

INTERNATIONAL EXPERT ROUNDTABLE ON LIFELONG LEARNING: DEVELOPING A FRAMEWORK TO MONITOR AND EVALUATE LIFELONG LEARNING IMPLEMENTATION

Preliminary Report of the Roundtable

1 - 2 July 2019

Lifelong Learning Institute, Singapore

Publisher's note

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This publication should be attributed as Institute for Adult Learning. (2019). *International Expert Roundtable on Lifelong Learning: Developing a Framework to Monitor and Evaluate Lifelong Learning Implementation. Preliminary Report of the Roundtable.*

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CSPP

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CSPP-06-2019

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1. Introduction

This report summarises the proceedings of the roundtable “International Expert Roundtable on Lifelong Learning: Developing A Framework to Monitor and Evaluate Lifelong Learning Implementation”, jointly organised by the Institute for Adult Learning Singapore (IAL) and the UNESCO Institute for Lifelong Learning (UIL), and held at the Lifelong Learning Institute in Singapore from 1 to 2 July 2019.

Background and Rationale

The potential envisaged of lifelong learning – both as a social good and economic imperative – is widely acknowledged. Many countries, including Singapore, have implemented strategies and policies to facilitate the access to and provide opportunities for learning. At the same time, alongside any successful implementation of lifelong learning in society, we will require a robust and systematic monitoring and evaluation process to ensure that related policies and initiatives are able to meet to goals and outcomes as desired. High quality data is important to provide critical and reliable feedback into policy and practice, highlighting where synergies can be applied, or where more action is required.

Internationally, while some efforts have been made at developing frameworks to monitor and evaluate the implementation of lifelong learning in society (e.g. Canadian Composite Learning Index, European Lifelong Learning Index, Singapore Lifelong Learning Index), a formal system is still lacking in many countries. Amidst this backdrop, this roundtable sought to initiate an international dialogue focusing on the monitoring and evaluation of lifelong learning, during which topics related to formulating feasible, robust and representative lifelong learning monitoring tools were discussed.

This roundtable consisted of the following segments:

- A 0.5-day symposium covering the imperatives to focus efforts on developing lifelong learning and the different efforts currently being undertaken; and
- A 1.5-days expert seminar on developing an evaluation framework, including indicators to monitor and evaluate lifelong learning implementation.

Objectives

The objectives of the roundtable were:

- To share and discuss experiences with regards to local/ national/ international initiatives in measuring and evaluating lifelong learning, in particular, lessons learnt and the technical and non-technical difficulties that emerge during the implementation of the monitoring and evaluation;
- To explore and discuss how to capture the pervasiveness of lifelong learning in ways that are theoretically sound, policy relevant and allow for full recognition of the many possible outcomes of lifelong learning;
- To stimulate cross-sector and cross-disciplinary cooperation in developing an evaluation and monitoring framework for lifelong learning; and
- To discuss the formation of an international coalition group to develop an evaluation and monitoring framework for lifelong learning.

Outcome

The roundtable marked a milestone in our efforts to advance the lifelong learning agenda both in Singapore and internationally.

The extensive sharing of experiences by participants with regards to initiatives in measuring and evaluating lifelong learning, in particular lessons learnt and the technical and non-technical challenges that emerge during monitoring processes, have broadened our understanding and deepened our insights in our own efforts to evaluate and monitor lifelong learning.

Correspondingly, the outcome resulting from the two-day roundtable were:

- Initiative to launch an international coalition for developing indicators for lifelong learning.

2. Summary of Presentations

This section provides a summary of the speeches and presentations delivered by participants. The key discussion themes that arose from these sessions are captured in Section 3.

SESSION 1.

New Imperatives for Lifelong Learning

This session opened the two-day roundtable. It brought together an international panel to initiate a dialogue on the 'new' imperatives for lifelong learning that are grabbing the attention of increasing number of countries and discuss what it means to have a successful implementation of lifelong learning. It was attended by a wider group of participants, including IAL's stakeholders and partners from the local institutes of higher learning, and government ministries and statutory boards.

