



Ema Perme,
Member of the group (2012-2014)
Ministry of Education, Science and Sport
of the Republic of Slovenia

Thematic Working Group on Financing in Adult Learning

Brussels, 13 - 14 May 2014,
2nd WG AL Meeting

TWG Finance Journey



Sources:

- presentations from TWG FAL meetings
- Final Report for the TWG FAL
- Conference : Equipping Adults for 21st Century (Vilnius, 9 – 10 December 2013) presentations, documents, reports ...





16 countries

EU agencies : CEDEFOP , Eurydice

EU social partners : ETUC , ETUCE

EU associations : EAEA

EU networks : ELGPN , EBSN , QALL

**Representatives of the study on financing in
adult learning**

***Mandate : 2012-2014 (starting in 2011 ;
Work programme)***



TWG Finance Journey:

- 7 TWG Meetings
- Expert workshop – Financing of Adult Learning
- Information gathering questionnaire
- PLA Luxemburg – *social inclusion/active citizenship*
- Workshop Brussels – *reskilling, upskilling – financial instruments and social partner agreements*
- Core group meetings
- Joint meetings with TWG Quality
- Joint Final Conference

Final outputs:

Final report – Toolkit

(Policy suggestions, practical tools)

Working documents

Country Fiches documents

Report focused on 5 key topics:

- ⇒ **Why investing** in adult learning is necessary?
- ⇒ **How can investment** in adult learning be made smarter?
- ⇒ **Who should pay** for what in adult learning?
- ⇒ **How** should funding be prioritised?
- ⇒ **Which funding instruments** should be used for specific investments?

Suggestions for actions:

- Providing an **appropriate policy environment, legal framework and incentives to encourage** and enable employers, individuals and civil society organisations;
- Reviewing the **investment required to achieve the ET 2020**;
- Adapting **funding policies to ensure appropriate levels of support for priority groups** (addressing gender gaps, supporting the low skilled and the re-engagement of non-learners);

Suggestions for actions:

- ↪ Investing in the **adult learning staff and infrastructure to make greater use of ICT;**
- ↪ **Make best use of initial education and VET infrastructure for AL;**
- ↪ Establishing **guidelines for the roles of key stakeholders to support efficient investment in adult learning.**

ALFi Study: **FiBS, DiE**



- ↪ Thorough literature review and analysis
- ↪ Statistical analysis of adult learning data in EU and other countries (Eurostar, OECD, also country-level data provided from national stat., ministries and national experts;
- ↪ Brief summaries on the adult learning policy in the countries concerned;
- ↪ Mapping survey on cost-sharing and public funding instruments;
- ↪ Expert overview/survey on the situation of learning providers
- ↪ Online survey of learning providers

Challenges:

Research on funding in VET and Adult Learning is limited by complex situations and **varying definitions** regarding data sources and estimations on funding volumes in countries (some countries have lack data and evidence).

Getting **evidence on the wider benefits** of investments in Adult Learning, such as health and social inclusions, and translate these benefits into economic terms, is still challenging;

This suggests to consider the findings in this study as (first) indications about **correlations**, rather than causalities.

Key Performance Issues - Finance

- **Level of investment**
- **Efficiency of investment**
- **Effectiveness of investment**
- **Sustainability of investment**
- **Scope of funding system**
- **System Development**

(Some) Key findings:

- ⇒ Strong correlations have been identified between **adult learning and innovation** performance indicators / economic growth;
- ⇒ Countries with higher **growth** rates show higher adult learning **participation** rates;
- ⇒ In all countries where participation rates increase, **mean hours decrease**
- ⇒ Countries with **higher participation rates spend more** than countries with lower participation rates (guidance and counselling has an important role specially for low-skilled and low-educated and all disadvantaged).

(Some more) Key findings:

- ⇒ Substantial public and private monetary rates of **return** exist for second chance education as well as for higher education later in life;
- ⇒ Participation of **older learners** is higher when funding is open to all age groups and the share of older workers is higher;
- ⇒ In **higher education**, the share of non-traditional students is low in countries where funding is restricted to initial higher education.

Some Equity Considerations

- **Eligibility** – who is entitled to participate
- **Accessibility** – what is the take-up rate
- **Personal choice** – how much freedom for an individual to select learning and learning provider
- **Individual needs** – what possibilities for additional help according to personal circumstances
- **Co-financing** – full support for the few versus some help for the many
- **Overall impact** – collective impact of mechanisms

PLA in Luxembourg

social cohesion/active citizenship

In conclusion it was recommended that:

- Each MS should have a policy on inclusion and integration; clear objectives and a selection of financing instruments
- The values and principles of the policy should be decided by individual MS/could be drawn e.g. UN/UNESCO
- Clear focus on learning objectives needed rather than target groups e.g. language skills, employment skills
- No single universal funding instrument suitable for all situations - a need to look at a range of available financing mechanisms and their collective effect
- The Policy Guidelines should enable policy makers to identify the key issues associated with using particular funding instruments against particular policy objectives



Where to find reports, country fiches other documents ...

[https://alconference-
vilniusdecember2013.teamwork.fr/en/do
cuments](https://alconference-vilniusdecember2013.teamwork.fr/en/documents)



- 1. What have member states made on a basis of TWG FAL report ?**
- 2. What could be done in relation to **key messages and suggestions for actions** ?**





Thank you for your
attention and active
participation.

