



THE IMPORTANCE OF EDUCATION RESEARCH AND INNOVATION – STRENGTHENING THE EUROPEAN KNOWLEDGE BASE

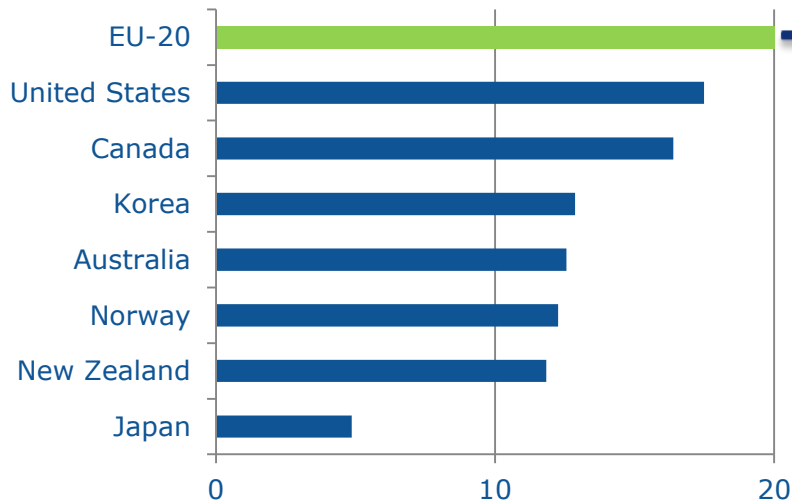
10 OCTOBER 2017

*Jan Pakulski, Head of Unit A.4, Evidence-Based Policy and
Evaluation*

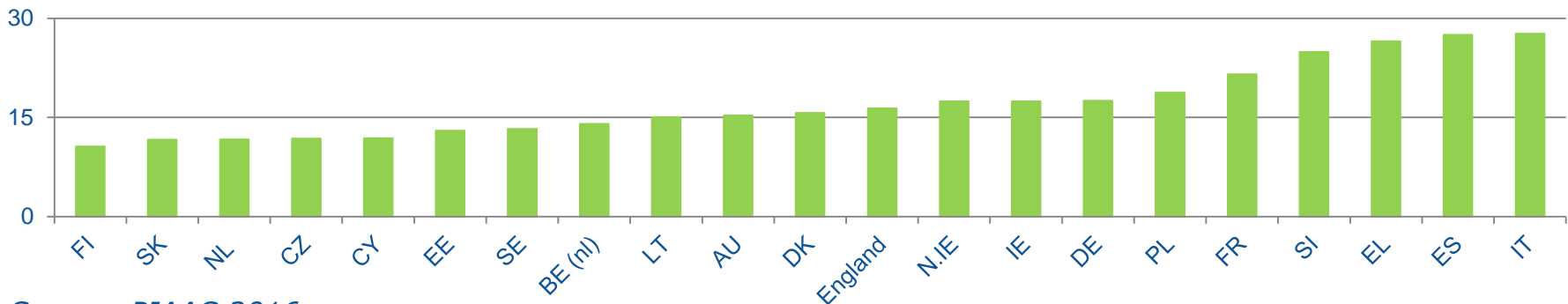
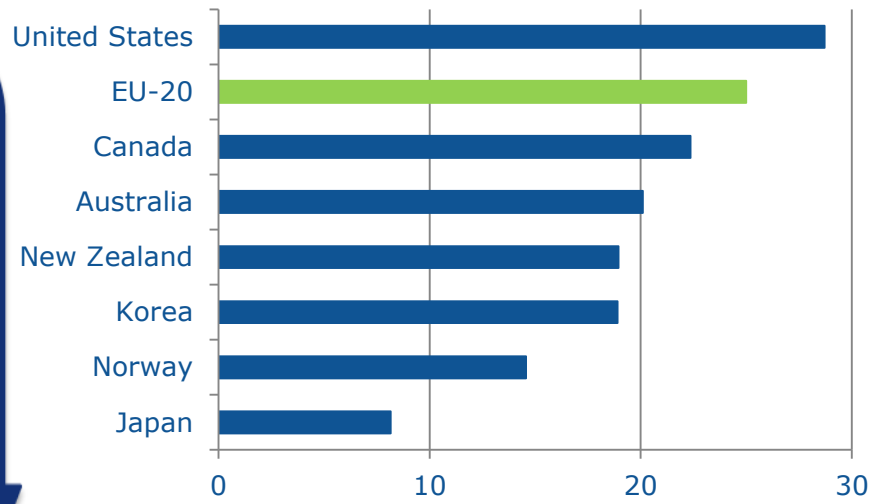
Directorate-General for Education, Youth, Sport and Culture