1.1 OPENING SPEECH: Mr Raul Valdes Coteria, Team Leader, UIL

The Imperative of Lifelong Learning and its Implications for Indicators

Because of its crosscutting nature, lifelong learning can address the urgent and complex issues we face today – including those of demography, technology and climate – by recognising how such challenges are interrelated. For the same reason, it has an integral role to play in achieving all 17 Sustainable Development Goals of the 2030 Agenda. However, we currently lack consistent tools to monitor and evaluate lifelong learning, and we therefore struggle to prove its impact. This is the challenge for our expert meeting but, before we work to address it, we need to understand exactly what we are trying to monitor and evaluate. This means gaining some insight into lifelong learning implementation in different learning modalities and geographical spheres, as well as recognising some ongoing developments working to connect diverse forms of implementation – including cross-sectoral governance models, NQFs and RVA. Finally, we must take stock of existing mechanisms for monitoring and evaluating lifelong learning at both national and international levels. Only with this detailed picture can we identify the gaps our lifelong learning indicators need to fill.

1.2 KEYNOTE: Dr Michael Fung, Deputy Chief Executive, Chief Human Resource Officer & Chief Data Officer, SkillsFuture Singapore

SkillsFuture Movement: Supporting Workforce Development and Enterprise Transformation in Face of Disruption

Macro-economic shifts, technological developments, and globalisation have dramatically changed the way businesses have to develop their human capital to stay market-relevant and competitive. The SkillsFuture movement supports enterprises in their economic transformation and growth journey, through strategic partnerships with public institutes of higher learning, private training providers, and industry partners and enterprises. The Continuing Education and Training (CET) ecosystem in Singapore helps businesses ready their workforce in the face of disruptions, to ensure a healthy pipeline of resilient and skilled workers as their industries undergo transformation. In this session, SkillsFuture Singapore will share case studies of our efforts under the SkillsFuture movement.

1.3 KEYNOTE: Professor Soonghee Han, Department of Education Seoul National University

How has the Monitoring System for Lifelong Learning in Korea been Established? Some Untold Stories.

The keynote sheds light on how the monitoring system for lifelong learning in Korea has been designed, built, and implemented over the past decade. Two separate survey systems run annually: One is a mandatory survey program that collects data from all the lifelong education institutions registered under the Lifelong Education Law, including teachers, staffs, and educational program information; the other is a lifelong learning participation survey, which targets about 10,000 samples. This presentation talks about the benefits of maintaining the monitoring system in developing lifelong learning system nationwide, about elaborating survey questionnaires in detail, and shares key issues on selecting indicators, data categories, and maintaining the consistencies of the data, with some challenges that have not yet been resolved.

1.4 KEYNOTE: Professor Richard Desjardins, Department of Education, University of California, Los Angeles

Feasible Priority Needs for Adult Learning Data and Shortfalls in Typology Used to Measure Adult Learning in PIAAC & AES

The presentation outlines several shortfalls of OECD and EU based attempts to measure adult learning in PIAAC and AES. A suggestion is made to redevelop a more policy relevant module that can be adapted in PIAAC, AES, STEP and other comparable and national surveys worldwide with the aim to produce reliable and comparable measures of adult learning in the medium to long term for monitoring and policy research related purposes.

SESSION 2.

Current Initiatives to Evaluate and Monitor Lifelong Learning

This session facilitated the sharing of experiences with regards to local, national, and international initiatives in measuring and evaluating lifelong learning. In particular, presenters shared about the conceptual frameworks utilised, strengths and weaknesses of the existing attempts, difficulties that emerge during monitoring processes, lessons learnt and limits of the current monitoring indexes.

2.1 PRESENTATION: Mr Sheng Yee Zher, Principal Researcher, IAL

Monitoring the Lifelong Learning Culture in Singapore

In Singapore, the SkillsFuture movement was launched in 2015, making lifelong learning the central vehicle to reframe all learning activities, so that all citizens irrespective of their life stage can develop their careers as well as attain skills mastery in their chosen field. Lifelong Learning may be broadly defined as learning that is pursued throughout life and is crucial to Singapore's continued competitiveness, prosperity and social cohesion as well as essential to societal progress and enhanced community well-being. Although the significance of lifelong learning is widely acknowledged, there is no formal measurement framework in Singapore that allows for a systematic and evidence-based assessment of its current state. This presentation therefore focuses on Singapore's Lifelong Learning Framework and shows how the framework is used to track Lifelong Learning in Singapore. It shares key findings from a large scale national survey to examine the participation of lifelong learning among Singapore residents.

