

# Overview of measures for financing lifelong learning

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European Union  
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## Introduction

The key to promoting lifelong learning is to overcome different barriers like low awareness, negative attitude towards learning and restricted economic opportunities. This analysis was commissioned by the Estonian Ministry of Education and Research with the aim of gathering international experience in designing financial support measures intended to support adults' participation in lifelong learning, with emphasis on measures that encourage private co-financing.

The focus of this study is on adult-oriented measures. We avoid descriptions of measures that are available to all people who study in general education systems, because that would have diverted us from the focus on the adult learner<sup>1</sup>. Similarly we do not include measures aimed at the unemployed. The main focus is on state level measures, smaller project based initiatives are not included in this overview.

**The first part of the overview** proposes a classification of lifelong learning financing measures, mostly on the basis of previous similar work. The purpose of this chapter is to describe theoretical models of financing lifelong learning. This will not include examples of actual real-life practices and is based on available literature and expert evaluation.

Although the classification is somewhat arbitrary, the following types of measures will be addressed:

- Saving accounts;
- Individual learning accounts;
- Vouchers;
- Training loans;
- Direct funding of education providers;
- Tax incentives;
- Other support measures for adult learners (grants).

When comparing these measures the reader must keep in mind that this is merely an overview and brings out the most distinctive characteristics, strengths and weaknesses. The actual performance of the measure may depend on the way the measure is being implemented and, of course, on the perspective of the evaluator. Also, very little information is available regarding the administrative burden of these measures (Dohmen & Timmermann 2010). The workload depends heavily on how the measure is being implemented and therefore remarks concerning administrative burden should be treated with some reservation.

**The second part** of this study presents real life examples of these measures, in order to compensate for the lack of detail in the theoretical overview. For this end a questionnaire was sent out to representatives of different countries to gather as detailed information as possible. The contacts of the respondents were provided by the Ministry of Education and Research. The outcomes are

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<sup>1</sup> We have to admit that in some cases we have also described measures that are also available to adolescents, mostly because they are relevant to promotion of adult lifelong learning and because it was presumed they would be of interest to the Ministry of Education and Research of Estonia.

presented as tables which allow the reader to compare different implementation practices for similar measures. In addition to the measures listed in the classification, the second part also includes another type of financing called training funds. This is a mixed type of funding including some properties of saving accounts and some of state grants.

## 1. Short typology of financing measures

### 1.1. Savings account

A savings account is a savings plan which is meant to be used for covering educational expenses. The **purpose** of this measure is to improve accessibility of education through encouraging people to save money for education and to increase people's sense of responsibility to continue their education.

Important characteristics of the savings accounts system are (Dohmen & Timmermann 2010):

- **Form and theme of learning** – generally it is up to the owner of the account to decide which expenses to pay using the plan and therefore any type of learning can be covered;
- **Owner of the account** – usually the owner is a private person;
- **Target group** – the measure isn't usually directed at any particular group in the society, but it has been found that doing so might improve the effectiveness of the measure (Cedefop 2009);
- **Making deposits** – this can be organized in different ways. The account may be a usual private savings account in any bank and the owner makes all the deposits. It is also possible that the employer makes additional deposits.
- **State support** – state support can be either direct or indirect, for example through tax reductions for the person and/or the employer. The state support may vary according to personal income or the amount of deposits.

Savings account may also be in the form of a fund.

Main **weaknesses** of savings accounts. Assuming that the savings account is set up like a usual savings account and state support is modest, the saved up sum is usually rather small and is therefore of little help when financing educational activities. This is especially true for people with low income for whom it is more difficult to set money aside anyway. Because the amount of funds in these accounts tends to be small, the accounts aren't very attractive to private banks that won't be able to profit from them. However the effectiveness of this measure is very much dependent on additional measures and the nature of the education system. It is also questionable whether this measure is financially reasonable given that it may reduce the liquidity of the person's assets significantly (Dohmen & Timmermann 2010). Having a savings plan assumes that the person is capable of planning his or her training needs a long time in advance and then able to follow it consistently. If the person does not have a clear vision of his/her training needs, the long-term plans may never be realised.

The main **strengths** of the measure are giving the person the freedom to plan his/her education path and moderate need for quality assurance. If we assume that the person knows best what and why he/she needs to learn, then this type of framework with very few restrictions is appropriate. For a person who is interested in planning their own education, this type of measure is likely to increase

the accessibility of education and encourage participation in lifelong learning. The moderate need for quality assurance is due to the person's share in the measure. If most of the money comes from the person's own pocket, then the likelihood of abuse is very low and therefore there is little need to assure the quality of education providers or where exactly the money is being used.