Europa vs. competitors

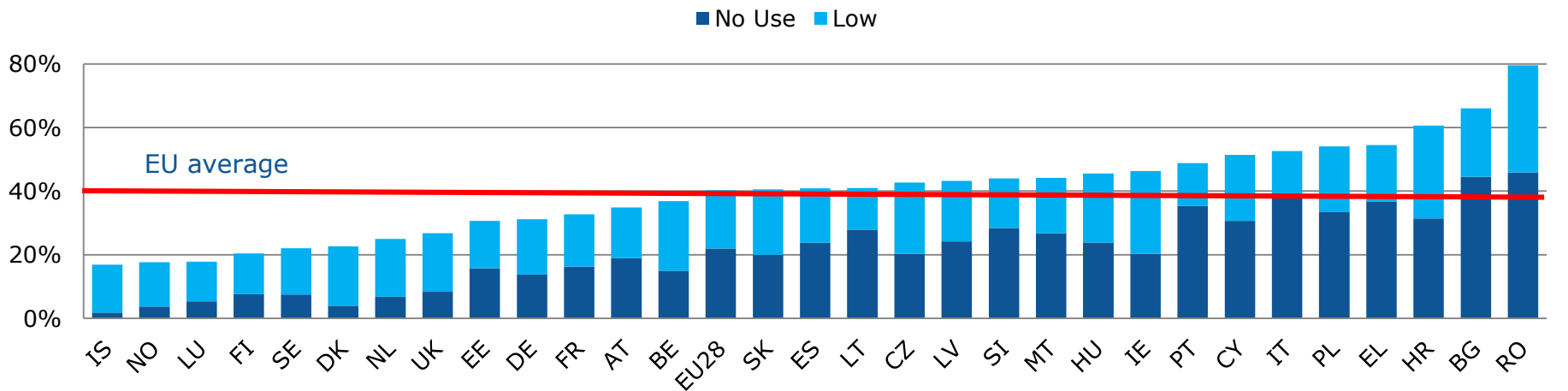
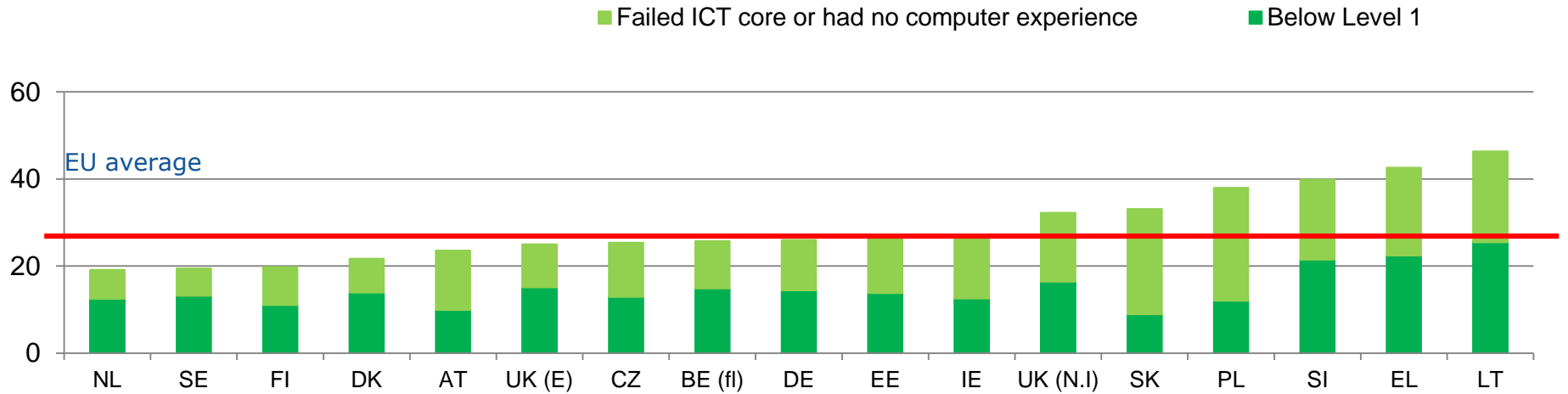
Low literacy skills