2.2 PRESENTATION: Professor Huang Jian, Faculty of Education, East China Normal University

Monitoring of Learning City in China: Research, Policy, Practice and Reflection

The topic of monitoring learning cities has received considerable attention in China in recent years, which is reflected in the related research. Policy makers and administrators use monitoring as a tool for the construction of learning cities. This paper attempts to review the overall situation of monitoring of learning cities in China and summarizes the relevant achievements, experiences and problems through reflection.

2.3 PRESENTATION: Mr Yeo-Kak Yun, National Institute for Lifelong Education, Republic of Korea

Thoughts and Practices on the Lifelong Learning Monitoring and Evaluation

Monitoring how lifelong learning is being done, how it works, and taking appropriate action accordingly will help to promote lifelong learning. This could be achieved by institutionalizing the monitoring of lifelong learning and conducting it as a project. Through the evaluation, indirectly, it is helpful to activate lifelong learning as there is a limit to the learners' ability to fully take care of it themselves. Directly, it is also helpful to improve the quality of monitoring of lifelong learning. This presentation is an introduction on the thoughts and practices that have been going on in Korea.

2.4 PRESENTATION: Mr Mantas Sekmokas, Policy Adviser, Vocational Training, Apprenticeships and Adult Learning Policy Unit, Directorate-General for Employment, Social Affairs and Inclusion, European Commission

The Evolution of EU Lifelong and Adult Learning Policies and their Monitoring Instruments

The beginning of the XXI century was marked by a period of highly ambitious policy agenda – the Lisbon Strategy, pursued at the European level covering multiple policy areas, including lifelong learning. This policy agenda was coupled with the development of correspondingly ambitious monitoring systems. This ambition, however, was abruptly interrupted by the global economic recession, the effects of which are still being felt across the continent. The second decade of the century was marked by the downsizing of resources available to the public sector, also affecting the European Union institutions and the rationalisation of many existing data collection instruments, including those belonging to the European statistical system. Nevertheless, the fruits of earlier work – even if sometimes rationalised, have been maintained, providing a rich ecosystem of instruments for policy monitoring and analysis, particularly providing an in-depth view of the adult learning part of the lifelong learning continuum. The presentation provides a longer-term overview of the coincidental development of policy context and monitoring instruments, and zooming into the particular instrument and lessons learned in adult learning - a sector that arguably experienced the most broad-based evolution.

SESSION 3.

Reflection on the Initiatives and Identifying the Gaps and Synergies

This session facilitated the sharing on the current shortfalls in the evaluation and monitoring of lifelong learning and what are the options available to bridge the gaps. The following provides a summary of the presentations during the session.

3.1 PRESENTATION: Dr Daniel Vertesy, Research Fellow, Competence Centre on Composite Indicators and Scoreboards, Joint Research Centre, European Commission

Lessons Learnt from Lifelong Learning Indices

Deep-rooted technological, demographic and macro-economic changes are transforming social structures and the world of work, making education and lifelong learning ever more important for individuals as well as governments. Sound monitoring and evaluation of outcomes are particularly crucial for ensuring evidence-based policy-making. While over the past decades, international organizations and governments have introduced a diversity of monitoring tools (surveys, scoreboards and composite indices) providing insights into achievements and trends, best practices and weaknesses in the context of lifelong learning, it is surprising that indicator frameworks offering systematic and regularly updated cross-country comparison have remained rather limited. This presentation revisits tools such as the Composite Learning Index (CLI) or the European Lifelong Learning Index (ELLI) as well as experience accumulated at the European Commission's Joint Research Centre (JRC) in developing and auditing composite indicators to provide inspiration for a systematic monitoring of lifelong learning.

