



Financing adult learning/CVET and recent developments on ILAs

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European Centre for the Development
of Vocational Training

Outline

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- Overview of financing AL/CVET
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 - Obj 2a – National debate on ILAs
 - Obj 2b – National implementation of ILAs (only selected countries)
- Useful sources of information
- Clarifications and Q&A

1. Introduction

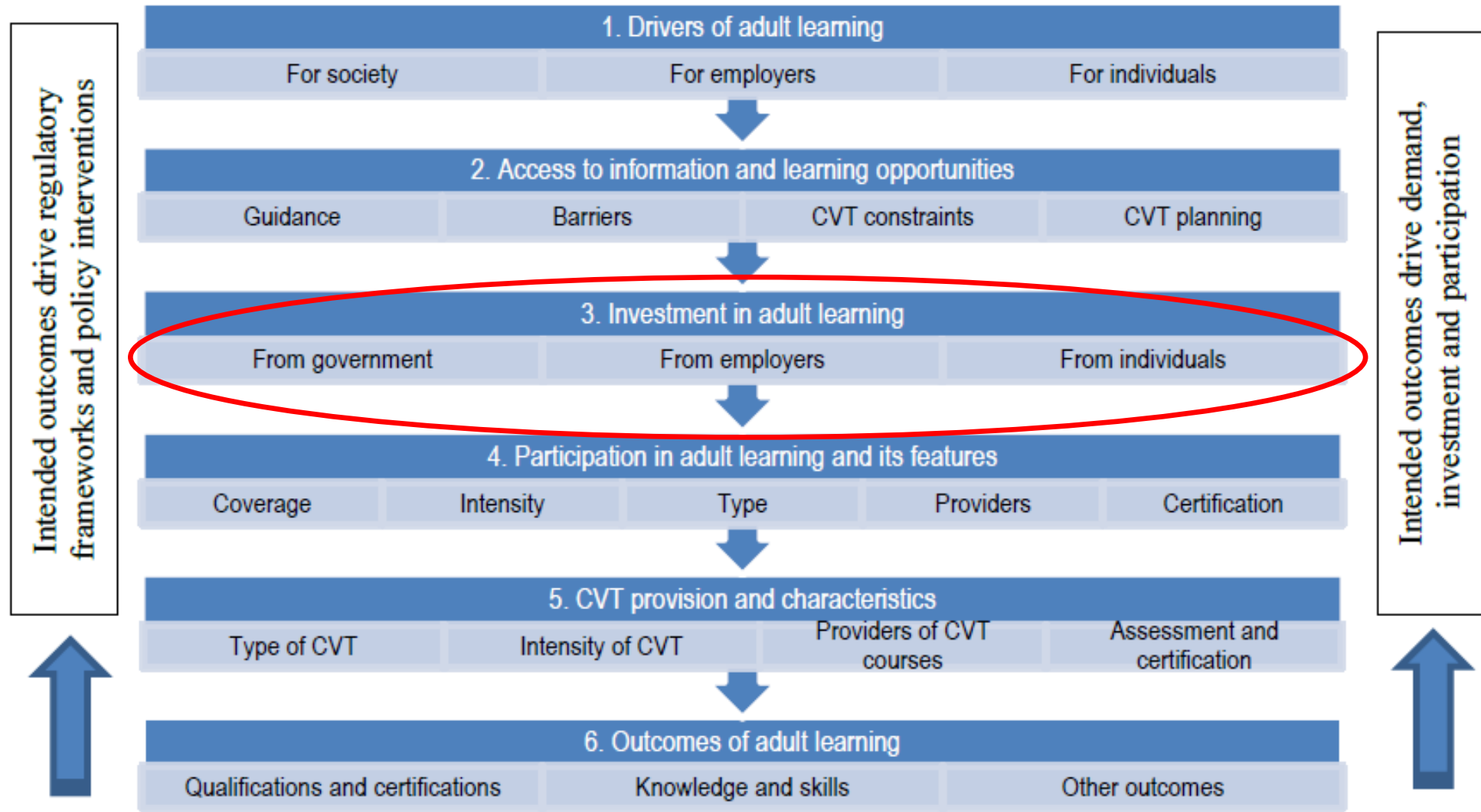


Policy context

- Adult learning and C-VET – an EU policy priority since 1990s
 - EU benchmark on adult participation in learning (2003; 2009; 2020+)
