparisons between the results is challenging"	https://openknowledge.worldbank.org/handle/10986/34658
n/a	European Commission, EPALE	EPALE	Adult Learning Policy Analysis Tool	online tool to assist policymakers in designing and evaluating adult learning policies. Here the explanation:	https://epale.ec.europa.eu/en/policy-tool
2019	European Union, European Commission,	European Commission	Adult Learning policy and provision in the Member States of the EU: A synthesis of reports by country experts	relevant section: 5.3 Quality Assurance of Provision as it considers the evaluation frameworks put in place to assess policies AE	http://www.anc.edu.ro/wp-content/uploads/2020/07/Adult-Learning-
2015	European Union, European Commission,	European Commission	Improving Policy and Provision for Adult Learning in Europe - Report of the Education and Training 2020 Working Group on Adult Learning 2014 -2015	the report presents the Group's findings after it worked closely on the study for "Adult learning policies and their effectiveness in Europe"	https://ec.europa.eu/assets/eac/education/library/reports/policy-provision-adult-
2015	European Union, European Commission,	European Commission	An in-depth analysis of adult learning policies and their effectiveness in Europe	sets forth a framework to monitor the effectiveness of adult learning policies that can be applied at different levels of governance	https://op.europa.eu/en/publication-detail/-/publication/c8c38dc9-89d0-11e5-b8b7-
2018	Lattke, S. Professional Competence in	DEMAL Project (Erasmus+)	Professional Competence in Designing, Monitoring and Evaluation of Adult Learning Processes Research Report	focuses on the micro level (a given course, seminar etc)	http://www.demalproject.eu/documents/O1-EN-Research-Report-181130.pdf
2013	European Union, European Commission,	European Commission	The Survey of Adult Skills (PIAAC): Implications for education and training policies in Europe	started in 2013 but ongoing - COMM intends on using the survey to evaluate the impact of EU and national AE policies	https://www.oecd.org/skills/piaac/PIAAC%20EU%20Analysis%2008%2010%202013%2
2019	European Association for the Education of Adults	EAEA	ADULT EDUCATION IN EUROPE 2019: A Civil Society View	does not deal with policy evaluation, but might still be useful for an overview	https://eaea.org/wp-content/uploads/2019/12/Country-Reports-
2016	DIMA project. State of the Art in Adult	DIMA project (Erasmus+)	A Toolkit for Developing, Implementing and Monitoring Adult Education Strategies	Toolkit to analyse the effectiveness of current policies in adult education in Europe	https://eaea.org/wp-content/uploads/2016/05/DIMA-
2015	European Union, European Commission,	ICF Consulting Services Limited	An in-depth analysis of adult learning policies and their effectiveness in Europe	a bit old but very comprehensive report that proposes a template that can assist policymakers in analysing their adult learning policies and	https://op.europa.eu/en/publication-detail/-/publication/c8c38dc9-89d0-11e5-b8b7-
2017	IMPADA project, website accessed on 19/11/2020	IMPADA project (Erasmus+)	A framework and tools for the evaluation of the effectiveness of adult learning providers towards disadvantaged groups	Tools to improve the evaluation of the effectiveness of adult education provision on disadvantaged adult learners (website not very user-	https://epale.ec.europa.eu/en/resource-centre/content/framework-and-tools-
2019	TaMPADA Project, website accessed on	TaMPADA Project (Erasmus+)	Tracking and monitoring the progress of adult learners	a follow up of the IMPADA project, they published an evidence collection toolkit for training providers to evaluate lifelong and lifewide	http://www.tampada.eu/news/launch-of-the-tampada-evidence-collection-toolkit-
2019	Learning and Work Institute, Social	Connor Stevens, Corin Egglestone,	Social Metrics: Measuring the outcomes of non-accredited learning	easy-to-use tools which capture robust data at provider level	https://learningandwork.org.uk/wp-content/uploads/2020/06/Social-Metrics-
2020	Mubayrik, H., New Trends in Formative-	Mubayrik, H	New Trends in Formative-Summative Evaluations for Adult Education	academic paper that reviews the different evaluation approaches in AE (not at the European level though)	https://www.researchgate.net/publication/342822863_New_Trends_in_Formative-
2020	The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.		Assessment, Evaluation, and Accountability in Adult Education	many chapters available on Google books, but seems to be too	https://books.google.it/books?hl=en&lr=&id=Z5HdWvAAOBAJ&oi=fnd&pg=PT8&dq=eva



key words: apprendimento permanente, formazione continua, lifelong learning, adult learning, adult education, istruzione adulti...+ efficienza, valutare, impatto

Year	Citation	Source	Title	Notes	Url
2017		OECD	EDUCATION POLICY OUTLOOK - ITALY	good overview but does not deal with adult education	https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Italy.pdf
2019		INAPP (Istituto Nazionale per l'Analisi delle Politiche Pubbliche)	XIX REPORT ON CONTINUING TRAINING Year 2017-2018	done by a public research body supervised by the Ministry of Labor and social policies, that deals with the analysis, monitoring and evaluation of education and training policies	https://www.anpal.gov.it/documents/552016/586510/XIX-rapporto-formazione-continua-20-11-2020+def.pdf/e2562038-0268-d620-https://www.senato.it/application/xmanager/projects/leg18/file/repository/relazioni/libreria/novita/XVIII/Valutazione%20politiche%20pubbliche
2018		Senato della Repubblica	The evaluation of public policies: a comparative analysis	in-depth and innovative comparative analysis... but, again, it does not deal with AE	https://www.senato.it/application/xmanager/projects/leg18/file/repository/relazioni/libreria/novita/XVIII/Valutazione%20politiche%20pubbliche
		INAPP (Istituto Nazionale per l'Analisi delle Politiche Pubbliche)	Project for the implementation in Italy of the EU Agenda for Adult Learning - 2017-2019	expected impact of the project: a standardized approach to quality assessment in AL centers + ensure effectiveness. INAPP acts as the body of the National Coordinator appointed by the Ministry of Labor	https://inapp.org/it/Progetti/Competitivi/ADULT%20LEARNING
2019		Giuseppe Tacconi, Gustavo Mejía Gómez, Marco Perinla - Università di Verona	Design and evaluation practices in CPI	develops a model	http://www.cpiaverona.gov.it/wp/wp-content/uploads/2019/05/05b-Tacconi-e-altri-PRATICHE-DOCENTI-06-05-19.pdf
		CPIA Parma	Evaluation	short list of parameters to evaluate practices in AE	http://www.cpiaparma.edu.it/attachments/article/273/INDICATORI_COMUNI_PER_LA_VALUTAZIONE.pdf
		CPIA Bologna	Three-year plan of the training offer	section on evaluation, but for teaching units and not policies	https://www.cpiabologna.edu.it/site/wp-content/uploads/2019/11/PTOF_19_22_co
2014		Fondo For.Te (the most important among the Invalsi (National Institute for the Evaluation of the	IMPROVING THE EFFICIENCY AND EFFECTIVENESS OF TRAINING. THE CONTRIBUTION OF FOR.TE.	comprehensive overview with a few best practices from abroad too	https://www.fondoforte.it/wp-content/uploads/2014/06/2.1_ALLEGATO-1.pdf
		Istituto Regionale Programmazione	Tools for the enhancement and development of adult learning	there's a section on evaluation	https://www.google.com/url?sa=t&ct=es&res=8&source=web&cd=&ved=2ahUKEw
2010		Istituto Regionale Programmazione	Lifelong learning policies in Tuscany. First evaluation of the interventions carried out in the period 2000-2008	dated but can still be a source of inspiration, serving as a model	http://bancadati.italiavoro.it/bdds/download?fileName=C_21_Strumento_6661_doc
2012		ISFOL (now INAPP)	INTEGRATED THEORETICAL MODEL OF EVALUATION OF SCHOOL AND TRAINING STRUCTURES	dated but very detailed	http://isfolo.isfol.it/bitstream/handle/123456789/1411/ISFOL_FSE172.pdf?sequence=1
2020		Emanuela Proietti	WORK IN A LEARNING SOCIETY: THE CHALLENGE OF SKILLS	book. Great overview and very actual	file:///C:/Users/volin/AppData/Local/Temp/3614-1.PDF
2013		ISFOL (now INAPP)	ADULT INSTRUCTIONS: POLICIES AND SIGNIFICANT CASES ON THE GROUND	paradigms and models in AE, a few models but not specifically for evaluation	http://isfolo.isfol.it/xmlui/bitstream/handle/123456789/1391/ISFOL_FSE188.pdf?sequence=1
2013-in force		Italian law	LEGISLATIVE DECREE 16 January 2013, n. 13 Definition of the general rules and essential levels of performance for the identification	art 9: monitoring and evaluation of formal and non formal education	https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto:legislativo:2013
2013		INDIRE (a research institution that	ADULT EDUCATION - MONITORING REPORT 2012	analysis of institutions, courses offered, learners and results	https://www.indire.it/wp-content/uploads/2016/01/Report_Monitora
2018		INDIRE (a research institution that	JOURNEY IN THE EDUCATION OF ADULTS IN ITALY Discovering needs, problems and solutions	very good analysis of the situation, not just on evaluation though	https://www.indire.it/wp-content/uploads/2018/05/VIaggio
2017		INDIRE (a research institution that	Adult education, eight success stories	does not talk about evaluation but certain elements could be transposed to each particular case	https://www.indire.it/2017/09/01/educazi
2019		INDIRE (a research institution that	Indire platform "Adults in training"	dedicated to sharing models and contents for the remote use of the teaching offered by the Italian Provincial Centers for Adult Education	https://www.indire.it/2019/10/07/e-online
2019		EPALE	Adult Education: processes and strategies. EPAL Journal on Adult Learning and Continuing Educati on N. 5 Giugno 2019	there's a section where a project is evaluated	http://www.erasmusplus.it/wp-content/uploads/2017/07/EPALF-Journal_5
2020		INDIRE (a research institution that	Journey into Adult Education in Italy - Places, tools and experiments	distinguishes among different learning environments, both physical, such as prisons, and virtual, such as the Adult Information platform and	https://issuu.com/indire/docs/istruzione_d
		INDIRE (a research institution that	Performance measurement and evaluation system	focuses on the evaluation of policies and activities of INDIRE	https://www.indire.it/wp-content/uploads/2015/08/SMVP-INDIRE.pdf
2019		Iprase - Provincial Institute for Educational	DOORS OPEN TO EDUCATION: A TRAINING PATH ON BASIC KNOWLEDGE IN ADULT EDUCATION	best practices, tools to assess skills	https://www.iprase.tn.it/documents/20178/1926170/Porte+aperte+all%27istruzione/a
2019		OCED	Adult Learning in Italy: What Role for Training Funds ?	analyses how Training Funds are designed, used, and monitored, and provides actionable policy recommendations to ensure that they are	https://www.oecd.org/italy/adult-learning-in-italy-9789264311978-en.htm
2010		Luisa De Vita, «Sapienza» Università di Roma	New tools for policy evaluation: text analysis applied to gender policies in the Italian regions	by an associate professor researching social policies	https://web.uniroma1.it/disse/sites/default/files/WP_26_De_Vita.pdf
2008		Andrea Lippi, Università degli Studi di Milano	The evaluation of public policies. From contexts of use to the problem of impacts	Paper introduttivo ad un seminario, si prega di non citare	https://people.unica.it/albertoaasquer/files/2012/11/lippi-2008.pdf
2011		Emilio Vergani 2011	Lesson 1: introduction to evaluation	introductory ppt from an university professor	http://www.attivitasociali.palermo.it/attachments/article/406/1_Introduzione%20alla
2014		Dora Gambardella Rosaria Lumino	The rhetoric of evaluation and public policies in Italy Matters of method and substance	Paper for the Espanet Conference "Challenges to citizenship and life transformations: precariousness, aging and migration"	https://www.espanet-italia.net/wp-content/uploads/2012/08/images_conferen
2017		Senato della Repubblica	The evaluation of public policies in the contemporary parliamentary system	short pdf but it contains very good insights not necessarily linked to parliamentary activities	http://www.senato.it/application/xmanager/projects/leg18/file/repository/UVI/strum
2019		EU Commission	Independent national experts network in the area of adult education/adult skills - Full Country Report - Italy (2019)"	p. 23	https://ec.europa.eu/social/BlobServlet?docid=21241&langid=en
2019		Senato della Repubblica	Public policy evaluation in the parliament: reflections comparative and notes on the experience of the Senate	rather parliament-centered, but still offers great insights, i.e. it deals with the inherent ambiguity of the concept of evaluation itself, explains	https://www.federalismi.it/App/DownloadFile?fileId=38429&dpath=document&dfile=1304