3.2 PRESENTATION: Mr Mark Keese, Head of Skills and Employability Division, Directorate for Employment, Labour and Social Affairs, Organisation for Economic Co-operation and Development (OECD)

Doing a Better Job in Assessing Lifelong Learning Needs, Provision and Outcomes

The world of work is changing. Digitalisation, globalisation and population ageing are having a profound impact on the type and quality of jobs that are available and the skills needed to perform them. The extent to which individuals, firms and economies can reap the benefits from these changes will depend critically on the readiness of adult learning systems to help people develop and maintain relevant skills over their working careers. In this context, the OECD's Priorities for Adult Learning (PAL) dashboard compares the future-readiness of national adult learning systems in seven dimensions: i) urgency; ii) coverage; iii) inclusiveness; iv) flexibility and guidance; v) alignment with skill needs; vi) perceived training impact; and vii) financing. The dashboard usefully highlights priorities for policy action in each country. Even when countries perform relatively well in one area, there is room for improvement. No country is consistently ranked among the top performers across all dimensions of future-readiness.

3.3 PRESENTATION: Professor Hamish Coates, Director, Higher Education Research Division, Institute of Education, Tsinghua University

Building Better Information on Lifelong Learning

Current ranking instruments continue to flourish but remain very much focused on conventional forms of education provision to younger student segments. As populations age and economies mature, there is a growing need to make available information on the suitability and capacity of institutions to provide more varied forms of education to people across a much larger and diverse range of demographics. With the escalating challenges associated with ageing demographics and accelerating pace of technological and business disruptions, support for lifelong learning will grow in importance as a policy imperative for governments worldwide.

In three parts this presentation sketches an innovation agenda for next-generation information on lifelong learning. First, it provides insights into the shortcomings of current information on lifelong learning, focusing on higher education. Second, it looks at the kind of information which would be useful to both learners, education providers, and to third parties such as business. Finally, it conveys the growth that is required to enhance information and hence the productivity of lifelong learning.

3.4 PRESENTATION: Dr Catherine Lido, Senior Lecturer, School of Education, University of Glasgow

Linking Big and Novel Data to Assess Life-wide Learning Engagement in the City

Open secondary data resources, combined with novel real-time data strands, offer the possibility to more holistically explore urban inequality in life-wide learning, literacies, health, social engagement and other Learning Cities indicators. The present research is an example of using applied social capital and inclusion frameworks to analyse large-scale household survey data, supplemented by GPS trails, lifelogging camera images and social media data, gathered from over 1500 households in Greater Glasgow. This integrated Multimedia City Data Project (iMCD open dataset, held by Urban Big Data Centre) will be used to demonstrate the potential of such novel linked data for exploring 'Life-wide Literacies' (e.g. health, financial and eco-literacies) in adult learning. Further potential of such exploration will be offered in the domains of health, cultural/civic engagement, ICT and physical mobility around cities, and implications will be given for onward international comparisons of Learning City indicators. The talk concludes with how such data can also engage the public themselves, using novel 3-D objects, in discourses regarding educational inequality, and how life-wide literacies matter for social inclusion and future life outcomes.

SESSION 4.

Experiences in Developing Composite Indicators in Other Social Sciences Fields

This session sought cross-sectoral and interdisciplinary inputs for evaluating and monitoring lifelong learning through reflections on the current efforts and practices and developing a future-oriented approach to evaluate and monitoring initiatives in the fields that are relevant to lifelong learning.

4.1 PRESENTATION: Dr Shivani Nayyar, Research Specialist, Human Development Research Office, United Nations Development Programme (UNDP)

Lifelong Learning: A Human Development and Capabilities Perspective

In the capabilities approach, education and learning have not just instrumental value, but also intrinsic value. The Human Development Index reported annually by the Human Development Report Office, UNDP, goes beyond GDP and measures a country's achievements in education, health and command over resources. The education dimension is based on indicators such as Mean Years of Schooling and Expected Years of Schooling. As countries and people around the world acquire basic capabilities, attention must shift to other capabilities such as achievements in lifelong learning. How these are measured, and how they vary across countries, gender and other groups, are important questions. Technological change and other driving forces imply that educational achievement is a moving target. Metrics, as well as policies, will have to be forward looking, and keep in mind the evolving nature of skills requirements.