Low numeracy skills



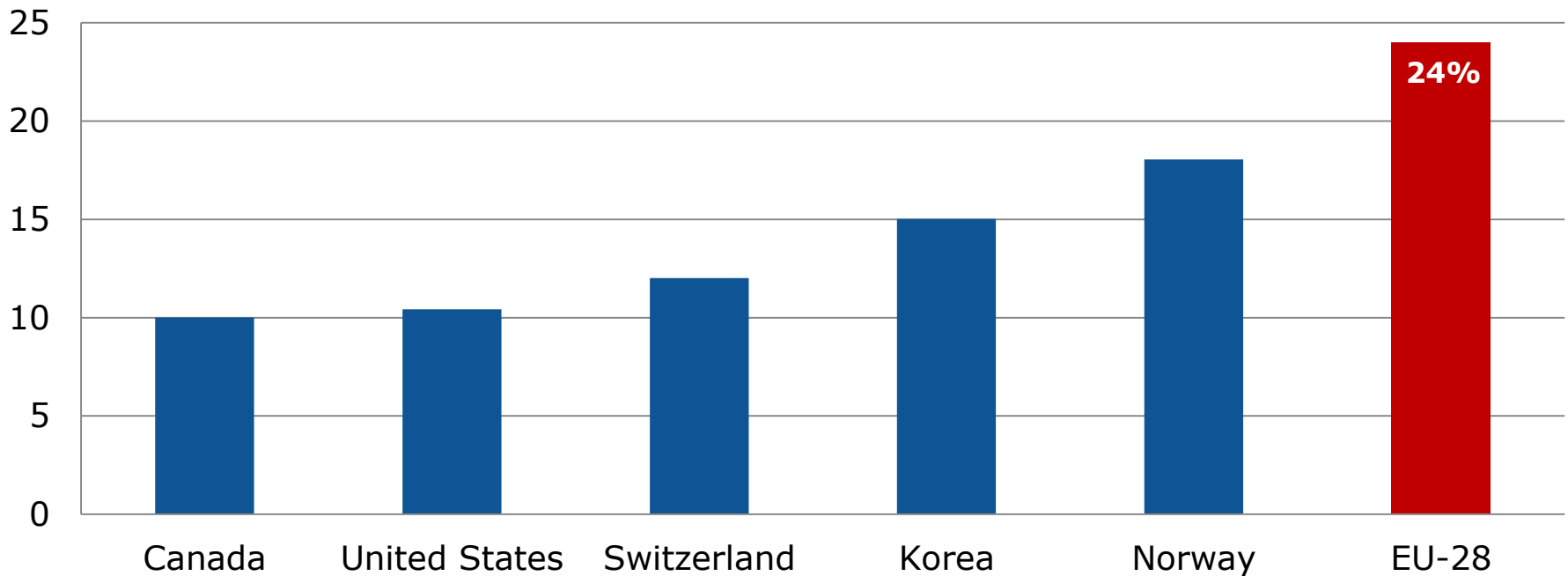
Low digital skills



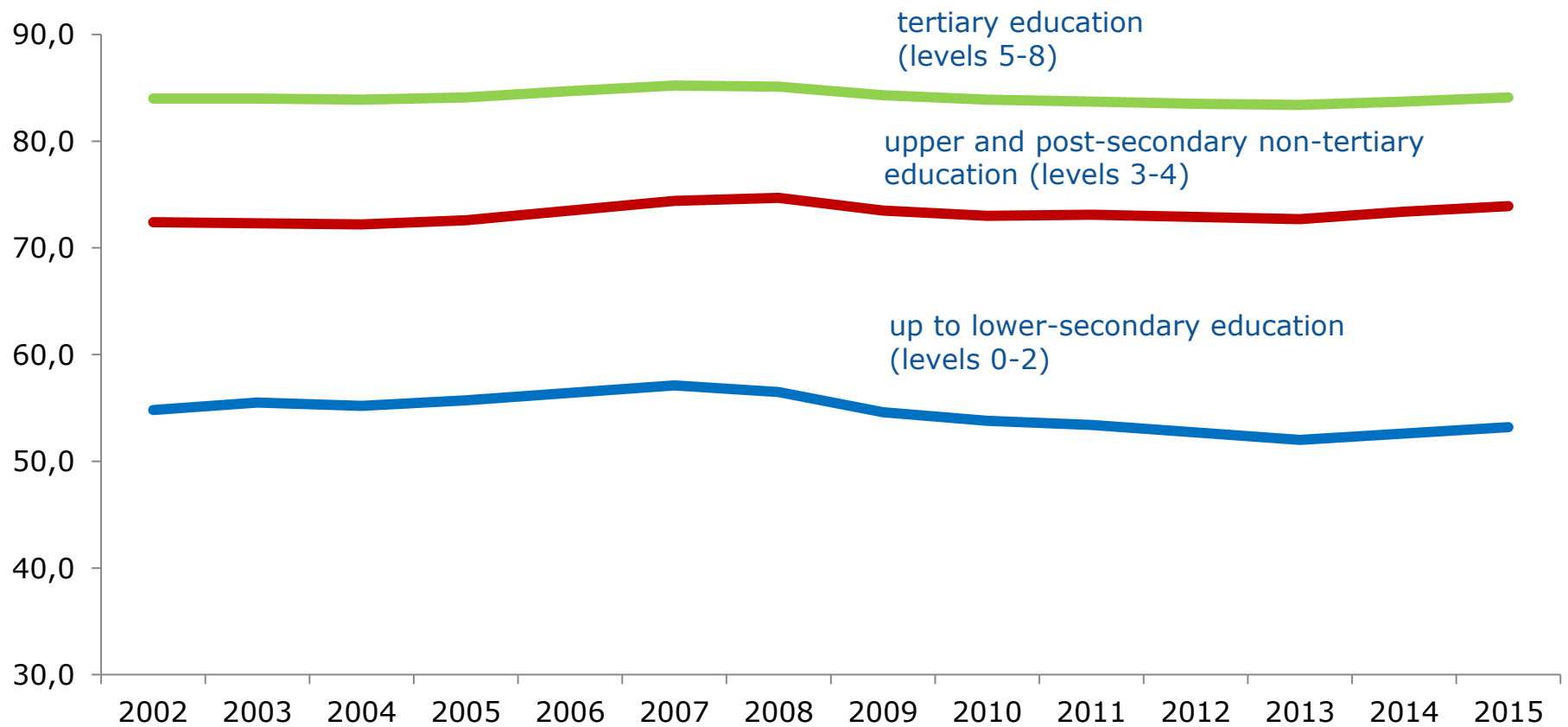
What about qualifications?

More than **65 million EU adults** without upper secondary education

Percentage of adults without upper secondary education
(lower secondary is the highest acquired educational attainment level)