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The importance of adult learning¹

Individuals pursue adult learning for a variety of reasons: to enhance their employment prospects, to develop personally or professionally and to obtain transferrable skills, such as critical thinking. Adult learning also contributes to improving social cohesion and promotes active citizenship. Increasingly, individuals must rely on continuous professional development to remain competitive on the labour market. A focus on adult learning is, therefore, vital for Europe to overcome economic challenges it is currently facing, as well respond to the demand for new skills and sustained productivity in an increasingly digitalised world economy.

Actions and initiatives at the European level enhance our understanding of how to respond to challenges in the field of adult learning. They can also provide support to institutions and individuals and enable a better exchange of knowledge and experiences between countries.

What is the EU doing to support adult learning?

A Resolution adopted by the Council on a renewed European Agenda for Adult Learning highlights the need to significantly increase adult participation in formal, non-formal and informal learning whether to acquire work skills, for active citizenship, or for personal development and fulfilment.

The Agenda outlines a vision of how adult learning should develop in Europe by 2020 and sets the following specific priorities for the years 2015 - 2020:

- Improve governance through better coordination between policy areas, enhanced effectiveness, and societal relevance
- Significantly increase the supply and demand for high-quality provision, especially in literacy, numeracy, and digital skills
- Ensure effective outreach, guidance, and motivation strategies to reach and assist adult learners
- Offer more flexible opportunities for adults to learn and improved access through more learning at the workplace, the use of ICT (Information and Communications Technology) and so-called 'second chance' qualification programmes
- Enhance the quality of adult learning by monitoring the impact of policies and improving the training provided to adult educators

Further to this, the Council has adopted a Recommendation on Upskilling Pathways aiming to help adults acquire a minimum level of literacy, numeracy and digital skills or a specific upper-secondary level qualification (level 3 or 4 in the European Qualifications Framework (EQF)).

The Commission has set up an ET 2020 Working Group on adult learning consisting of national experts, representatives of European social partners and civil society members. The group exchanges and analyses information and develops policy guidance in the field of adult learning based upon best practices taken from across Europe. Electronic Platform for Adult Learning in Europe (EPALE) website provides information. A network of National Coordinators who promote adult learning in their countries, provide policy advice and support, and gather and disseminate best practices has also been established. The Electronic Platform for Adult Learning in Europe (EPALE) provides a multilingual online space to exchange, showcase and promote best practices in adult education, as well as to promote peer learning.

The European Skills Agenda sets objectives to be achieved by 2025, based on well-established quantitative indicators.

¹ https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en

Indicators	Objectives for 2025	Current level (latest year available)	Percentage increase
Participation of adults aged 25-64 in learning during the last 12 month (in %)	50%	38% (2016)	+32%
Participation of low-qualified adults 25-64 in learning during the last 12 months (in %)	30%	18% (2016)	+67%
Share of unemployed adults aged 25-64 with a recent learning experience (in %)	20%	11% (2019)	+82%
Share of adults aged 16-74 having at least basic digital skills (in %)	70%	56% (2019)	+25%

Funding

A massive investment in skills is needed. In addition to money from enterprise and governments, the EU is prioritising investing in people and their skills in our budget. The [Recovery Plan for Europe](#) proposed by the Commission in May 2020 will also focus on skills related activities.

European wide report

Adult and Long-Life Learning are recognised by the EU institutions as key drivers for the economic and social development of Members States. Since the beginning of last decade, a series of interventions have been discussed and implemented at EU dimension to strengthen and valorise new opportunities for education and training of adults. A renewed discussion on AE priorities gained new visibility and policy awareness following the review on the increasing digital divide and social inequalities within many EU societies, gaps that risked marginalising even more the most vulnerable citizens as low skilled adults.

In 2011, following the new excitement for the Europe 2020 strategy, the council called for a “renewed agenda for adult learners” to better prepare EU institutions and policy makers from Members States in tackling the challenges for education and training of adult learners on the horizon of the new decade. The resolution (2011/C 372/01) declines in 10 key strategic areas of intervention as represented by:

1. Valorising and mainstreaming access opportunities to education and training (i.e., eliminating any social, cultural and economic barriers that might prevent adult learners from joining AE system and the offer provided by relevant stakeholders)
2. Enhancing networking dynamics among professional and AE providers to build-up a favourable ecosystem rich in opportunities both for learners and teachers (e.g., exchange of best practices)
3. Ensuring the provision of highly qualifying skills and competences for employability, social inclusion and active aging that are both timing and context relevant.

For many years, the resolution represented the key flagship in Europe for AE and adult learning. New ‘fuel’ to the discussion came in when in 2016 the Council published a total of 25 key recommendations to sustain members states and national policy makers in enhancing the effectiveness and systemic impact of the AE system. Beside general remarks of the policy focus published years before, the new recommendation (2016/C 484/01) comes with two new important remarks:

- Specific skill-gaps to be tackled: literacy, numeracy, and digital skills
- Methodology to be applied: 1) assessment; 2) tailoring; 3) validation

Member States are highly encouraged to be ‘creative’ in their policy formulation, meaning that national policy makers should tailor and finetune their policies basing on needs and skill-gaps that are particularly relevant in their territories. In this framework, the role of the EU Commission pertains to:

1. Sustain the nurturing process of networking opportunities and dynamics among international professionals and operators in the field of adult education
2. Collaborate with international institutions (e.g., UNESCO, World Bank, etc.) to get a better view on international trends relating to education and training that can be of interest for the EU.
3. Widen the range of EU founded programmes as a support mechanism for the roll-out and implementation of international projects/initiatives in the field of AE and LLL.
4. Stock-take and report impacts achieved for each member state by collaborating very closely with national authorities.

Based on the latest cross-national [assessment](#) published in 2019, few takeaways highlight the most common criticalities that negatively impact the effectiveness and efficiency of the EU' AE system:

1. National authorities tempt to give greater focus on VET and skills for employability rather than the ones identified by the Council's recommendation from 2016.
2. The three-steps methodology as recommended lack of formal implementation, specifically for what concern the assessment and tailoring parts. It is difficult to estimate in fact what kind of design process anticipates the implementation of AE programmes by local stakeholders, in any happens in the first place.
3. General public (including the potential targets of AE initiatives and policies) is poorly aware of the AE system, let alone its offers and opportunities. People do not know what AE is, and consequently, that lack of motivation and interest in joining in. this is due to weak 'marketing' and communication strategies that fail to reach and have an impact on targets and public
4. There is evidence that many achievements in the field of AE come from the non-formal sectors. But at the same time, this cycle of positive results is too much dependent on EU funding opportunities. EU Programmes are strategically conceived as a support means, but the fact that, in practice, they are such an influential variable is clearly as issue since the phenomenon prevent the emergence of further cycles of autonomous grass-root initiatives

Lastly, the EU Skills Agenda is the latest and most relevant monitor for AE. The five-years plan is conceived to sustain EU economy and society in transiting into the new EU post-COVID era. The EU Skills Agenda tackles for main domain of intervention, each of which sub-declined in further strategic actions:

Joining forces for a collective effort

Action 1: A Pact for Skills

Ensuring the right skills for jobs

Action 2: Strengthening skills intelligence

Action 3: EU support for strategic national upskilling action

Action 4: Proposal for a Council Recommendation on vocational education and training (VET)

Action 5: Rolling out the European Universities Initiative and upskilling scientists

Action 6: Skills to support the twin transitions

Action 7: Increasing STEM graduates and fostering entrepreneurial and transversal skills

Action 8: Skills for life

Supporting people in LLL

Action 9: Initiative on individual learning accounts

Action 10: A European approach to micro-credentials

Action 11: New Europass platform

Unlocking investments in skills

Action 12: Improving the enabling framework to unlock Member States' and private investments in skills

Country Reports-Abstracts

This section of the report maps the Adult Education public policy ecosystem in each of the partners country context. It offers a snapshot in relation to the Adult Education landscape and the evaluation context of Adult Education within each country. A synopsis of each country's findings is presented below, incorporated into each of the themes. Summary overarching themes derived from the country reports include: participation in adult education; defining and positioning of adult education; policy makers; strategy and law; main priorities and the common framework for the evaluation of Adult Education.

Participation in Adult Education

Germany: Traditionally, the sector relied heavily on the educated middle-class customer and the image of the middling civil servant learning Italian for his holidays is proving a resistant stereotype. The customer base has changed over the years and while the traditional types are still around, immigrants have become a considerable share of the base in recent years. Poland: According to EUROSTAT data, the participation of adult Poles in AET (Adult Education and Training) has for years remained at twice the level of the average for the EU28 countries (in 2019 it was 10.8%). Spain: The Education and Training Monitor 2019 published by the European Commission shows how in the case of Spain "Adult participation in lifelong learning is increasing, but remains far from the EU benchmark" After the age of 45 years, the population loses interest in maintaining education. Romania: Participation rates in adult education in Romania, according to the Education and Training Monitor 2020, are among the lowest in the EU – only 1.3 % of adults had a recent learning experience. Italy: As we speak, the number of adult learners remain below the EU average. This is not even the main issue since national data prove a significant rise in the number of people accessing the AE system. Ireland: According to the 2018 labour Force Survey (LFS) results show an increase in participation rates in adult education in Ireland, from 9% in 2017 to 12.5% in 2018, however this figure excludes people living in shared accommodation and those aged over 64 years (approximately 673,000 people). The figure also excludes groups including the following: Travellers; lone parents in shared homes; people with disabilities living in service supported accommodation; people living in direct provision centres. Ireland may not meet the strategic framework for European cooperation in education and training (ET 2020) target of 15% in 2020, however it has now reached the Irish Action Plan for Education goal of 10% for lifelong learning participation by 2020.