4.2 PRESENTATION: Professor Lan Zhiyong, School of Public Policy and Management, Tsinghua University

Integrating Learning with Urban Development and Innovation

The presentation introduces Beijing Mayor's initiative on integrating learning and education with urban development and Innovation, and showcases Beijing's efforts in promoting urban change through reforming and re-energizing its educational system. Special foci are on what has been done in promoting urban change and community development by urging institutions of higher learning to participate in citizenry education and lifelong learning promotion. Opportunities and challenges for promoting innovation in mega cities and various communities is discussed.

4.3 PRESENTATION: Ms Akiko Sakamoto, Senior Skills and Employability Specialist, Decent Work Technical Support Team for East and South-East Asia and the Pacific, International Labour Organization (ILO)

ILO's Approach to Lifelong Learning and Related Skills Indicators Work

The importance of lifelong learning has been reaffirmed in the context of the future of work debate. ILO's work on skills ranges from post-secondary technical education and vocational training to work-based learning, and focuses increased attention on retraining and skills upgrading of the workforce. In this context, the ILO's member states are increasingly requesting ILO to develop indicators to assess and monitor the current state and changes to the skills level of the workforce that go beyond the educational attainment indicators already present in national labour force surveys (LFS). The presentation includes ILO's current thoughts and preliminary work on developing skills indicators for LFS.

FINAL SESSION.

Formulating an International Dialogue Platform for Developing Indicators for Lifelong Learning

The session was facilitated by Mr Raul Valdes-Cotera. As a follow-up to the sharing and discussions at the roundtable, Mr Raul Valdes-Cotera presented UIL's proposal to initiate an International Dialogue Platform (IDP) for developing indicators for lifelong learning. He presented on the proposed structure and key milestones of the IDP, and on the proposed roles and responsibilities of participants.

The IDP is expected to occur over a timeline of four years on a four-phase basis, where stakeholders from different world regions are expected to work together in an international coalition. The milestones four-phases include

- **Phase 1:** To take stock of existing initiatives;
- **Phase 2:** To develop a first draft of indicators for lifelong learning;
- **Phase 3:** To pilot, analyse and revise the indicators for lifelong learning;
- **Phase 4:** To develop a comprehensive report and publication of indicators.

3. Key Discussion Themes

This section provides a summary of the key themes emerging from the discussions.

Meaning, Premise, and Purpose of Lifelong Learning

Lifelong Learning: More than Adult Education and Adult Learning

- Through the discussions, participants noted the conceptual distinctions between ‘adult education’, ‘adult learning’, and ‘lifelong learning’. It was noted that lifelong learning is an incremental process that takes place across all ages, from young through adulthood, and across a wide-range of life contexts.
- Under SDG4 of the 2030 Agenda, to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’, lifelong learning is an inclusive concept, and should extend beyond the traditional focus on formal education. This shift in thinking about education and learning will have implications on how lifelong learning systems are addressed in policy, to reflect the different focus of learning throughout the course of life.

The Wide-Ranging Goals of Lifelong Learning

- While there is no refuting the important role of lifelong learning in society, participants noted the lack of consensus found in its meaning, premise, and purpose.
- Amongst the intergovernmental organisations, there are different foci on lifelong learning.
 - The OECD and ILO primarily examine lifelong learning alongside its implications on skills and the future of work. Lifelong learning is positioned as central to managing the transitions between jobs and adapting to new ways of working (see presentations by Mr Mark Keese and Ms Akiko Sakamoto).
 - The UNDP examines lifelong learning from the human development and capabilities perspective (see presentation by Dr Shivani Nayyar).
- Amongst countries, there are also different goals for pursuing lifelong learning. These differences are reflected in the strategies and policies implemented. For example,
 - In the Republic of Korea, rather than just economic imperatives, efforts to promote lifelong learning in society also seeks to address wider societal issues, such as to address issues related to the large generational gap brought about by rapid economic development, as well as to improve well-being and life satisfaction amongst the population.
 - In China, efforts to promote lifelong learning are mainly centred about community-based learning. Comparatively, it was noted that efforts are weak in addressing learning that is work-related.

A Multi-Disciplinary Approach is Necessary for Lifelong Learning

- Against the background of earlier discussions, participants agreed that it is necessary to seek a multi-disciplinary approach to studying lifelong learning. This diversity in perspective is important when conceptualising and operationalising lifelong learning in the context of the 2030 Agenda.