 - Headline target in the European Pillar of Social Rights Action Plan
 - Council Recommendation on Individual Learning Accounts
 - Draghi report (citation): “So, while we want to match the United States on innovation, we must exceed the US on education and adult learning”
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- All this, by definition, has major investment implications
 - For appropriate policy decisions, we thus need to understand financing systems and the current levels of investment >>> **thus the request to Refernet**

2. Overview of financing AL/C-VET

Understanding AL/C-VET systems – an analytical view



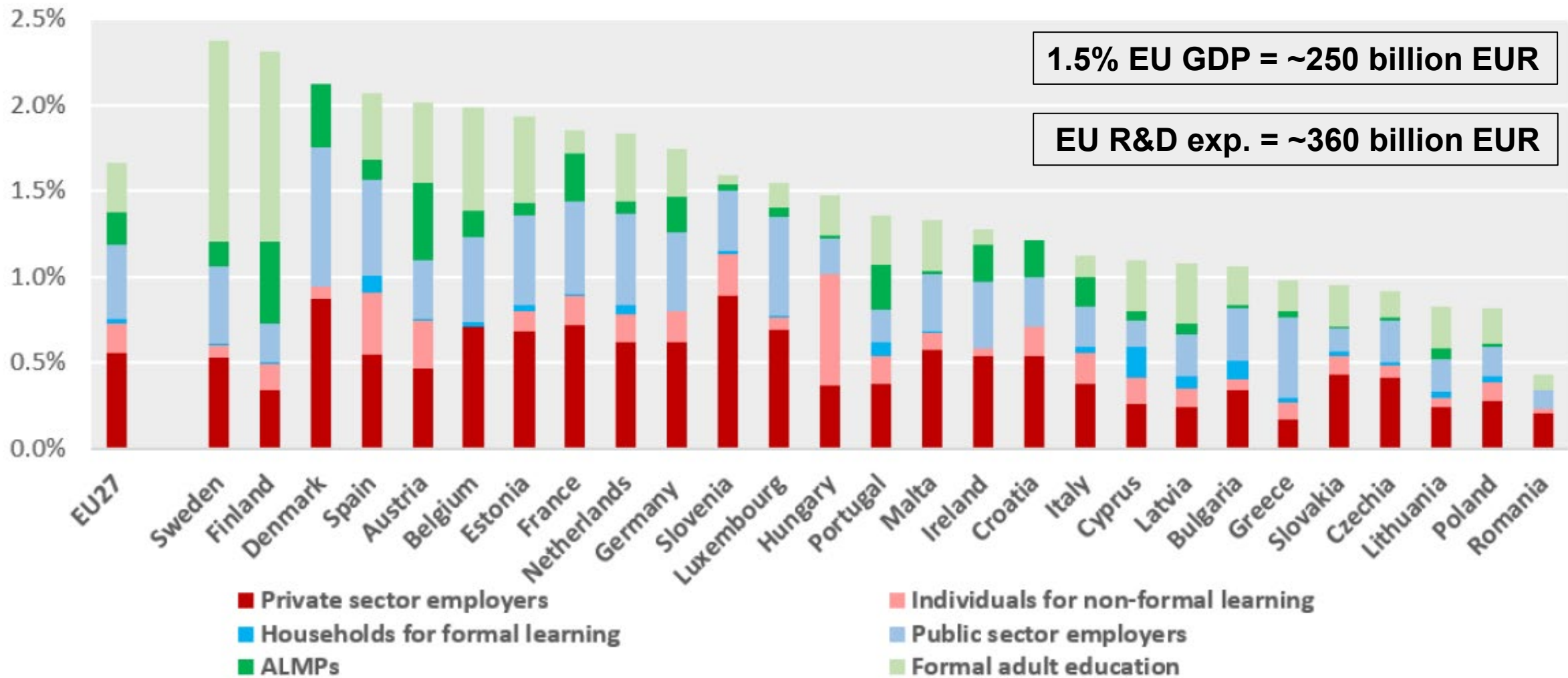
Source: [Updated framework for monitoring adult learning \(OECD, 2024\)](#)