Defining and positioning of adult education

Germany: AE has a long-standing tradition in Germany, with some of the public community college-type institutions having been established about 100 years ago. Their creation was spurred by the birth of a new state – the Weimar Republic – with a new system of governance – democracy. AE was thus a means to spread the democratic mind-set and educate people to be good citizens. The movement was driven by the federal state but schools themselves were usually run by local public authorities.

Poland: Adult education and training is the most diverse area of education in Poland. The colloquial understanding of adult education is still dominated by the definition of school teaching, as lecture-based activities. The school-based understanding of adult education is based, inter alia, on the lack of sufficient prestige for practice as a source of knowledge and skills (in Polish term "training" is still associated with school rather than practice).

Spain: Within the Spanish education system, adult education does not have a prominent position. Not within the organizational chart or the budget of the educational system.

Romania: there is no common working definition for adult education to be used by all the policy makers. In fact, even the term of ‘adult education’ is rarely explicitly used in policy documents. No structural schema or diagrammatic framework for adult education is currently available, references to ‘education not defined through level’ (explained also as professional training of adults) can be found in the Agenda for Competences in Romania 2020.

Italy: Gaps between national policies and local contexts impact on adult education in Italy. The gap creates high fragmentation and loss of further opportunities to develop and innovate the national AE system. Part of these inefficiencies are also due to cultural unawareness on how AE programmes and initiatives can benefit citizens, unemployed people, and more in general, potential new adult learners. AE providers have also their share of responsibility since, as highlighted by key takeaways from several reports, they seem to lack of a robust marketing and communication strategy – both at design and implementation phase. Stakeholder management and networking seem to be also quite an issue: the intensity of these professional relations among socio-economic stakeholders operating in the field is a bit weaker than how formally encouraged by the National policy system. It has to be considered in fact that the reasons for the aforementioned fragmentation effect partially depends upon the operative flexibility that the National policy assures to AE providers, in formal and non-formal settings. Flexibility and operative autonomy are guaranteed as long as the objectives tackled by providers are coherent and consistent with National policies, that in turn are EU-informed and receptive of EU directives and regulations.

Ireland: Ireland has a long history of adult education, often also referred to as ‘adult and community’ education. This term covers a range of programmes and courses offered by both institutions and adult or community centres. Community and adult education is therefore also often closely connected to the idea of ‘outreach’ programmes, which generally take the form of partnership approaches to the design of programmes between providers or institutions and community groups. These programmes can vary in content and are designed to reflect different purposes - from access to higher education, leisure, personal development or community development to - in some cases - continuing professional development. Traditionally these qualifications, seen as a form of personal development, did not lead to qualifications which reflected the mainstream education system. Today, however, increasingly the aim is that learners can integrate their non-formal learning experience and skills into credit which can lead to formal higher education or vocational training qualifications. Adult Education or Further Education covers education and training that occurs after second level schooling but is not part of the third level system. There are number of providers of Further and Adult Education and Training and a wide variety of schools, organisations and Institutions, are involved in the delivery of continuing education and training for young school leavers and adults. Further Education and Training (FET) is principally publicly funded by the Department of Education and Skills, through SOLAS, the Further Education and Training Authority and delivered locally through the Education and Training Boards. SOLAS prepared a FET Strategy 2014-2019 which aims to deliver a higher quality learning experience leading to better outcomes for all who engage in FET. The focus is on skills, on active inclusion and on improving the quality of FET provision by expanding the evidence base of the central pillars of the Strategy as well as inclusion of related inter-dependent parts of a quality FET framework. A key aspect of the FET Strategy is the provision of quality education and training solutions that respond to employers' existing and evolving needs while creating high quality portable skills for learners, valued by learners and by employers both nationally and internationally. Therefore, the early identification of evolving skill needs is crucial to the success of the Strategy.

Policy makers

Germany: When the structures of adult education AE were recreated after WWII, AE was divorced from state control, henceforth all education matters were the responsibility of the 16 states (Länder) instead of the federal government's. In 1954 the Lower Saxony League of Liberal Adult Education (NBEB) was established as an umbrella organisation for public AE providers in Lower Saxony to voice their needs. Its main goals were and still are the creation and development of viable and effective AE institutions within a pluralist structure, basing the acceptance and promotion of these institutions in law and securing their independence vis-à-vis the state. NBEB successfully put pressure on the government to create encompassing policy. NBEB and AEWB are central to the implementation process in Lower Saxony. They pass policy decisions, new requirements, funds, policy trends, etc. on to their members through staff training, funding guidelines, events, publications, consultation, etc. NBEB is also central to the feedback process to the political level as it communicates its member organisations' needs and challenges and is responsible for all official lobbying activities. Publicly funded AE in Lower Saxony is conducted by about 80 different institutions, who are the members of NBEB.

Poland: The Ministry of National Education is working to implement the Integrated Skills Strategy (ISS). The document was developed because of broad consultations, considering: the requirements arising from the Partnership Agreement, the recommendations of the "OECD Skills Strategy: Poland" report and the assumptions of the New European Agenda for Skills.

Spain: The Ministry of Education, Culture and Sport is responsible for strategy and laws regulating adult education in Spain.

Romania: The main responsibilities in terms of policy making are shared between the Ministry of Education, Ministry of Labour, Ministry of Culture, The National Authority for Qualifications, to some extent the Ministry of Investments and European Projects, and, recently, Community Centres for Lifelong Learning, along with other actors such as representatives of the practice/business/non-profit/research/academic community which are sometimes consulted or work in partnership with central authorities. Policy-making activities are financed under the framework of Administrative Capacity Operational Programme.

Italy: At national level we have: INVALSI - National Institute for the Evaluation of the Education and Training system. Its main roles consist in preparing evaluation tests for all levels schools, taking part in international surveys, carrying out periodic national surveys on national standards. Furthermore, the Institute coordinates the National Assessment System in the field of education and training. INDIRE – National Institute of Documentation, Innovation and Educational Research It develops new didactic models, experiments new technologies in training courses, promotes the redefinition of learning and teaching spaces and times. The Institute has a consolidated experience in training teachers, administrative, technical and auxiliary staff and school managers and has been involved in many e-learning projects at European level. As part of the National Evaluation System in the field of education and training, the Institute develops actions to improve learning methods to raise learning levels and the proper functioning of the schooling system. INAPP – National agency for the implementation of the European Agenda for AE in Italy. Since 2017, INAPP has monitored activities to draw a comprehensive understanding of the current situation of the adult

education in Italy. Such activities are aimed at investigating the functioning of training pacts (strengths and weaknesses) and the size, extent, and quality of territorial networks that CPIA should build in the territory. The monitoring is carried out through interviews and focus groups in nine different Italian regions, to support institutions in designing and operating training programmes as well as building territorial networks. At local level, we have: CPIA (formerly known as CTP, “Centro Territoriale Permanente”) Since 2012, CPIAs occupy the very ‘frontline’ of AE and LLL provision. According to Law no. 296/2006 art. 1 paragraph 636, regions and local authorities are responsible for the alignment of local/regional policies to the National framework that is in turn responsive to EU guidelines and recommendations, CPIAs take under their wing of responsibility the design, definition and development of the actual training programmes in virtue of the aforementioned flexibility and strongly reaffirmed by the Ministerial Decree of 2007 on CPIAs’ operative autonomy (with particular reference to art. No. 5: *Didactic and organizational autonomy* and art. No. 6: *Training offer*). In total, in Italy there are 128 CPIAs (Provincial Centres for Adult Education). Each CPIA respond to national and regional regulations on education and training by developing and delivering training programmes that are consistent and coherent to the needs emerging from their socio-economic context of reference.

Ireland: SOLAS, Department of Education and Science, Department of Further Higher Education Research Innovation and Science and Further Education & Training Awards Council/Quality and Qualifications Ireland are responsible for policy making in the field of adult education. SOLAS was established in 2013 under the Further Education and Training Act as an agency of the Department of Further and Higher Education, Research, Innovation and Science. Solas work is guided by the Further Education and Training (FET) Strategy 2020-2024 and the SOLAS Corporate Plan. The Data Analytics Unit supports SOLAS, the Department of Further and Higher Education, Research, Innovation and Science and Education and Training Boards to inform change and to ensure that planning and provision of FET is economic, efficient, and effective. SOLAS role is to provide Further Education and Training programmes that are responsive to the rapidly evolving industries across Ireland. As such, SOLAS carries out and commissions regular skills and sector research, evaluative reporting, and strategic planning for the future. Quality and Qualifications Ireland (QQI) is a state agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012. QQI is an amalgamation of the previously operational Further Education and Training Awards Council (FETAC); the Higher Education and Training Awards Council (HETAC); the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI). QQI are responsible for several areas including:

- Developing of awards and standards
- Validating Education and Training programmes
- Reviewing providers of education and training
- Maintaining the National Framework of Qualifications (NFQ)
- Authorising the use of the International Education Mark
- Developing Quality Assurance
- Facilitating Qualifications Recognition

AONTAS is Ireland's National Adult Learning Organisation. AONTAS promotes the value and benefits of adult learning, and advocates on behalf of the sector. AONTAS Community Engagement Network (CEN) is a network of over 100 independently managed providers who

work collaboratively, sharing information and resources, engaging in professional development

The Network of Community and Comprehensive schools run a range of Adult Education evening and night classes across Ireland. Everything from Art & Drawing to Zumba is covered, with a variety of QQI (formerly FETAC) courses on offer for adults who want to pick up formal qualifications and boost their employability

Strategy and laws

Germany: In 1970, Lower Saxony was the first among the German states to pass an official Adult Education Act (NEBG), setting the course for others to follow. It has been renewed and amended at various stages and remains applicable to date. As of 2021 all German states, with the singular exception of Hamburg, have passed Adult Education Acts.