The implementation of savings accounts may be accompanied by related measures like career counselling and advertisement campaigns, but not necessarily (Cedefop 2009). This probably increases effectiveness of the measure through wider awareness and better use of the measure.

## 1.2. Individual learning accounts

The individual learning account is also a type of savings account but money in this account can only be used for education expenses. The main purpose of learning accounts is to improve accessibility of education and to increase people's sense of responsibility for continuing their education. The difference with a regular savings account is the fact that in addition to the person, the employer and/or state also contribute financially, which makes the accumulation of funds quicker and more motivating.

Important characteristics of the learning accounts system are:

- **Theme and form of learning** – generally it is up to the person to choose, but depending on the particular system, both the employer and the state (through the legislation or administrative bodies) may have a say over which expenses are eligible or appropriate;
- **Owner of the account** – the owner may be a private person or a company that is required to use the money for the education expenses of its employees (Dohmen & Timmermann 2010);
- **Target group** – the measure isn't usually directed at any particular group in the society, but it has been found that doing so might improve the effectiveness of the measure (Cedefop 2009);
- **Making deposits** – this can be organized in different ways. The account may be a regular private savings account in any bank and the owner makes all the deposits. It is also possible that the employer makes additional deposits either voluntarily or mandatorily;
- **State support** – state support can be either direct or indirect financial support, for example through tax reductions for the person and/or the employer. State support may vary according to personal income or the amount of deposits. (Dohmen & Timmermann 2010);
- **Quality assurance** – to assure the purposeful use of the money, some quality assurance measures are necessary.

The learning account may be a real bank account or a virtual one and it may be administered by a special administrative body either created especially for this purpose or an existing governmental organization (Cedefop 2009).

**Main weaknesses** of learning accounts. Most of the weaknesses of learning accounts are the same as those of saving accounts. Assuming that the savings account is set up like a usual savings account and state support is modest, the saved up sum is usually rather small and is therefore of little help when financing educational activities. This is especially true for people with low income for whom it is more difficult to set money aside anyway. If the contribution by the state is significant, then the

situation changes in some aspects. Bigger contribution means bigger administrative burden for administrating the accounts as well as regarding quality assurance.

Again, because the amount of funds in these accounts tends to be small the accounts aren't very attractive to private banks that won't be able to profit from them. However, the effectiveness of this measure is very much dependent on additional measures and the nature of the education system. It is also questionable whether this measure is financially reasonable given that it may reduce the liquidity of a person's assets significantly (Dohmen & Timmermann 2010).

Having a savings plan assumes that the person is capable of planning his or her training needs a long time in advance and then able to follow it consistently. If the person does not have a clear vision of his/hers training needs, the long-term plans may never be realised. This probably supports people who already see lifelong learning as a priority, meaning mostly better educated and therefore also people with higher income.

Assuming that the state contributes to the account significantly and the persons share is moderate, the system can be easily abused and need for quality assurance increases.

**The main strengths** of the measure are giving the person freedom to plan their own education. If we assume that the person knows best what and why he/she needs to learn, then this type of framework with very few restrictions is appropriate. For a person who is interested in planning their own education, this type of measure is likely to increase accessibility of education and encourage participation in lifelong learning.

The implementation of savings accounts may be accompanied by related measures like career counselling and advertisement campaigns, but not necessarily (Cedefop 2009). This probably increases effectiveness of the measure through wider awareness and better use of the measure.

### 1.3. Vouchers

Vouchers are coupons, usually issued by the state, which can be used to pay for training and education. The purpose of this measure is to improve accessibility of education through significant financial support by the state and to strengthen people's sense of responsibility regarding their education path through enabling them to choose between different schooling opportunities.

Important characteristics of the voucher system are:

- **Theme and form of education** – the exact type of schooling is usually up to the voucher receiver, but the selection of education providers where the voucher can be used may be restricted by the issuer;
- **Receiver** – may be both a private person or an organization;
- **Target group** – this measure usually isn't targeted at any particular group, although this would be fairly easy to do;
- **Using the vouchers** – this may be set up differently. Most commonly the receiver of the voucher needs to inform the educational institution before starting the chosen course of training that they wish to use the voucher. The invoice for the sum covered by the voucher is

sent directly to the state's administrative body and the "owner" of the voucher isn't involved in that process. If the voucher doesn't cover all the costs of the chosen training then the participating person is required to co-finance the rest;

- **State support** – state support may be up to 100% of the schooling fees or cover only part of them. As a general rule an upper limit is set for the voucher or the voucher acts as a discount coupon, covering for example 50% of the costs, but even in that case there usually is a upper limit for the expenses. The amount of support or the eligibility for the measure may depend on personal income.
- **Quality assurance** – to prevent exploitation of the system through fictitious education providers it has been considered important to establish qualification criteria for all education providers in the frame of this measure. In addition to assure purposeful use of the money, participants may be required to pay back the amount covered by the voucher if they do not attend or finish their studies.