Conceptualising the Evaluation and Monitoring Framework for Lifelong Learning

The Relevance of the 'Four Pillars' of Learning of the Delors Report¹ in Reflecting the Implications of Lifelong Learning in the Current Era

- In several of the previous attempts at developing an evaluation and monitoring framework for lifelong learning, the indicators were conceptualised around the four pillars of learning ('learning to know', 'learning to do', 'learning to be', and 'learning to live together') proposed in the Delors Report, to reflect the areas of learning in different aspects of life ('Delors Framework'). Participants discussed about the merits and shortfalls of the Delors Framework, and whether this framework fully reflects the implications of lifelong learning in the current era.
- Some participants suggested that the Delors Framework can be augmented by adding new pillars, to reflect new areas of learning that are increasing relevant in the current era, such as technology, the environment, entrepreneurship, social changes, social equity, etc.
- Other participants suggested that there should be further analysis on how findings using the Delors Framework can be transferred into policy and practice.

Alternative Frameworks to Monitor and Evaluate Lifelong Learning at the System-Wide Level

- In conceptualising such a framework for lifelong learning, participants noted that it is important to consider the level of analysis used to evaluate lifelong learning (e.g. individual, regional, or national level), and how findings may be translated across different levels of analysis.
- Participants noted that the framework should be underpinned by robust theories. It will also be necessary to consider how the framework can be operationalised and worked into policy and practice; for it will not be particularly useful if it is only discussed philosophically.
- Participants suggested alternative frameworks that can be used to monitor and/ or evaluate lifelong learning at the system-wide level, in order to monitor and evaluate the systemic provisions of lifelong learning. These frameworks include
 - the 'key features of learning cities' framework led and promoted by UIL, and adopted in a study by the East China Normal University to monitor lifelong learning at the city level (see presentation by Professor Huang Jian);
 - the 'access-equity' framework, proposed by Professor Richard Desjardins in his presentation (Slide 6);
 - the 'OECD Framework for Assessing Future Readiness of Adult Learning Systems', shared by Mr Mark Keese in his presentation (Slide 13); and
 - the proposed analytical framework that cuts across the individual, organisational, and community level, shared by Mr Mantas Sekmokas (Slide 18).

Measuring Lifelong Learning Culture in Society

- To measure the state of lifelong learning culture in society, it was suggested that indicators could relate to the perceptions, attitudes, awareness and everyday behaviours of the population towards learning.

¹ Delors, J., et al. (1996). *Learning, The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO Pub.

Customising the Framework in Line with Regional and National Contexts

- The adoption of a common framework by countries/ regions will facilitate a systematic and evidence-based study of best approaches and practices in lifelong learning, so that countries/ regions can identify where synergies can be applied, or where more action is required.
- At the same time, because countries/ regions have different goals and concerns with regards to lifelong learning, participants noted that it may not be suitable to prescribe a set of standardised indicators to be adopted by all countries/ regions. Participants also cautioned against an overly prescriptive perspective towards lifelong learning, without considerations for local demands and contexts.
- To align these different purposes, participants suggested that the framework may include a set of 'core' indicators to facilitate benchmarking purposes as well as a set of 'local' indicators that are customised according to local contexts.

The Technical Considerations in Collecting and Analysing Data on Lifelong Learning

Alternative Methods to Collect and Analyse Data on Lifelong Learning

- In addition to administrative data and surveys, participants also proposed new and innovative data collection methods that will allow access to information which may be previously difficult to collect (e.g. informal learning). An example of such an initiative is the Integrated Multimedia City Data Project conducted by the Urban Big Data Centre at the University of Glasgow (see presentation by Dr Catherine Lido). In the project, a total of 1500 participants were equipped with GPS and lifelogging cameras to collect place-based data on learning.
- Participants suggested that qualitative methods, such as using the case studies approach to collect information on best practices in promoting lifelong learning at the regional level, should be used to complement quantitative methods.