Poland: The Integrated Skills Strategy 2030 (ISS 2030) provides a strategic policy framework for developing the skills needed to strengthen social capital, social inclusion, economic growth and achieve a high quality of life. The developed Integrated Skills Strategy 2030 (detailed section) is currently being agreed and consulted upon. In Polish law in the Act of Educational Law is regulated only Continuing Education understood as formal education within the educational system. It is worth noting that continuing education is not part of higher education. In 2013 the Polish government adopted new strategic documents: "Perspective for Lifelong Learning" and "Strategy for Human Capital Development", which defined the basic concepts of lifelong learning policy. The aim of these documents was to unify concepts in the field of education, converging with European definitions of lifelong learning.

Spain: Three primary laws regulate adult education in Spain: Order ECD/651/2017, of July 5, which regulates basic education and its curriculum for adults in face-to-face, distance and virtual distance modality, in the field of management of the Ministry of Education, Culture and Sport. Order ECD/2008/2015, of September 28, which regulates the teaching of high school for adults at night, distance and virtual distance, in the field of management of the Ministry of Education, Culture and Sport. Order EDU/2095/2010, of July 28, 2010, which establishes the structure of the tests for obtaining the baccalaureate degree for persons over twenty years of age in the area of management of the Ministry of Education.

Romania: The framework for AE is established by the Law of National Education – 1/2011 (defining LLL). Law 202/2002 states equal and indiscriminatory access for both men and women to training opportunities. Adult Education were also addressed through the National Strategy for Lifelong Learning (2015-2020) and through the National Strategy for the Digital Agenda, Romania 2020 (approved in 2015).

Italy: In practice, providers find themselves in relying on their own strategic framework for education and training stemming from need-assessments carried out autonomously with reference to their geographic area of interest. Such phenomenon leads to operative paradoxes that are quite challenging and complex to deal with: when local AE providers and policy stakeholders are finetuning their offer and regulations basing on specific needs and skill-gaps as emerging from their territory, they are acting in full compliance with the National policy – of which the major piece of legislation is represented by the Ministerial Decree no. 263/2012 – but at the same time, in doing so, they are slowly steering away the overall National AE

system from the opportunity of developing a national strategic framework, and in some cases, even the actual areas of interest pinpointed by the very EU Commission. The decree also regulates the roles and responsibilities of the institutional bodies that intervene in AE policies.

The main pieces of normative and regulation are very broad so as to be as inclusive as possible of the many different programmes and regional policies that can potentially fall under the flag of AE and LLL. The 2012's reform limits to pinpoint few minimum quality standards without further details on how to apply them in respect to the given context.

In terms of minimum standards of performance for the provision of training and education, CPIAs formal requirements as prescribed by law (D.Lgs. no. 13/2013) go as far as:

- Article n.5, minimum Process Standards: competences acquired by learners as per teaching plan
- Article n.7, minimum System Standards: compliance with national delivery standards (i.e., the issue of the certificate from the training institution)
- Article n.9, Monitoring and Evaluation: general remarks about national authorities in charge of national-scale monitoring

Ireland: Learning for Life: White paper on Adult Education (2000) is Ireland's first White Paper on Adult Education and marks the adoption of lifelong learning as the governing principle of educational policy. The Paper defines adult education as "systematic learning undertaken by adults who return to learning having concluded initial education or training." As such it includes aspects of further and third-level education, continuing education and training, community education, and other systematic deliberate learning by adults, both formal and informal. In setting out a role for adult education in society, six priority areas are identified: - Consciousness Raising; Citizenship; Cohesion; Competitiveness; Cultural Development and Community Building.

The Qualifications and Quality Assurance (Education and Training) Act 2012 places a legislative responsibility on QQI to consult with providers, professional recognition bodies, staff and learner representatives, the Higher Education Authority (HEA), the National Council for Curriculum and Assessment (NCCA), the State Examinations Commission (SEC), Fáilte Ireland and other persons or bodies the Board considers appropriate in the development of new policies and processes. Regardless of the statutory obligations it is intended that much of QQI's work will be developed and conducted through consultation with a wide range of stakeholders in order to ensure that the organisation meets its organisational objectives in the most effective manner. This document proposes a framework for consultation that will apply to initiatives on which formal input and feedback from stakeholders is sought. In the development of this framework, national and international practice and guidelines on establishing effective consultation have been evaluated.

The recommendation on Upskilling Pathways (2016), a key European adult education policy, seeks to provide an intervention for people with low level basic skills. In Ireland, the Upskilling Pathways initiative seeks to provide new learning pathways for all citizens, but especially focused upon building pathways for marginalised groups including Travellers; Lone parents; people identified as homeless; men (and specifically older men) in employment; farmers/construction/drivers; people unemployed/inactive.

The National Further Education and Training (FET) Strategy 2020-24, “Future FET: Transforming Learning” FET Strategy 2020-24 is framed around a vision for future FET in Ireland. This outlines how FET will provide pathways for a diverse group of learners, will support societal participation and strong communities, will prepare people for successful careers and a lifetime of learning and development and will be a major driver of Ireland's next critical phase of economic and social development. To support the achievement of these goals, strategy implementation is informed by core FET Targets, strategic planning and funding processes, the enhancement of quality assurance processes in FET and the transformation in the availability and use of FET data.

Main priorities

Germany: Areas of strong focus in recent years have been literacy and basic skills, media and digitalisation, inclusion, certification, open university. Some voices are pushing for a federal law on AE including common standards and certificates, a process that is gaining momentum, but is still in its infancy as education is traditionally the prerogative of state governments.

Poland: Skills development. Skills needed to strengthen social capital, social inclusion, economic growth and achieve a high quality of life. Integrated Skills Strategy 2030 is Currently being consulted and agreed upon.

Spain: Adult Education (AE) in Spain ranges from the traditional literacy and attainment of primary education to training aimed at access to employment or leisure activities.

Romania: The main priorities in AE policy currently existing are related to low skilled and vulnerable target groups (those who have not completed compulsory education, who have no qualification, long-term unemployed or difficult to employ, rural areas, over 45s). In terms of contents, focus remains on basic skills, low level qualifications and, to some extent, to digital skills.

Italy: CPIAs’ strategic role consist in sustaining adult learner and people in AE programmes to:

1. Strengthen/acquire new hard and soft skills for employability and professionalisation, (re)integration in the labour market, active citizenship, socio-economic inclusion.
2. Get their qualifying certification.
3. Engage further training and education opportunities supported by other local/reg./nat. stakeholders and seeking for new capacity building paths that respond to their specific socio-economic condition.

Their education and training opportunities fall under three main labels:

1. Permanent Education – which means all education activities carried out with the aim to empower targets with basic skills/competences (i.e., digital literacy, active citizenship, etc.)
2. Permanent Training – which means all training activities carried out with the aim to empower targets with skills/competences qualifying their professional profiles for socio-economic (re)integration in the labour market
3. Continuous Training – which means all training activities carried out in working environments with the aim to upskill workforce and sustain their career progression

CPIAs address a large cohort of targets, such as:

1. Minor migrants
2. Second generation migrants
 - a. in school age
 - b. in adulthood
3. Women
4. Unskilled Adults
5. Refugees
6. People with disabilities

Four pillars tackle the following opportunities/recommendations:

1. Streamlining as much as possible internal bureaucracies and eliminate any kind of barrier that might prevent targets' access to education and training opportunities.
2. Finetuning tailored training agreements between teaching staff and classroom's cohort, as to better match students' expectations and sustaining them in capacity-building and upskilling paths that are relevant for their socio-economic status.
3. Establishing intersectoral communities of practice, nurture cross-functional networks of professionals in the domain of training and education, employability, private sector and policy making.
4. Including digital technologies as a sustainable means for education provision, learners' engagement and roll-out of trainings, and last but not least, empower the digital skills of both trainers and trainees.

Ireland: Priorities for the sector are set out across three core pillars:

- building skills
- creating pathways
- fostering inclusion

There is also a strong focus on enabling themes, including staffing, capital investment and measurement and data. The FET strategy states that, by the end of 2024:

- There will be a greater overall penetration of FET across the population of Ireland
- A greater share of school leavers will be choosing FET or apprenticeship as their first destination
- People will move seamlessly between FET & HE (Higher Education) with clear transition criteria in large numbers
- A significant and growing cohort of people in employment using FET to upskill and of employers viewing FET as a critical enterprise resource
- Progression levels through FET will increase strongly, with pathways from core skills and community education available to all who wish to pursue them
- A digitally transformed FET system will offer a large portfolio of flexible, online and blended opportunities

Key summary indicators across partner contexts:

1. Participation rates in adult education across the partner country contexts remains below the EU target of 15%. There are notable gaps in quantitative analysis caused by exclusion of some participating groups.

2. Adult education remains marginalised within the education sector in the countries studied.
3. Defining and positioning of adult education – AE is incoherent and loosely defined across partner contexts
4. Policy makers are active at European, national, regional, and local level. However, policy coherence and consistency appears absent. The European Agenda for Adult Learning, is contributing to national coordination of Adult Education.

Section 2: CREATE2Evaluate: Evaluation Tool Findings

Policy Assessment Models, Frameworks, Means and Instruments.

Each partner conducted in country primary research with key stakeholders to gather data relating to the models, frameworks, means and instruments used to evaluate adult education. An overview synopsis of each country's findings is presented below.

European wide report

When it comes to “evaluation”, this is the moment that our desk (and primary) research found a sudden interruption. The only concrete reference that we encountered formally addressing the topic was in the 2016 Council's list of recommendation for EU member states under the terms “Follow-Up and Evaluation” of point 16, 17 and 18. Unfortunately, the very concept of ‘Evaluation’ was not framed in the same terms as CREATE2 since the aforementioned points refer to: the evaluation on the status of implementation of the related recommendations, and more in general, progresses achieved by member states. But in terms of how this evaluation process truly rolls-out, this is in the end of each member state, or the given local public authority.

Technically speaking, if EU member states are looking for a precise framework that can help them in this delicate task, they can make reference to three different tools:

- Monitoring Adult Learning Policies: A Theoretical Framework and Indicators (OECD, 2013)
- SABER Model – Systems Approach for Better Education Results (World Bank, 2013)
- Adult Learning Policy Analysis Tool (EU Commission, 2015)

Based on IDPs internal assessment, these three models represent the most reliable benchmark to any literature evidence that tackles ‘evaluation’ from the same perspective of the CREATE2 project. In the context of these short reports, it is important to keep in mind that:

1. There is no evidence on the effective adoption rate of these models from policy makers
2. These three models are not tailored exclusively on evaluation, but they conceive it as the ending cycle of policy definition and implementation
3. The framework remains very generic: they envision evaluation as CREATE2 intends it, but they do not provide for further supporting tools

More in general, at EU level the topic of evaluation concludes upon compliance with the basic need to inform policy authorities about outputs and quantitative highlights that should inform

better suiting policies for education and training. But the process is highly fragmented as member states first, and local policy makers in second stance do not dispose of commonly agreed standards and references to carry on the process.