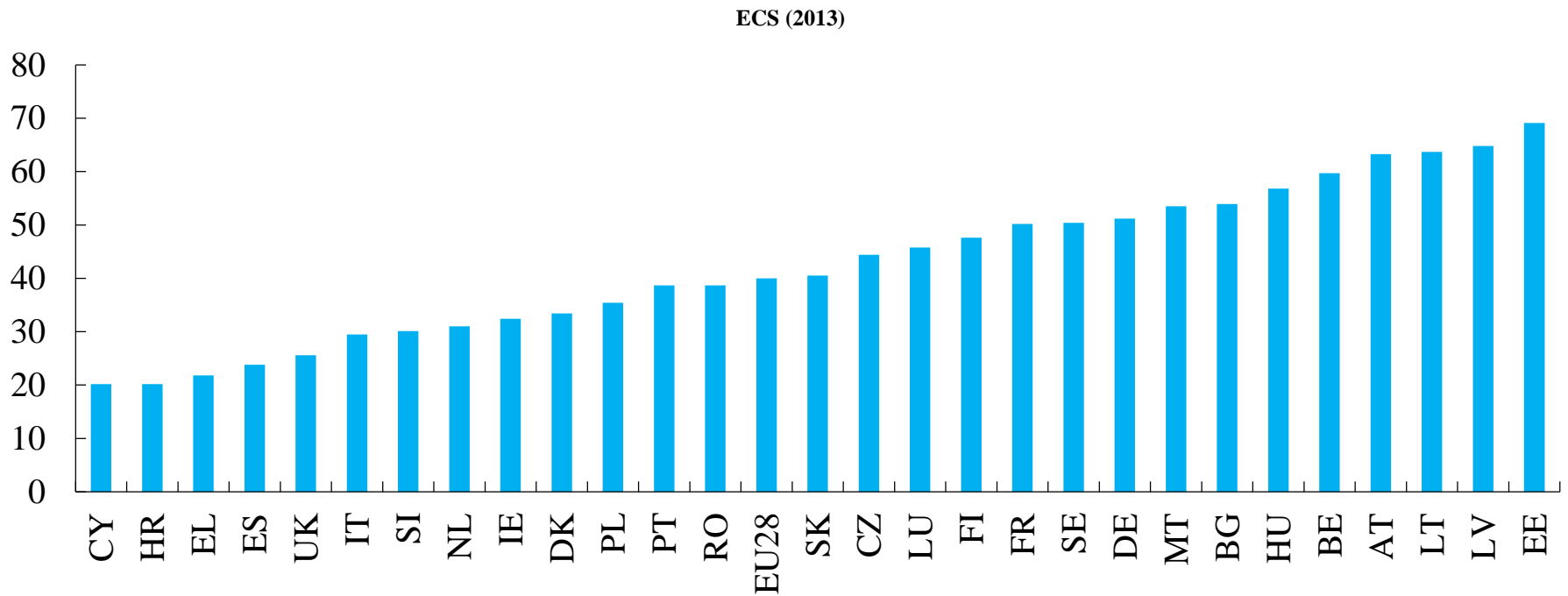


Employment rates by qualification level, EU-28



Source: EU-28; age group: 25-64; ISCED 2011' Eurostat 2015

% employers reporting difficulties in finding employees with the right skills



European Company Survey

No-regrets skills policy

European Political Strategy Centre - Strategic note 15/2016

- *AI and Robotics – big but unpredictable impact on working life*
- *Calls for integration of skills, tactile, arts, adaptive learning, emotional and cognitive intelligence*
- *There is a need for role models on ethical and practical sides of work and entrepreneurship outside the school*
- *Real world exposure during schooling; experience, not apprenticeships*
- *Work harder on inclusion, reduce shortfalls in functional skills*