Use of Composite Indices to Represent Information on Lifelong Learning

- In considering the technical implications of using composite indices to represent information on lifelong learning, participants noted that, on the one hand, the use of composite indices provides a succinct and clear way to communicate key information, especially for policy purposes. On the other hand, the use of composite indices may result in loss of some complexity and nuances in the information. To address this concern, the participants noted that it will be necessary to be transparent in the technical process of deriving the composite indices (e.g. assumptions, statistical methodology).
- Moreover, with regards to using composite indices as benchmarking tool, participants also noted that careful contextualisation and interpretation of the results are required. Correspondingly, it may not be particularly useful to establish a single normative value as a benchmark to be followed by all countries.
- Participants also noted the importance of performing robust statistical analysis to test for the validity and reliability of the indicators when combined into composite indices; in particular, to test whether the indicators reflect the theoretical concepts that they are designed to measure. (For an example of a robust statistical analysis conducted on the indicators, see presentation by Dr Daniel Vertesy.)

Formulating an International Dialogue Platform for Developing Indicators for Lifelong Learning

Key Considerations and Suggestions to Operationalise the International Dialogues Platform

- In response to UIL's proposal to formulate an International Dialogue Platform for developing indicators for lifelong learning, participants proposed several key points for consideration.
- The IDP is no doubt an ambitious endeavour which will demand extensive commitment, investment, and expertise knowledge from the working group, partners, and stakeholders. Therefore, there should be a careful consideration of its working structure, processes, and expected outcomes.
- Apart from reaching out to governments, the working group could also consider other suitable stakeholders to whom the data will be useful.
- In formulating the indicators, the availability of high quality and representative data is crucial to properly reflect the state of lifelong learning that is pertinent to the current and future. Thus, there should be consideration of the suitable data sources that the indicators can be drawn from.
- Apart from leveraging on existing data sources, where there are gaps, the working group will have to develop a proper system of data collection to provide stakeholders with guidance and support to collect such data.

ANNEX 1: List of Participants

INVITED EXPERTS			
1.	Professor Hamish Coates	Professor and Director	Higher Education Research Division, Institute of Education, Tsinghua University
2.	Professor Richard Desjardins	Professor	Department of Education, University of California, Los Angeles
3.	Professor Soonghee Han	Professor	Department of Education, Seoul National University
4.	Professor Huang Jian	Professor	Faculty of Education, East China Normal University
5.	Ms Sunok Jo	Director	National Institute for Lifelong Education, Republic of Korea
6.	Mr Mark Keese	Head	Skills and Employability Division, OECD
7.	Professor Lan Zhiyong	Professor	School of Public Policy and Management, Tsinghua University
8.	Dr Catherine Lido	Senior Lecturer	School of Education, Glasgow University
9.	Dr Shivani Nayyar	Research Specialist	Human Development Report Office, UNDP
10.	Ms Akiko Sakamoto	Senior Skills and Employability Specialist	Decent Work Technical Support Team for East and South-East Asia and the Pacific, ILO
11.	Mr Mantas Sekmokas	Policy Adviser	Directorate-General for Employment, Social Affairs and Inclusion, European Commission
12.	Dr Daniel Vertesy	Research Fellow	Joint Research Centre, European Commission
13.	Mr Yeo-Kak Yun	President	National Institute for Lifelong Education, Republic of Korea
UNESCO INSTITUTE FOR LIFELONG LEARNING (UIL)			
14.	Mr Raul Valdes-Cotera	Team Leader	UIL
15.	Mr Nicolas Jonas	Programme Specialist	UIL
INSTITUTE FOR ADULT LEARNING SINGAPORE (IAL)			
16.	Professor Lee Wing On	Executive Director	IAL, SUSS
17.	Ms Sim Soo Kheng	Director	Research and Innovation Division (RID), IAL
18.	Professor Johnny Sung	Centre Director	Centre for Skills, Performance and Productivity, RID, IAL
19.	Mr Sheng Yee Zher	Principal Researcher	
20.	Ms Aggie Choo	Researcher	
21.	Ms Jazreel Tan	Researcher	
22.	Ms Chia Ying	Researcher	
<i>(Participants also include other colleagues from the Institute for Adult Learning, the Singapore University of Social Sciences, other Institutes of Higher Learning, and Singapore government ministries and statutory boards.)</i>			