Mapping Country specific AE Evaluation

Germany

The Main source of information on Adult Education evaluation is the Deutsches Institut für Erwachsenenbildung (DIE). DIE evaluate the execution of entire measures or single courses both quantitative and qualitative, driven by the need to prove the added benefit of the measures to the development of the job market and the economy as a whole. Centralised evaluation of AE takes place rarely and unsystematically, evaluation of AE policies and programmes is scarce to non-existent. Programmes funded by the European Social Fund (ESF) and the European Fund for Regional Development (EFRE) have evaluation built in due to the EU's requirements. Those programmes tend to be evaluated through focus groups consisting of the main regional players who distribute funding (NBANK, AEWB, ...); Adult Education organisations do internal quality management and evaluate courses for funding purposes. In 2014 Lower Saxony's parliament called for a study of AE in Lower Saxony in order to evaluate performances and needs. 86 publicly co-funded AE organisation were part of the evaluation process monitored by a jury of experts. This evaluation, however, was a one-off with no strategic recurrence anticipated.

The report is available at

<https://www.mwk.niedersachsen.de/startseite/service/presseinformationen/erwachsenenbildung-ist-leistungsfahig-und-flexibel-150052.html>

Key findings

- The sector is well-positioned and efficient, with a high level of efficiency and flexibility, which they have shown, for example, when integrating refugees.
- The sector makes an elementary contribution to fair access to education, lifelong learning and the opening of new opportunities.

Key recommendations

- Raising the level of financial support by 8%, currently 102 million euros
- advocating for a fixed amount of public funding to AE, the goal being 1% of the state's budget. (achieved through injection of funds for refugee integration)
- The 2015 "refugee crisis" gave new impetus to AE as it was the prime tool used to execute the state's integration-strategies.
- enable greater transparency of the existing educational offer via a functioning monitoring system.
- adult education should continuously commit itself to ensuring that educationally disadvantaged people succeed in integrating into society.
- improving job security and professional development opportunities for trainers.
- comprehensive evaluation of the service provider AEWB,

The report called for AE to adopt greater focus on

- literacy and basic skills,
- media and digitalisation,

- inclusion,
- certification,
- open university.

The report called for AE to adopt greater focus on policy

- Federal law on AE including common standards and certificates,
- The private sector is much less regulated
- Regulation regarding teaching qualifications and learning outcomes,
- The value of the certificates issued varies.
- Customer base has changed over the years, more immigrants now.

Poland

In Poland, evaluation can occur under different names, e.g. guarding the quality of education or monitoring larger-scale policy activities. Most often it is used to evaluate the activities of well-defined entities (school, course, project, including project financed by European funds). For large-scale activities, e.g. strategy documents in education on a national scale, the term "monitoring" is more often used. In continuing education in education, evaluation is subordinated to pedagogical supervision regulations. There are no stabilized methods of evaluation of non-formal education, i.e. adult education and training. It covers basically all sectors of the economy and public administration departments. Broad scope of this education makes it impossible to use evaluation methods limited to formal education or training conducted in school mode. Even less, there are no stabilized methods of evaluation of the broadest area - adult learning. In the case of the latter, we use, among others, the method from European cooperation in education - setting measurable goals and monitoring their achievement (see Monitors of Education and Training of the European Commission).¹⁸

For Cohesion Policy 2014-2020, under which most educational projects were funded, Poland issued "Guidelines for evaluation of Cohesion Policy 2014-2020". The guidelines apply to projects implemented centrally (e.g. by the MoE) or with regional funds.¹⁹

Some regions, apart from activities resulting from coordination of regional funds, try to coordinate activities in the field of learning and adult education directly. In Poland we disseminate experiences from Małopolska, coordinated by the Voivodeship Labour Office in Cracow. It is the initiator of regional agreement of many institutions/organizations for adult education and Małopolska Standards of Education and Training Services.

In terms of scientific sources concerning the evaluation of public policies, including those for learning and adult education, operates the Centre for Evaluation and Analysis of Public Policies at the Jagiellonian University. Experts of the Centre are conducting a national survey Human Capital Balance, which may be the basis for improving existing methods of evaluation of activities for the development of non-formal education in Poland. They are trying to move away from a school-based understanding of adult education (other than formal), which is still dominant in the media, popular understanding, and is sometimes still reproduced in academic sources and public actions. With an approach focused on skills and ways of caring for skills, they obtain a clearly different picture of non-formal education in Poland than the one popularized so far.

Spain

A system of evaluation of the educational system exists. However, its application in adult education is insufficient and irregular, mainly because we have not found evidence that it is systematically applied in all public centres. And because it is not applied in private and non-formal training centres. In order to know how the evaluation of adult education policies is applied, we have analyzed the educational plans of 16 public adult education centres in different autonomous communities. We found evidence of the implementation of a kind of policy evaluation plan in 5 centres. The others may not be implemented or may not be included in the educational projects. This plan focuses on the teaching-learning process, the organization and operation of the educational centre, relations with the environment and the evaluation, training and innovation processes. The purpose of the plan is a reflection on the teaching and learning process itself, the organization and operation, the relations with the environment and the evaluation, training and innovation processes that are being carried out. This purpose is rather ambiguous and impossible to quantify. There is no evidence of success or failure of these assessment tools except the impression of the stakeholders who claim the evaluation tools are helpful for course programming and knowing the most suitable plans and activities for adult learners.

Methods or tools identified (See appendix)

Non-standardized evaluation methods: Most of the instruments assess teaching practice, the teaching/learning process, and satisfaction with the training. We consider they are not relevant as they do not evaluate education policies.

- Student satisfaction surveys.
- Teacher self-evaluation.
- Joint reflection processes.
- Observation
- Collection of feedback
- Analysis of documents and cases
- Improvement sessions
- Reports

Structured internal evaluation plan

These plans can be considered partially relevant as they assess certain aspects that can form part of education policies. The evaluation plan is organized by:

- Areas (teaching-learning process, organization and operation, relations with the environment, evaluation processes, training and innovation.)
- Dimensions (material, personal and functional conditions, curriculum development, academic results, programmatic documents...)
- Sub-dimensions (infrastructure and equipment, staff and characteristics of the professionals, characteristics of the students, didactic programs of areas and materials...)

It is evaluated through:

- Online questionnaires,
- Surveys
- Results of the departments' reports and evaluation minutes,
- Reports,

- Report of the person in charge of the coordination of extracurricular activities,
- Report of the training project.

With all this information, the guidance counsellor or head of studies prepares a report that is approved by the faculty or school board. This plan evaluates general aspects of adult centers, it does not exclusively evaluate educational policies, but it does consider them when dealing with areas such as teaching-learning process or training and innovation.

Romania

No common framework for the evaluation of AE/post-compulsory education could be identified through the desk research. Valuable data remains buried in yearly reports of practitioners, without being centralized and clearly communicated to the public, in an attractive or easy to use format. Although evaluation activities do happen (ex-ante evaluation, progress evaluation and post-implementation), the results are rarely published into a format accessible for the public/stakeholders/interested actors. Most of the times it takes the format of activity reports, focused of quantitative rather than on qualitative data, with little information extracted directly from the final beneficiaries, and very little (if any) interpretation of data (what do the numbers mean – are they a sign of success or failures, what lessons can be learned, what can be improved).

A positive example is provided by the National Authority for Qualifications – 4 interactive tools with actualized statistical (but also quantitative) data concerning participation in training and certifications are available. The activity of stakeholders responsible for continuous training of specific professional categories (e.g. teachers/educational staff training providers) is more intensely regulated, and therefore quality criteria are available from the beginning.

Also, yearly implementation reports are published POCU and POCA, containing information mostly based on quantitative indicators (numbers of projects applied/contracted/financed/numbers of beneficiaries/category). A good aspect is that ‘Summaries for Citizens’ are also published (synthesis of reports).

On the other hand, due to the lack of a common understanding and clear common criteria for evaluation of public policies (even before implementation) and activities, some of the initiatives remain unsuccessful, such as the case of Community Centers for Permanent Learning, for which, although a legal framework exists since 2017, no viable financing sources have been foreseen, and therefore, excepting for a single project implemented by the Romanian Institute for Adult Education between 2015-2018, when they created 4 such facilities, no other centres have been established.

The National Strategy for Digitalization of Education (SmartEdu) states that ‘Romania has no study concerning the quality of education and training of adults, nor concerning the training capacities of the providers. However, during the last years, discussions about the poor quality of the training programs and providers, about the competence evaluation models who do not make a correct screening of the participants...’ took place.

Without a common view and framework (from commonly agreed working definitions to common quality standards and centralized/interpreted real time data), it is quite difficult to draw effective policies and strategies. This situation may lead to strategies built on

older/unactualized data, on personal opinions and value judgements rather than on the real needs of community.

These limitations are reflected into the extremely low participation rates (with little to no improvement) over the last years and the lack of interest from the (potential) learners' side, (older/2016) data from Eurostat showing that 76% of adults consider they need no other education and training.

Italy

As we noticed, there is no mention of further evaluation frameworks as intended and perceived by the CREATE2 project as the focus is more on the process leading to the output rather than on outcomes. Measuring the performance of policies is really an issue of cross-checking the design, implementation, and development, whereas for what concerns the evaluation dimension, this is more related to cost-benefits analyses, financial efficiency and compliance with budget constraints. In fact, Italy still lacks a QA system for AE, the minimum process and system standards as described remain to date the only instrument to assess the quality of the training and education offer. Needless to say, the system as conceived does not guarantee at all for a comprehensive evaluation upon the qualitative impact of learning outcomes.

On top of that, the lack of such evaluation framework and the following gathering and distribution of data makes it very difficult for policy makers to control and assess the effectiveness of current policies, and consequently, to take better informed decisions for continuous improvement, innovation and development.

Recalling what we said for the flexibility criteria under which CPIAs relies on to manage and orientate their action with reference to proxy stakeholders, it is not to exclude the fact that a framework of such kind actually exists. The main issue is that, if there is a model/tool/etc. of this nature, most likely it has been internally developed within the involved organisation. So, in the hypothesis that it exists (meaning: in the hypothesis that any of the 128 CPIAs distributed across the territory, or the n number of local public administrations took their time and efforts to develop something not formally required by law), it is very difficult to intercept, due simply to the fact that it is not publicly disclosed and/or available via secondary sources.

Ireland

Quality and Qualifications Ireland (QQI) is the independent State agency responsible for promoting quality and accountability in education and training in Ireland. The functions of QQI are set out in law and include the provision of advice and information to the Minister for Further and Higher Education, Research, Innovation and Science on matters concerning policy and practice with respect to quality assurance and improvement in education and training. FET Providers are primarily responsible for quality assuring their own programmes. In doing so, providers are required by legislation to "have regard to QQI guidelines" in developing their own procedures for quality assurance. The quality of programme provision in Further Education and Training (FET) Centres are guided by QQI, through the Programme monitoring and review handbook. Programme delivery is monitored in a way which allows for the identification of needs and modification and adjustment of the programme and the delivery method as appropriate. Ongoing monitoring and periodic review of a programme is used as an

opportunity to evaluate that programme with the benefit of the experience of programme delivery incorporating feedback from staff and learners. Such evidence is reflected in learner enrolment and programme completion rate data; learner, teacher, trainer, employer and/or industry feedback and evaluations of the programme

There are 3 phases to the programme review, Phase 1-Self-evaluation, Phase 2-External evaluation and reporting, Phase 3- Revalidation.

