



**CEDEFOP**  
European Centre  
for the Development  
of Vocational Training



## Financing adult learning The role of public funding

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[cedefop.europa.eu](http://cedefop.europa.eu)

### Parallel working group: Relevance and quality

The relevance and high-quality of services eligible for ILAs - adult learning/training provision, lifelong guidance and validation opportunities - are vital to ILAs successful implementation. To this end, there is a need for a comprehensive quality assurance system.

According to [Cedefop terminology of European education and training policy](#), ‘quality assurance in education and training’ is defined as any activity implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders. It includes activities related to planning, implementation, education and training evaluation, and review. This definition is in line with the [European quality assurance reference framework for vocational education and training \(EQAVET\)](#), a cornerstone for supporting quality assurance in VET across Europe.

With the increasing shift to learning outcomes and the expansion of national qualification systems which allow qualifications to be acquired through diverse learning pathways, quality assurance of learning provision alone cannot be the only element underpinning the awarding of qualifications. In this context, the [2017 Council Recommendation on the European Qualifications framework for lifelong learning](#) (EQF recommendation) in its Annex IV presents common principles for quality assurance in higher education and VET for qualifications with an EQF level, to strengthen trust in their quality and level.

Furthermore, according to the Council Resolution on a new [European agenda for adult learning 2021-2030](#), quality assurance in adult learning entails continuous monitoring, evaluation, and improvement of provision, with a focus on outcomes and recognition of prior learning. Ensuring quality requires both internal and external mechanisms to safeguard standards, maintain relevance, and strengthen trust in adult education systems. In addition, [Cedefop’s study on CVET in Europe: the way ahead](#) stresses that quality in CVET also depends on robust guidance and validation processes.

Building on this, recent policy documents, including the [Council Recommendation on VET](#), the [Osnabrück Declaration](#), the [Union of Skills](#) and the [Herning Declaration](#), stress the need for a strong culture of quality assurance in VET, particularly in CVET, as it drives competitiveness, innovation, and growth. [Cedefop highlights](#) the growing emphasis on lifelong learning - especially upskilling and reskilling - and will examine how changes in the CVET landscape, such as increasing modularisation, the use of learning outcomes,

and the proliferation of programmes and providers, influence the way quality assurance is conceptualised and implemented, including within ILAs.

The workshop will explore concepts and frameworks for quality assurance in adult learning - drawing on EU policy documents and Cedefop's work - with a particular focus on the dimensions most relevant to ILAs. It will also examine the French experience with *the Compte Personnel de Formation (CPF)*, highlighting the systems and measures introduced to ensure the relevance and quality of training provision financed through CPF and to prevent fraud and misuse of public funding.

Workshop participants will be invited to share insights on the quality assurance arrangements in their own countries and reflect on which elements merit greater attention in the context of ILAs. They will also consider what additional aspects could be considered to develop a comprehensive and robust quality assurance system that effectively supports the delivery of ILAs.

The participants will discuss the following questions:

- To what extent could the ILA system in your country build on existing quality assurance mechanisms? What additional elements might be needed?
- In your country, how is it (or could be) decided which training programmes should be eligible for funding through ILAs?
- What measures are/should be in place in your country to prevent fraud and misuse of public funding in the ILA scheme?