



## Relevance and quality of the provision supported by ILAs – Discussion summary

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The workshop explored the implications of Individual Learning Accounts (ILAs) for the relevance and quality of continuing vocational education and training (CVET) provision, drawing on recent policy work by Cedefop and the practical experience of France’s “Compte Personnel de Formation” (CPF). Participants showed strong interest in understanding how ILAs reshape training markets and quality assurance frameworks.



### Key insights

Some introductory remarks:

- **Transformative impact on the CVET landscape:** Introducing ILAs can profoundly influence the structure of the CVET market. By placing learners in the driver’s seat, ILAs can stimulate competition, expand the supply of training offers, and encourage the entry of new providers. The extent of this impact depends on how each national scheme is designed and governed and whether they are opening the market for different types of provision.
- **Rethinking quality in a diversified market:** ILAs challenge existing quality assurance (QA) systems by bringing together highly diverse forms of provision—public and private, formal and non-formal, state-recognised and sectoral qualifications. Each operates under different (or sometimes absent) QA mechanisms. This diversity raises questions about comparability and trust:
  - Who defines and enforces quality standards?
  - Can existing mechanisms ensure both transparency and learner protection?
  - How can trust be built when provision comes from a wide range of actors, from universities to online platforms?

### Question 1: To what extent could the ILA system in your country build on existing quality assurance mechanisms? What additional elements might be needed?

The majority of countries do not yet have an Individual Learning Account (ILA) scheme in place, but many already have a solid foundation to build upon. During the discussion some country examples were provided having ILA schemes (and not):

- **France:** Initially, no elaborated ex-ante quality assurance (QA) system was in place for the CPF. Quality measures evolved over time in response to misuse and fraud. As a result, around one-third of training providers were eventually excluded.
- **Poland:** Although an ILA scheme has not yet been introduced, a national database of training providers already exists, with mandatory registration and quality labelling. Key quality criteria include years of experience, financial performance, and ISO-related standards. Public providers can enter the register, without quality label.
- **The Netherlands:** The scheme was initially open to both formal and non-formal learning and build further on existing quality systems (labels and seals), but eligibility gradually narrowed to state-recognised qualifications, aligning provision more closely with labour market priorities.

The discussion emphasised the importance of addressing **quality assurance early**, even when systems are still under development, as building trust and effective oversight structures takes time (“Maybe it’s not the first thing you think about, but you should”).

There is ample evidence of countries that established new quality systems as a result of introducing an ILA scheme. For example, in **Lithuania**, a new programme evaluation system was developed under the ILA scheme to strengthen oversight of non-formal education and training providers.

## **Question 2: In your country, how is it (or could be) decided which training programmes should be eligible for funding through ILAs?**

Different examples were provided of how decisions are made on which training programmes are included in the ILA schemes:

- **France:** Only programmes leading to legally recognised professional qualifications are eligible. The Register of Professional Qualifications is governed through a tripartite structure involving the government and social partners. Providers also need to have Qualiopi quality label.
- **The Netherlands:** Training providers holding one of the approved quality seals or labels can be included in the STAP register, alongside publicly funded education providers that fall under the responsibility of the Inspectorate of Education. The STAP Assessment Chamber (Toetsingskamer STAP) evaluates the labour market relevance of programmes based on an established assessment framework. During implementation, there was a growing call for stronger focus on promising sectors to tackle shortages and guide individuals towards in-demand professions. In the final implementation phases, STAP funding was restricted to state-recognised education.
- **Poland:** Employers decide which training is needed, with Sector Skills Councils providing information on current skill demands. Training provision is expected to align closely with labour market needs. Public providers can enter the register, without quality label.

Discussion highlights:

- **Labour market relevance:** What counts as “relevant” varies—shortage occupations, foundational, or transversal skills all compete for attention. Governance and social partner involvement are key to ensuring balanced decisions.
- **Addressing labour market outcomes in QA:** The issue was raised whether QA systems sufficiently look at the labour market relevance of training offer and labour market outcomes of learners, to fulfil all the steps in the quality cycle (see EQAVET recommendation).
- **Setting requirement for minimum programme duration:** Minimum duration requirements exist in France and Poland. Participants see potential in micro-credentials to promote flexibility.
- **Quality at organisation level versus course level:** In some systems, quality is assured at the organisation level (through ISO-type procedures), while in others, it is assured at the programme or course level.

### Question 3: What measures are/should be in place in your country to prevent fraud and misuse of public funding in the ILA scheme?

Different examples were provided of how fraud and misuse are managed:

- **France:** Extensive control measures have been implemented to combat fraud and misuse. Authentication processes have been strengthened, and the platform has been redesigned to improve both security and efficiency. Continuous improvement remains a central focus to safeguard the system’s integrity and effectiveness. Sanctions for non-compliance include financial penalties and, in severe cases, exclusion from the platform. To maintain public trust and transparency, awareness campaigns have been launched to promote responsible participation. Moreover, stronger cooperation has been established across the broader policy ecosystem, recognising that fraudulent behaviour can also occur in other related programmes.
- **Poland:** In cases of suspected fraud, evaluations are conducted every three years, or earlier if there are strong indications of wrongdoing.

Discussion highlights:

- **The power of consumer reviews:** The question was raised whether a star rating system with consumer reviews could help distinguish between low- and high-quality training provision. There was a general feeling that this is not enough.
- **The need for minimum quality standards:** There was general agreement on the importance of establishing certification or quality seals, supported by inspections. A robust safety mechanism is essential, including clear procedures for reporting and sanctioning.

### To conclude:

- Quality assurance is fundamental to the success of ILA schemes. It provides the necessary foundation to support learner autonomy by ensuring that all training options available through the scheme meet predefined quality standards.

- Strong quality assurance systems are essential not only for training effectiveness but also for safeguarding public funds by preventing fraud, abuse, and price inflation. However, overly burdensome or rigid systems can hinder innovation and responsiveness – particularly in fast-moving sectors like ICT or when the goal is to encourage a diverse range of providers, especially during the early stages of implementation.

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