The review adopts 12 core criteria:

1. The provider is eligible to apply for validation of the programme
2. The programme objectives and outcomes are clear and consistent with the QQI awards sought
3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)
4. The programme's access, transfer and progression arrangements are satisfactory
5. The programme's written curriculum is well structured and fit-for-purpose
6. There are sufficient qualified and capable programme staff available to implement the programme as planned
7. There are sufficient physical resources to implement the programme as planned
8. The learning environment is consistent with the needs of the programme's learners
9. There are sound teaching and learning strategies
10. Learners enrolled on the programme are well informed, guided and cared for
11. There are sound assessment strategies
12. The programme is well managed

In 2018 SOLAS commissioned a comprehensive, independent evaluation of the Youthreach Programme. The evaluation notes the importance of a positive, supportive learning experience and the value of providing career guidance, soft-skill education, and support for those with mental-health difficulties. The latest country report of Adult Education Ireland was undertaken by EAEA in 2019 to be found at

[https://countryreport.eaea.org/search/ireland-reports-2019/Ireland introduction 2019](https://countryreport.eaea.org/search/ireland-reports-2019/Ireland%20introduction%202019)

It notes that:

while the macro policy framework for adult education in Ireland remains focused on education for employability, there have been important developments that may impact future policy and progress development in late 2019/2020

A report in 2019 titled "Report on Education Inequality and Disadvantage and Barriers to Education" recommends that education opportunities are made more widely available throughout the country and focus not just on education for employment, but more broadly on education for social well-being, health, and issues like addiction recovery and reduction of homelessness. AONTAS, an EAEA member from Ireland, suggests that the government addresses the need to create a recognised and accepted system for measuring the outcomes of non-formal education, specifically community education in Ireland. The state regulations reflect the country-specific recommendations for SDG and Upskilling Pathways initiative. AONTAS is working on strengthening the initiatives, and in 2019 the organisation created a new strategic plan for 2019-2022 that will focus on:

1. Learner Voice for Action: Creating an inclusive lifelong learning society
2. A Thriving Community Education Sector
3. Lifelong Learning for Sustainability

The following trends in European adult education were identified in 2020, by the European Association of Education of Adults (EAEA)

- *Adapting to crisis: mapping future skill needs*
- *2020 policy trends: Upskilling Pathways, not aligned locally; SDG's integrated at regional and national level*
- *A need for recognition and elevated financing*
- *A demand to enhance the voice of civil society.*

Section 3: Recommendations for the CREATE2Evaluate OER

Summary findings:

In section 2 and within country reports, project partners identified a range of evaluation methods and tools that are developed and implemented by AE providers to assess various components of adult education provision. The emphasis of current evaluation contexts is found to be primarily focused on quantitative and output evaluation and upon learning outcomes. Within that focus upon quantitative analysis, there are a number of gaps:

- in the groups that are included in the statistical data.
- in evaluation of private and non-formal provision.
- inconsistencies exist in how quantitative data is gathered and presented at European level.

A lot of qualitative evaluation is conducted in AE centres, and the valuable data that emerges remains buried there. This appears in part due to the lack of:

- a centralised and systematic framework
- opportunity for overarching analysis.

There is a distinct lack of evaluation of adult education policies throughout the partner countries. The current system of evaluation impacts on the ability of policy makers to develop coherent policies in the adult education and lifelong learning sector and is problematic.

Centralised evaluation of AE takes place rarely and unsystematically, evaluation of AE policies and programmes is scarce to non-existent. NBEB

There are no stabilized methods of evaluation of non-formal education, i.e. adult education and training. CASE

Without a common view and framework (from commonly agreed working definitions to common quality standards and centralized/interpreted real time data), it is quite difficult to draw effective policies and strategies. This situation may lead to strategies built on older/unactualized data, on personal opinions and value judgements rather than on the real needs of community. ISJN

The lack of an evaluation framework and the following gathering, and distribution of data makes it very difficult for policy makers to control and assess the effectiveness of current policies, and consequently, to take better informed decisions for continuous improvement, innovation and development.

The process is highly fragmented as member states first, and local policy makers in second stance do not dispose of commonly agreed standards and references to carry on the process.

IDP

A system of evaluation of the educational system exists. However, its application in adult education is insufficient and irregular, mainly because we have not found evidence that it is systematically applied in all public centres. Where it is applied the purpose is rather ambiguous and impossible to quantify. IWS

Outreach initiatives are widespread, but very little is known about their effectiveness in reaching out to people with low level or no qualifications (Eurostat)

CREATE2Evaluate OER could address the CREATE2Evaluate project findings that identify the lack of centralised evaluation, and the absence of a common view and framework in adult education across the partners contexts. The OER could address the evaluation of qualitative components of adult education and lifelong learning and criteria. Within a qualitative framework CREATE2Evaluate OER could address the need for a philosophical and theoretical base to AE qualitative analysis. The focus on evaluation of skills in EU Skills Agenda is to be welcomed. A cautionary note,

Should 'education' in the future be replaced by the term 'upskilling' and 'reskilling'? What will happen to personal development, creativity, critical thinking, relatedness, openness, tolerance, empathy, and trust? Will adult education be reduced to a recruiting centre and a space for boosting skills? Will these other 'skills' disappear from the education agenda just because they do not fit the term and are falsely not considered important to economic growth?

Adult Education evaluation could be guided by visionary, interdisciplinary thinking, rooted in positive European traditions and its comparative advantages. This could be achieved by 'advancing with EU Partners', and with reference to the EU Pillar of Social Rights, of which the first principle is Education, Training and Lifelong Learning.

Section 4: Conclusion

Adult education in many countries is seen as a policy Cinderella, with scant resources and a lack of effective long-term planning and coordination between its players. A lack of policy coherence can have a debilitating impact on the development of adult education. Policy coherence means ensuring that policy objectives and processes in one area do not contradict or jeopardise those in another. (AONTAS)

IO2 -Mapping the Impact, Validation and Evaluation of Adult Education Policies has identified that EU wide AE Evaluation is highly fragmented and lacks common definitions and standards. This makes it very difficult for policy makers to control and assess the effectiveness of current AE policies. Plain coherent and straightforward policy development is needed. Any AE evaluation framework should ensure that cross organisational policy coherence occurs in vertical and horizontal terms. Vertical coherence requires that the different levels of

government – national, regional, and local – follow common policy objectives and align systems of funding, accreditation and quality assurance. Horizontal coherence implies that there is understanding and coordination across policy areas within national or regional or local government – for example, that the Ministry for Education and the Ministry for Employment share concepts, processes and outcomes related to adult education. The challenge for the wider adult learning community is to articulate targets and indicators for adult learning that capture the humanistic conceptions and practices of nonformal adult learning. The articulation of such a metric would ensure that this domain of adult learning can no longer be considered as ‘invisible’ by the state.

The concept of the Learner Journey, at each point interacting with the system, helps to conceptualise policy coherence. The centrality of the learner voice in shaping Adult Education policy and provision is currently a significant omission. Community education needs to be explicitly named and funded within the adult education lexicon. The low prioritisation of adult and community education as a distinct modality of lifelong learning is at odds with the overall approach of the 2030 Agenda.

There are many factors that appear to be significant in designing effective, coherent policy. However, above all, effective cooperation between all stakeholders is key and for that to happen stakeholders need to be clear about their own responsibilities and what they stand to gain and there needs to be trust between them. Trust is built through successful joint working and the consequent increases in shared knowledge and understanding. Adult learning at its best is contingent and responsive. It helps adults to meet the challenges that they face. And it should be driven by the needs of adults. For that to happen we have to place learner voice at the centre of our discussions and ensure that their voices are not just heard but heeded. (AONTAS)

Appendix 1

Mapping research findings: Evaluation methods or tools

Germany:

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Structured interviews	Formal evaluation, very structured	
Description of Method or Tool:		
Method or Tool title	Where Method or Tool is applied	Source or reference
2. surveys	Formal evaluation, highly structured, often anonymous	Gerl, Herbert/Pehl, Klaus: Evaluation in der Erwachsenenbildung, Bad Heilbrunn 1983. (For a survey focussing on the process rather than the result; in German)
Description of Method or Tool: The most common way of evaluation. Can be as open or detailed as the creator wants by tailoring the questions accordingly. Also trickier in some ways than interviews, because the questions must be well-phrased and respondents must receive all pertinent info in the introduction – there is no way of clarifying things later. The risk for misunderstandings must be minimised. However, surveys are convenient for documentation and comparison purposed because of their structured nature.		
Method or Tool title	Where Method or Tool is applied	Source or reference
3. focus group	Formal evaluation, open	
Description of Method or Tool: A common feature to gain more in-depth insight into a specific target group's perspective(s) on a specific topic. Key element is allowing the group to prepare and help them focus their feedback through questions/methods/templates/etc. Though feedback itself can be open, the group must be 'led' to remain focused and to make sure the feedback is useful to the instigator.		
Method or Tool title	Where Method or Tool is applied	Source or reference
4. 'mini activities' for informal evaluation such as: gaging satisfaction using colourful stickers (or smileys); lightning rounds for comments/feedback on a specific question; emotional landscape (a picture of a landscape where people can use stamps to indicate their current satisfaction: in the clouds, sinking ship, fog, beach party, etc.)	Informal feedback, open, usually not anonymous	Examples: - Ekkehard Nussli: Evaluation in der Erwachsenenbildung, Bielefeld 2013. - Emotional landscape examples from Germany: https://www.coachingcard.de/c/befindlichkeiten
Description of Method or Tool: There is an abundance of tools to gauge satisfaction and collect informal feedback. These tend to be interactive and focus more on the activity (and often the fun element of the activity) rather than strict formal requirements. These types of tools are usually not for in-depth evaluation but serve well as snapshots of satisfaction levels and/or as activating kick-off exercises to open a more detailed evaluation process (interview, focus group,...).		

