



CEDEFOP
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Financing adult learning The role of public funding

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Parallel working session: Digital platforms

One of the barriers preventing adults from participation in education and training is lack of awareness of and difficulty in accessing suitable, high-quality learning opportunities. Digital platforms bringing together a broad range of learning offers may help to overcome this barrier. The Council Recommendation on ILAs recommends Member States to establish and keep updated a national public registry of quality training, career guidance and validation opportunities that are eligible for funding from ILAs. Moreover, the Recommendation calls for an accessible single national digital portal which would allow and help individuals to access their individual learning account and navigate the registry easily (while using secure electronic authentication).

Some countries have implemented or are developing ILA portals. French ‘Mon Compte Formation’ is an example of the portal supporting implementation of a fully-fledged, large-scale ILAs, serving as a one-stop-shop for both learners and providers. More recently, Lithuania has developed a national digital portal ‘KURSUOK’ which also provides a platform for learners and providers.

In several EU countries¹, a plethora of (well-developed) portals/databases providing information on/access to learning, guidance, validation and funding opportunities currently exist. They may operate at national, regional or local level, cover specific education sector or address specific target group. A national ILA platform would likely need to build upon or integrate such existing datasets and digital services. However, integrating existing diverse datasets and digital services may not be without challenges, it may be costly, and it strongly depends on the quality of existing data.

Drawing on various countries’ experiences, it is possible to identify some essential functionalities/services (‘minimum viable solution’) required for an effective and user-friendly portal supporting implementation of ILA system and serving its primary stakeholders: learners, education and training providers and administrators. But it is also advisable to consider future potential advancements, i.e. in terms of inclusion of other functionalities/services to achieve ‘optimal solution’ as well as integration of national ILA portals within common EU frameworks² and with national and international standards.

¹ Including countries covered by Cedefop ILA study, such as Austria, Germany, Ireland.

² For example, the Council Recommendation on ILAs states that single national portal should be established in line with the principles of the Commission communication of 23 March 2017 on a European

Many of these issues have also been recently explored in-depth by the RALExILA project³, the results of which will also be presented during this session.

The workshop participants will be specifically invited to discuss the following questions:

- To what extent, in your country, are the existing educational datasets/registries and digital authentication systems sufficient for building an ILA system, or rather they would need to be adapted and/or new ones would need to be set-up?
- What are the governance implications of utilising existing digital services and database for an ILA platform, given their diverse institutional ownership and administration arrangements?
- To what extent, in your country, could a digital ILA platform build upon/integrate existing guidance, validation and quality assurance services?

Interoperability Framework. It also invites Member States to make registry compatible with the European Learning Model.

³ <https://ralexila.eu/>