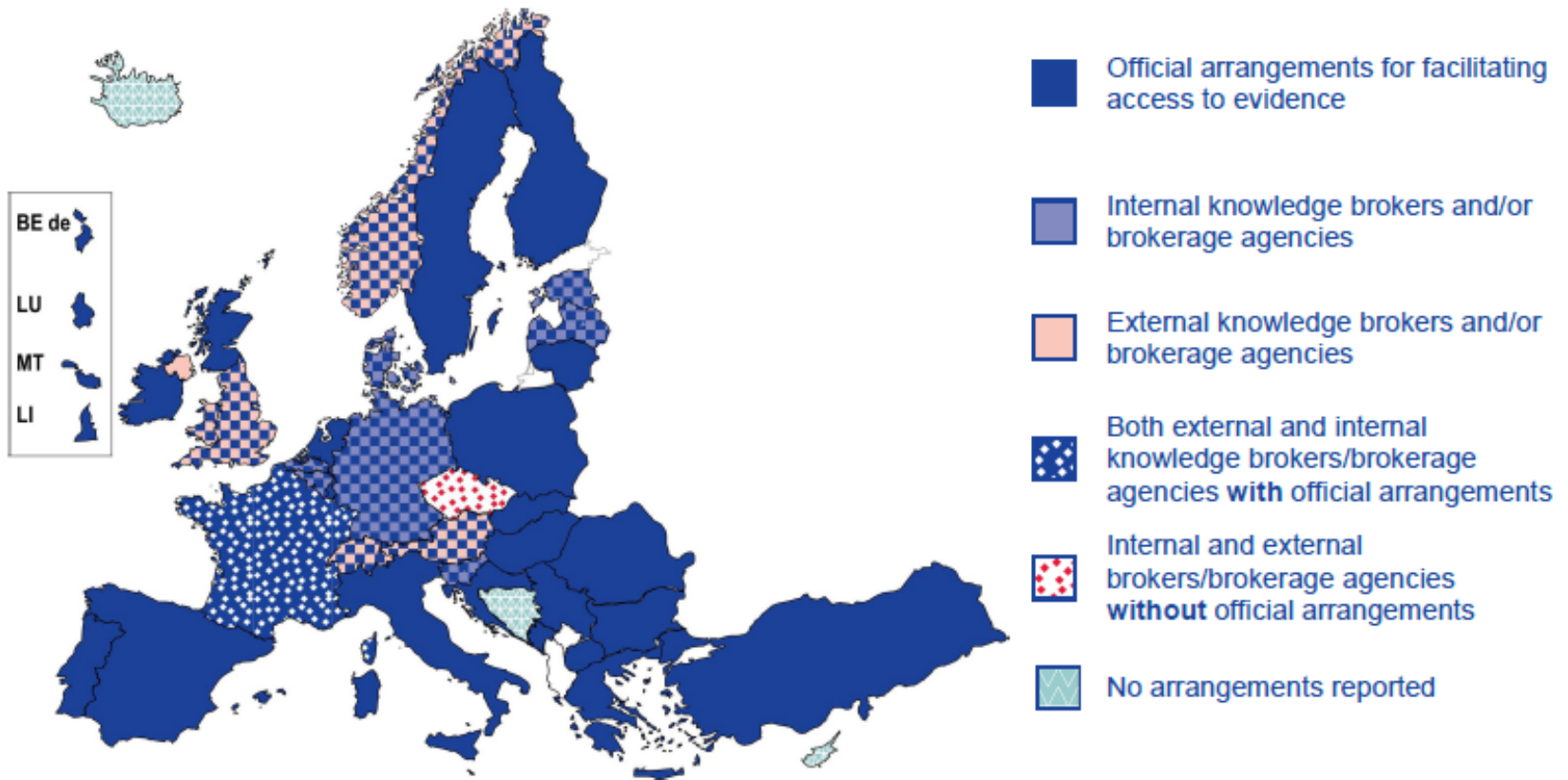
EVIDENCE-INFORMED POLICIES

Evidence-informed policies

Most countries reported official arrangements with a large variety of organisations which could potentially provide evidence.

- **However, these arrangements ranged from strict rules prescribed in legislation to more loose guidelines about who should provide evidence and who should be consulted during the policy-making process**

Facilitating access to evidence and mediation/brokerage services for education policy-makers, 2016