Poland: Evaluation methods or tools

Method or Tool title	
1. Pedagogical supervision:	
Description of Method or Tool: External evaluation: Evaluation conducted by the authority responsible for pedagogical supervision. It is carried out by inspectors. Stages of external evaluation: collecting and analyzing information about the activities of the school or the school or the facility, describing the activities of the school or the facility, preparing a report of evaluation in terms of the examined requirements. Internal evaluation is conducted by the headmaster. Stages of internal evaluation: analysis of course documentation, observation of teaching and educational activities conducted by teachers and other activities resulting from the statutory activities of the school or institution.	
Method or Tool title	
2. System evaluation in adult education	
Description of Method or Tool: The guidelines are a specification and operationalization of the provisions contained in the Partnership Agreement and EC regulations and guidelines concerning the cohesion policy evaluation system in Poland in the years 2014-2020. The following methods are used in this evaluation: in-depth interview, so called focus, individual interviews with project participants, interviews with representatives of industries participating in the projects, comparative analysis, so called benchmarking.	
Method or Tool title	
3. Evaluation of the Development Services Base	
Description of Method or Tool: Evaluation of the Development Services Base (BUR) system conducted by PARP. This evaluation concerns research on the quality of trainings, their availability and relevance to the needs of the economy. The research is conducted in large companies, corporations, small and medium-sized enterprises. It includes i.e. quantitative interviews, in-depth interviews.	
Method or Tool title	
4) Foresight evaluation	
Description of Method or Tool: Research on the demand for smart activities (so-called smart skills). Evaluation of entrepreneurial demand and relevance of the supply of new ESF development services focused on the strategic objectives of a "smart economy with a strong social dimension".	

Spain: Evaluation methods or tools

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Online questionnaire	Operation of the educational centre : Administration, financial management and management of complementary services	CEPA Altomira de Tarancón ¹⁰
Description of Method or Tool: online questionnaire for teachers conducted once a year (online questionnaire not found)		
Method or Tool title	Where Method or Tool is applied	Source or reference
2. Online questionnaire	Material, personal and functional conditions: Infrastructure and equipment - Staffing and characteristics of the professionals - Organisation of groups and distribution of time and space	CEPA Altomira de Tarancón
Description of Method or Tool: online questionnaire for teachers conducted once a year (online questionnaire not found)		

Romania: Evaluation methods or tools

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Statistics of learners who obtained a professional qualification	Adult professional training	http://www.anc.edu.ro/nr-de-absolventi-pe-centre-varste-etc-etc/
Description of Method or Tool: Interactive statistics concerning the numbers of certified learners. Data can be extracted based on criteria such as: a defined time period, occupation, training centre, age group of the participant.		
Method or Tool title	Where Method or Tool is applied	Source or reference
2. Statistics based on data provided by Centres for Evaluation and Certification of competences gained outside the formal education system	Adult professional training – evaluation/validation/certification of competences according to the National Registry of Competences	http://www.anc.edu.ro/statistici-pe-baza-centrelor-si-ocupatiilor/
Description of Method or Tool: Interactive statistics concerning the numbers of certified learners. Data can be extracted based on criteria such as: a defined time period, occupation, training centre.		

IDP-Italy: Evaluation methods or tools

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Various	Within CPIA's organisation and training staff	For instance: This one and this other one (ITA only)
<p>Description of Method or Tool:</p> <p><i>Brief disclaimer – unfortunately, our desk research did not produce the expected result. We were not able to find from literature and secondary web sources any key document that could prove us the existence of a common framework for evaluation on the effectiveness of programme delivery.</i></p> <p>The sources here highlighted give us a tangible reference on how “evaluation” is perceived at bottom level (meaning, by AE providers which do represent the most essential unit and starting point for the roll-out and implementation of policies). As expected, this evaluation process concludes with the compliance with just few formal requirements.</p> <p>Although it is true that, based on these two examples, the evaluation of learners’ outcomes seems to follow very detailed criteria, the same process does not apply in reference to the policy form which that programme stems from: it is at the discretion of CPIAs’ managerial staff in collaboration (or not) with their local network of stakeholders as one of the many different ways in which they can express their operative autonomy.</p>		

IHF-Evaluation methods and tools

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Monitoring Adult Learning Policies: A Theoretical Framework and Indicators (OECD, 2013)	Developed by OECD in free and open access format. No data available on where it is “actually” implemented/by which institution	here
<p>Description of Method or Tool:</p> <p>This framework responds to 18 long-term priorities/issue (“Goals”) identified in the domain of AE. Goals are further distributed among 6 competence areas and are assigned to specific monitoring indicators (44 in total).</p> <p>Goal #16 is specifically tailored on Evaluation Strategies (Quality and Organisation of Education Delivery):</p> <p>“Develop evaluation strategies to measure quality and impact of adult learning programmes as well as their outcomes in terms of economic and quality of life benefits for both individual learners and society”</p> <p>And more specifically, strong focus is given to:</p> <ol style="list-style-type: none"> 1. Standardization of formal QA procedures. 2. Evaluation of benefits attributed to the attendance in a particular learning activity, or to general benefits from the improvement of skills. 		
Method or Tool title	Where Method or Tool is applied	Source or reference
2. SABER Model – Systems Approach for Better Education Results (World Bank, 2013)	Developed by the World Bank in free and open access format/ No data available on	Here , here and here

	where it is “actually” implemented/by which institution	
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Description of Method or Tool:
The SABER Model is a theoretical construct and addresses education from a broader perspective.

Relevant for CREATE2’s aim is the Functional Dimension 3 (Service Delivery, Goal 9):

G9	Enhancing Evidence-based Accountability for Results	Expand the availability and use of policy-relevant data for focusing providers' attention on training outcomes, efficiency and innovation	T1	Administrative Data from Training Providers
			T2	Survey and Other Data
			T3	Use of Data to Monitor and Improve Program and System Performance

Although the SABER Model is more of use for national bodies invested in country-scale actions, it represents a strategic resource for other types of authorities to better benchmark their offer compared to world-wide standards and essential field of intervention:

1 Setting a strategic direction	2 Prioritizing a demand-led approach	3 Strengthening critical coordination
4 Ensuring efficiency and equity in funding	5 Assuring relevant and reliable standards for quality	6 Diversifying the pathways for skills acquisition
7 Enabling diversity and excellence in training provision	8 Fostering relevance in public training programs	9 Enhancing evidence-based accountability for results

Method or Tool title	Where Method or Tool is applied	Source or reference
3. Adult Learning Policy Analysis Tool	Developed by the EU Commission in free and open access format. No data available on where it is “actually” implemented/by which institution	here

Description of Method or Tool:

Also available via the EPALE portal, The Adult Learning Policy Analysis Tool developed by the EU Commission as part of a study to develop an in-depth analysis of adult learning policies and their effectiveness. It features a high-level conceptual framework for adult learning policies that is designed to help national, regional and local policy makers implement and improve their policies.

In total, there are 21 building blocks conceived as success factors for effective policy making in the field of AE. Of these, only three seem strategically related to CREATE2 and the overall scope of our project. More specifically:

No. 6.2 – Establish Mechanisms for policy alignment at local and regional level

No. 6.3 – Build a knowledge base for what concern success factors in adult learning

Ireland- Evaluation methods or tools

Method or Tool title	Where Method or Tool is applied	Source or reference
1. The QQI core guidelines 2. The relevant ETB quality manual – available from the respective ETB	Education and Training Board (ETB) – Further Education and Training (FET) Centres	QQI website. QQI policies and criteria for the validation of programmes of education and training.
<p>Description of Method or Tool:</p> <p>It is difficult to interpret the guidelines so generally educators and assessors learn as much as possible and amend to suit local needs. If the teacher/assessor does not know the quality assurance language and terminology they are lost.</p> <p>PMDS (Performance Management Development System) for instructors, tutors and Youthreach staff. Second level Teachers have an inspectorate system but no PMDS in FE education except for staff with responsibilities. In FE there is an internal and external verification system resulting in an external authentication (EA) report. As a result, a manager will mentor the teacher to implement to report outcomes. It is an imperfect system as managers cannot mentor all teachers.</p> <p>Since 2018 ETBI are moving towards a QA process involving three steps:</p> <ol style="list-style-type: none"> 1. Self-assessment 2. Course review meeting 3. Grade meeting <p>Some ETBs have an internal site – example CDETB Moodle site. This is a community of practice with self-generated resources that assist in quality control and quality delivery.</p>		
Method or Tool title	Where Method or Tool is applied	Source or reference
QQI twelve core criteria	Pre and Post validation of programmes in FET Centres	QQI: Handbooks and schema as above
<p>Description of Method or Tool:</p> <p>What criteria do you use to undertake evaluation of education programmes as part of your quality assurance procedures?</p> <p>There are two types of programmes</p> <p>Pre-validation Programmes. In this case you are part of a panel who is asked to evaluate the programme according to the QQI twelve core criteria. To do this you look at internal reports and benchmark programmes.</p> <p>Poste-validation Programmes. These are evaluated via EA (external authentication) reports. These contain feedback from stakeholders, student feedback surveys, staff feedback. We have just done an inaugural review process – done a lot of research listening to the learner voice/learner survey.</p> <p>So how do you know if a programme is working well. The programme team would</p> <ul style="list-style-type: none"> • Look at quantitative data – results • Look at qualitative data – feedback, trends, projections, progression of graduates. <p>Other research in the area of the programme would also impact collecting feedback from employers, areas of educational need, etc. you would also assess if the programme was delivering in line with the SOLAS strategy. The programme team use a learner survey – an annual learner survey for one-year courses – conducted in January each year or at the end of a course if the course is less than a full year (QQI evaluation form). The survey is similar but not consistent for all. Each FE centre will have their own learner survey – the results go to the head of centre in the first instance.</p> <p>Since the introduction of online teaching - Covid19, there is an online student surveys for PLC students and focus groups for learners in levels 1 to 4. It is important that the same information is collected for every course and that the information is treated fairly. The learner voice is of increasing importance for ETBs.</p> <p>Are any templates available for public view?</p> <p>No generic resources for course evaluation but many resources on various sites.</p>		