Analysing the financing of AL/C-VET

Source/Destination	Formal E&T	Non-formal E&T / job - related	Non-formal E&T / non - job - related
Private employers (employee training, incl. opportunity costs - wages)	Coherent data not yet available at international level (subject to development of dedicated accounting framework covering non-formal E&T, e.g. extending UOE data collection or as per UNECE SAET framework)		
Public employers (employee training, incl. opportunity costs - wages)			
Individuals/Households			
Public sector (services of general interest + subsidies)			
Special purpose entities (e.g. sectoral training funds)			

Following the approach in: [Workforce skills and innovation diffusion: trends and policy implications \(EC, 2020\)](#)

Investment in AL as % of GDP (back-of-envelope estimates, for 2015)



Source: [Workforce skills and innovation diffusion: trends and policy implications \(EC, 2020\)](#)

3. Purpose, outcomes and visibility



Purpose of the request

- Build a comprehensive (**but not exhaustive**) picture of public financing channels
- Update on the status of implementation of ILAs
- Build knowledge-base in the countries
- Impetus for discussion during Cedefop conference on financing AL/C-VET (planned for June, 2025, date tbc)



Expected outcomes and visibility

- National publications
- Input for conference discussion
- Cross-country overview (to be produced later)
- Inclusion of country reports in Cedefop database on financing AL/C-VET
- Data and experience to feed into possible future monitoring efforts

4. The structure of request



Obj 1 - AL/CVET financing architecture (focus on public financing)

- Current policy debate
- Governance/coordination (incl. the role of public financing in overall system)
- Mapping of main schemes/channels (1-2 major examples per country):
 - Public provision (via direct financing or public procurement)
 - Public subsidies/incentives (e.g. grants; vouchers; loans; tax incentives; etc.)
 - Other instruments (training funds; training leave; preferential VAT; payback clauses)
 - Regulation and financing of staff training in public institutions
- Other issues (EU funding; data availability)
- Concluding critical reflection

Obj. 2 – update on ILAs

- 2a – update on the discussion and developments on ILAs (all countries)
- 2b – detailed description of an adopted/implement ILA scheme (**selected countries**).
- The list of questions/items for description will be provided, indicative list as follows:
 - Status, legal base and governance
 - Financing sources, volumes and geographic coverage
 - Eligibility of participants; concrete procedures and datasets used
 - Eligibility of providers and programmes; concrete procedures and datasets used
 - Approval and payment modalities; price management; fraud prevention
 - Other features (portability; accumulation; evaluation)
 - Outcomes planned; results; assessment

5. Relevant cross-national sources



Already available sources

- Study on Individual Learning Accounts in the EU (Cedefop, forthcoming), in-depth country-reports [already available](#) for AT, DE, IE, NL and EE)
- Study on Training Funds in the EU (Cedefop, forthcoming), in-depth country-reports for BE, CY, DK, FR, IE, IT, NL and ES)
- EU cohesion funds' investment in skills [report](#) (EC, 2024)
- Adult education and training in Europe, esp. [annexes](#) II-IV (Eurydice, 2021)
- CEDEFOP [database](#) on financing AL/C-VET (2020)
- Adult learning statistical synthesis [report](#) (EC, 2019)
- Adult learning policy and provision in the EU – [country reports](#) (EC, 2017)

6. Clarifications and Q&A



Practical issues

- The intended scope of the reports
 - Primary focus on national level
 - Aggregate data (if available) and 1-2 largest schemes as examples
 - Indicate in case of devolution of powers
 - Indicate in case major schemes available at regional level (with examples if feasible)
- Decision if to report implementation of an ILA-relevant scheme:
 - Schemes in place, including pilots (e.g. FR, LT)
 - Schemes in place recently but discontinued (e.g. NL)
 - If not yet implemented, it needs to have a clear base (legal act, financing decision)
- Indicative list of countries: FR, LT, NL, LV?, CY?, SK?, MT?

Thank you

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