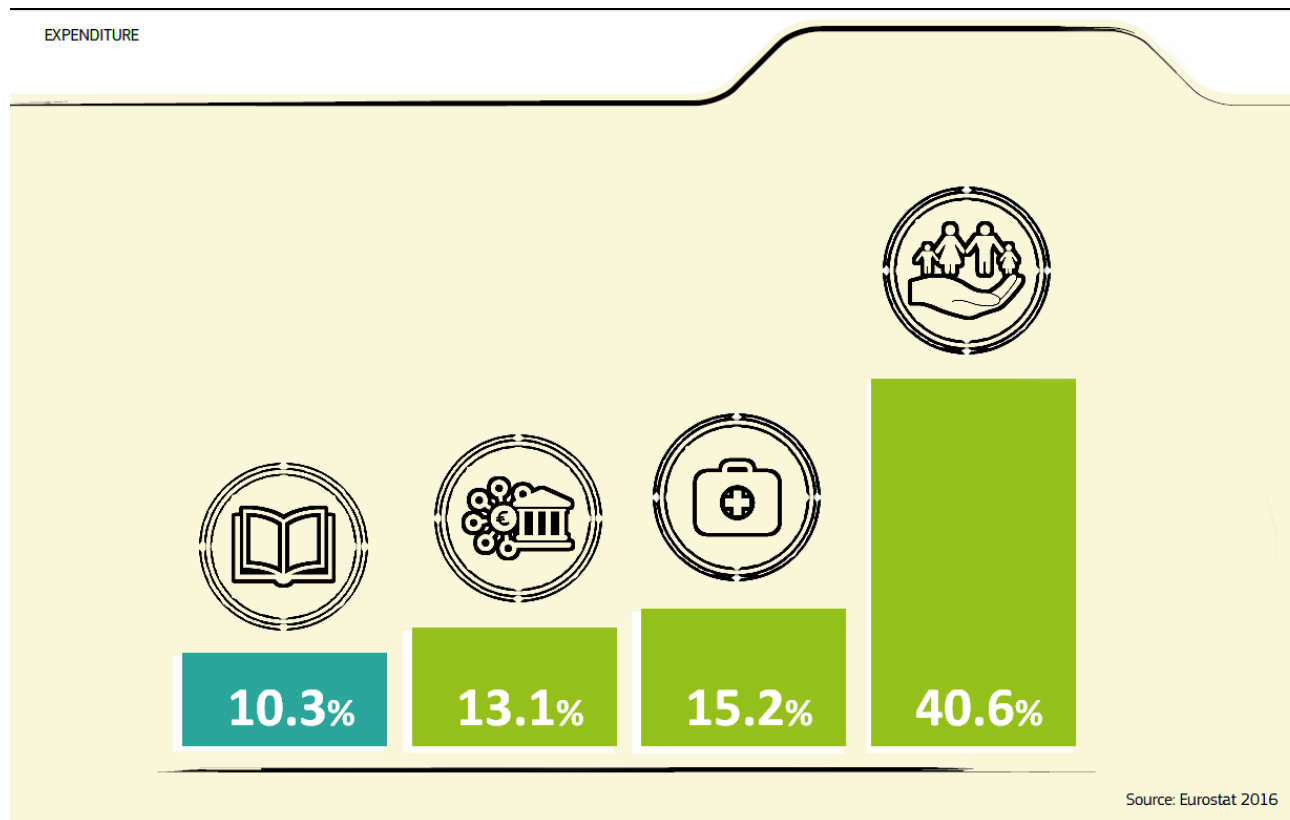


Evidence-informed policies

there were both internal and external knowledge brokers who were given the task of interpreting evidence and mediating between research providers and policy-makers.

- **However, only about a third of the countries reported such arrangements and so they are not in the majority.**

Public expenditure in the EU



DG EAC support for evidence generation (I)

- *Annual **Education and Training Monitor***
- *Financial support to MS's participation in large scale surveys*
- *Policy notes*
- *Supporting the Open Method of Coordination (OMC)*
- *ET2020 Working groups*
- *Indicator Expert groups*
- *Standing Group of Benchmarks and Indicators*
- *Prospective Platform – Big Data*

DG EAC support for evidence generation (II)

- *EIPPEE Network (Evidence Informed Policy and Practice in Education in Europe)*
- *Seminar, Dutch Presidency; Evidence and Data Informed Policy Making for Education (6-7 April 2016, The Hague)*
- *Workshop on Cost Benefit and Cost-Effectiveness Analysis in the Field of Education Policy (11-12 November 2013, Stockholm), SE Presidency*
- *Conference: Improving Skills – secondary analysis from international surveys (Limassol, 15-16 November, 2012), CY Presidency*