Method or Tool title	Where Method or Tool is applied	Source or reference
1. Programmatic Review 2. Panel review 3. Learner survey		QQI website
<p>Description of Method or Tool:</p> <p>Is there any particular system, method or tools you use to evaluate programmes /</p> <p>No, we look at programmes in different contexts – we use a programme proposal board and also a programme approval board. If further education centre wants to deliver a particular programme that centre must apply and complete a form that shows they have reviewed the programme learning outcomes and any amendments they propose. If the changes they require are significant/material those changes have to be approved by a matinal governance committee. The proposed changes are passed by a subject matter expert, sourced from the national database, to determine if the learning outcomes are still relevant and the resources required are adequate for that module.</p> <p>The programmatic review processes are only being set up for further education by QQI and a template for the programmatic review is available on the QQI website. The template process is available. A review panel is convened and they interrogate the</p> <ul style="list-style-type: none"> • Each Learning Outcome • Resources • Timetables • Qualifications and experience of delivering staff <p>The provider must provide a self-evaluation report to the review panel that include a range of qualitative and quantitative data – student satisfaction, external authenticator reports, marks and grades achieved, student progress. The panel has a one-day review event with the provider where all the documentation is discussed to collaborate the content and to ask additional questions as needed by the panel. Recommendations and conditions of approval are provided by the panel.</p> <p>What criteria do you use to undertake evaluation of education programmes as part of your quality assurance procedures?</p> <p>The QQI 12-core criteria guide the panel review and have to be addressed. The provider has flexibility in how they present the programme but the criteria have to be addressed. The revalidation process needs a framework but also needs the flexibility to demonstrate best practice. The panel review process is also an opportunity for the provider to tap into the expertise of the panel.</p> <p>To what extent is the learner voice central to the review process?</p> <p>In FET it can be challenging to put the learner voice at the centre of the review process. In FET the learner is transient – their period in FET can be relatively short. Learner engagement and learner voice is a challenge. The extent to which the learner is engaged and their voice is heard depends on a range of factors such as the course and the service – some services conduct a review at the end of each module not to mind the end of the course. Time was given to collect the learner voice during the module delivery.</p> <p>If you want continuous programme improvement continuous feedback is required from a range of resources. We did a learner survey last year – we got over 40 responses from learners got a lot of very good information – now collected online – can do comparative analysis on responses.</p> <p>This does not happen in all ETBs but there is a move to get the buy in from other ETBs so that it may be adopted in all ETBs. In our ETB the responses are available to all staff and they can go deeply into the feedback if they wish. We also set up a learner advisory council. Out of this council came requests from learners for assistance with career guidance, academic writing, mental health, self-belief, etc. By delivering on this request students felt they were heard. We also did staff surveys – their feedback can be aligned with student feedback. If there is trust and interdependency between services and programmes there will be a greater openness to hearing about challenges and collectively looking at solutions.</p>		

Appendix 2

Report on Questionnaire feedback Ireland

Questionnaire on Methods and Tools to Evaluate FET Courses or Programmes

35 Responses 31:07 Average time to complete Active Status

[View results](#)

Open in Excel

1. Does your professional work involve you completing or overseeing the evaluation of FET courses/programmes any level (QQI levels 1-6)?

[More Details](#)

Insights

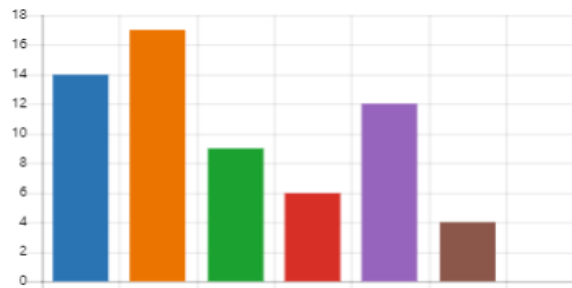
● Yes	28
● No	3
● Other	4



2. In completing or overseeing the evaluation of FET courses/programmes Do you evaluate courses/programmes in ...

[More Details](#)

● Your FET module/course/prog...	14
● Your FET centre	17
● Your FET Organisation	9
● Your FET sector	6
● Your ETB area	12
● Nationally	4
● Other	0



3. In completing or overseeing the evaluation of FET courses/programmes do you source or use, standard criteria ...

[More Details](#)

[Insights](#)

- Yes 15
- No 13



4. Please share the link to the standard criteria you use, or give direction on who could provide them, or note that they are not available publicly as appropriate?

[More Details](#)

[Insights](#)

13

Responses

Latest Responses
"Not publicly available. "

5. In completing or overseeing the evaluation of FET courses/programmes do you use standard tools (i.e. templates of Questionnaires, Interviews, Case Studies, Profiles, or other, etc) ...

[More Details](#)

[Insights](#)

- Yes 13
- No 15



6. Please share the link to the standard tools you use, or give direction on who could provide them, or note that they are not available publicly as appropriate?

[More Details](#)

[Insights](#)

9

Responses

Latest Responses
"Not publicly available. "

7. In completing or overseeing the evaluation of FET courses/programmes do you use standard methods (i.e. methods of data collection, collecting feedback, or ratings, or suggestions, etc) ...

[More Details](#)

[Insights](#)

- Yes 15
- No 13



8. Please share the link to the standard methods you use, or give direction on who could provide them, or note that they are not available publicly as appropriate?

[More Details](#)

[Insights](#)

13

Responses

Latest Responses
"Not publicly available. "

9. In completing or overseeing the evaluation of FET courses/programmes do you use arts based methods (i.e. art, drama, visuals, poems or prose, etc) ...

[More Details](#)

[Insights](#)

● Yes	1
● No	14



10. Please share the link to the arts based methods you use, or give direction on who could provide them, or note that they are not available publicly as appropriate?

[More Details](#)

1

Responses

Latest Responses

11. Have you identified the need for standard criteria, tools, methods for the evaluation of FET courses/programmes delivered?

[More Details](#)

● Yes	23
● No	0
● No Opinion	5



12. If yes - what would the advantage of using standard criteria, tools, methods for the evaluation of FET courses/programmes be? (No more than 2)

[More Details](#)

[Insights](#)

20

Responses

Latest Responses

"Reporting mechanisms would become standardised through the sam..."

13. If yes - what would the disadvantage of using standard criteria, tools, methods for the evaluation of FET courses/programmes be? (No more than 2)

[More Details](#)

[Insights](#)

19

Responses

Latest Responses

"Who would collate and report on the national data? "

14. Do you develop/create your own criteria, tools or methods to evaluate FET courses and programmes?

[More Details](#)

[Insights](#)

● Yes	16
● No	12



15. If yes, would you contribute to this project and make the criteria, tool or method (standard or arts-based) you developed available to the project (licensed to you as you wish, or anonymously)?

[More Details](#)

● Yes	10
● No	5

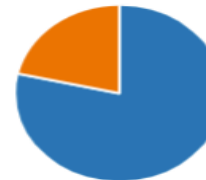


16. Would you be available for further consultation?

[More Details](#)

[Insights](#)

● Yes	22
● No	6



Appendix 3: Country Report Checklist.

A Country Report Checklist Topic: Adult Education Country/State/region:	
<p>The following is a checklist of quantitative and qualitative information that provides the contextual background essential to a Country Report on adult education.</p> <p>Informants: elected/non-elected policy makers, managers and practitioners.</p> <p>The Country Report template addresses</p> <p>A. The State of adult education - 4 questions B. Adult education policy development - 7 questions C. Adult education implementation - 7 questions D. Funding of adult education - 7 questions, and E. Overall Perspective - 5 questions</p>	
A. The State of adult education?	
1. What is the working definition of adult education?	
2. What are the current strategies & policies on adult education?	
3. What are the aims/objectives/priorities of adult education policy?	
4. Is there a structural schema or diagrammatic framework for adult education in your country?	
2. Adult education policy development	
1. Is a particular model of adult education policy development in your country?	
2. How has adult education policy developed?	
3. What methods of consultation are applied?	
4. What methods of engagement/collaboration are applied?	
5. What methods of adult education data gathering are applied?	
6. Which stakeholders are involved in adult education policy development?	
7. What lessons in adult education policy development have been learned?	
3. Adult education implementation	
1. Is a particular model of adult education implementation in your country?	
2. How has adult education implementation developed?	
3. What methods of learner consultation are applied?	
4. What methods of stakeholder engagement/collaboration are applied?	
5. How is rates of participation data gathered?	
6. Which stakeholders are involved in reviewing strategy implementation?	

7. What lessons in adult education implementation have been learned?	
4. Funding of adult education	
1. Is a particular model of adult education funding in your country?	
2. What Indicators/measurements are applied in determining funding effectiveness?	
3. What tools are used for planning, monitoring & assessing funding and resource effectiveness?	
4. Are reviews or evaluations of adult education funding effectiveness published?	
5. How are stakeholders involved in determining funding effectiveness?	
6. Which stakeholders are involved in reviewing strategy implementation?	
7. What lessons in adult education implementation have been learned?	
5. Overall Perspective	
1. Is there a 3/5 yearly planning process?	
2. Is there a critique of adult education policy, implementation, and funding during the 3/5-year planning cycle?	
3. Are inter-regional/territorial and cross border collaboration networks and platforms planning cycle?	
4. Reference or annotate critiques of adult education policy development, effectiveness & funding	
1. Provide useful references for adult education policy, implementation, and funding impact in your country.	
END	

EAEA-Adult education trends 2020

There have been no major shifts in the past year in adult education policies, as many countries have run strategies and programs until 2020 and have yet to decide on the priorities of the upcoming year. Nevertheless, some countries reported that the adult education sector was supported by some emergency policies and funding opportunities that were put in place to deal with the consequences of the pandemic.

Adapting to crisis: mapping future skill needs: 2020 was a year of rapid adaptation. The long foreseen but slow move into digital learning was suddenly accelerated to ensure the provision of learning in the first place. The pandemic led many organisations to apply changes to their work programs and acquaint learners with new types of learning formats. The drastic change revealed the lack of digital infrastructure and skills across Europe and once again demonstrated that many adults are missing basic and life skills. While health literacy and critical thinking became a priority during the crisis, many adults were educationally alienated by a lack of financial means or competing priorities, especially those from a lower socio-economic background, the unemployed, low skilled and minority groups. Evidence shows that outreach and access have been dramatically complicated by the crisis.

2020 Policy Trends: In a year dominated by adaptation to the COVID crisis, many of EAEA members centered their work around local policies and projects, supporting learners on the ground. Only a few organisations were consulted on the European Pillar of Social Rights and often its implementation was not directly witnessed by EAEA members. Upskilling Pathways continued but has not been mentioned by adult education organisations and providers as a political priority during the last year. Both examples show that visibility is key to ensure that

European policies are known, recognised and referred to on the local level. The Sustainable Development Goals, on the other hand, continue to have an important role, as they are increasingly interlinked with local and national policy frameworks.

A need for recognition (and elevated financing) EAEA members across Europe repeatedly reported cuts in funding and depicted the financial difficulties that many of their learners faced, due to the COVID-19 crisis. In some cases organisations had to terminate employment contracts of their staff or completely close their provision. Emergency funds were only available in some cases and mainly directed at employment-directed training courses, leaving the non-formal learning sector behind. One major obstacle of financing is the lack of recognition of non-formal adult learning. Subsequently, validation schemes are perceived as an opportunity not only to support the sector financially, but also to increase participation and access for those with competing priorities. *A demand to enhance the voice of civil society:* Involvement of civil society is entirely subject to the country. There is no visible trend in terms of heightened involvement of civil society or new opportunities for involvement throughout COVID. In some cases governments consulted civil society groups in their emergency response plans, preparing the way for more recognition and hence, funding. Many organisations would recommend their government to establish closer ties with civil society. It is clear that adequate, widely accessible and quality adult education should be a priority for governments coping with the consequence. ([CEDEFOP survey 10.11.2020](#)) a call to action to make lifelong learning a reality for all.

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