The voucher may be in the form of actual physical coupons or virtual.

The main **weakness** of this system is the significant amount of administrative burden it creates. The voucher system requires an effective communication strategy, constant availability of up-to-date information and an administrative body that distributes the vouchers and coordinates all the payments to education providers. Of course, these tasks could be given to already existing governmental organisations. As already mentioned some quality assurance is also necessary.

**On the positive side**, voucher systems stand out as quite effective measures both for increasing participation in lifelong learning and for increasing attainability of education. The effectiveness depends on the appropriate value of the voucher and on the eligibility criteria for receiving it (Dohmen & Timmermann 2010).

As already mentioned, gathering all the relevant information on which education providers are eligible etc. is a crucial part of this measure. This way people have the overview they need and can make their choices from among all the available options. So the effectiveness of the measure depends on a working communication strategy and compulsory career counselling may also benefit the system greatly (Dohmen & Timmermann 2010).

#### 1.4. Training loans

Training or educational loans are low-interest loans for education expenses with the purpose of easing accessibility of education. Loans may be targeted at both individuals and employers. Some loans can only be used to pay for fees of the training programme, others allow the borrower decide which expenses need to be covered.

Important characteristics of the training loans system are (Dohmen & Timmermann 2010):

- **Theme and form of education** – this is up to the borrower, but there are usually time and monetary restriction as well as limited forms of education that can be financed;

- **Qualifying for a loan**– the loan is usually easily accessible, meaning there are no further conditions except participation in schooling, nevertheless some states require a guarantor or collateral for the loan;
- **Target group** – the measure isn't usually targeted at a specific group, but it is mostly used by younger people. The measure may be targeted at individuals as well as organisations;
- **State support** – training loans are usually guaranteed by the state and the state also subsidises interest. Still, all of the educational expenses are paid by the person taking the loan;
- **Repaying the loan** – repayment of the loan usually starts immediately after training is finished. The obligation to start repayment may be dependent on the person's income.

A **weakness** of the training loans system is its poor effectiveness in bringing the disadvantaged and other risk groups into education and lifelong learning. Although the loan is accessible to nearly everyone, it may still include limiting factors like the need for a guarantor.

The main **strength** of the measure is that most training loan systems allow the borrower to decide which expenses to cover. In addition to fees for the training programme, accommodation and learning supplies may be financed through the loan.

Training loan is a measure that doesn't require complementary measures, but some financial literacy is expected of the participants and therefore financial counselling may be important when implementing this.

### 1.5. Direct financing of education providers

Direct funding of education providers outside the usual education system usually means that the state commissions certain training programmes in which people can participate for a symbolic fee or completely for free. The aim of these training programmes is to increase the supply of good quality programmes and thereby increase participation in lifelong learning.

Important characteristics of the direct funding system are:

- **Theme and form of education** – are limited by the state; often short training programmes are preferred and people get to choose between the subjects the state has commissioned;
- **Target group** – this measure is often targeted at certain groups, mostly at risk groups, but the programmes may also be available for everyone;
- **Quality assurance** – the quality of state commissioned training programmes is usually assured by strict qualification criteria for education providers; follow-up inspections are a possible additional assurance.

From the perspective of individuals participating in these education programmes, the **main weakness** of the measure is the restricted freedom of choice. Also, this measure may not be effective in bringing in new participants and therefore mostly supports people who are already active lifelong learners.



The **strength** of this measure lies in the simple control over the use of public money and the opportunity to support themes that are deemed important. For the individuals participating in these programmes educational expenses are reduced to minimum, thereby improving accessibility.

Direct funding does not need any accompanying measures, but career counselling may be beneficial for some (potential) participants.

This measure is not included in the following comparison of implementations because of its widespread use, largely varying nature and dependence on the countries' education systems as a whole.

## 1.6. Tax incentives

Income tax and value added tax (VAT) are the main types of taxes that are involved when talking about tax incentives regarding education. Typically these incentives are tax exemptions on educational expenses but may also include a bonus exemption for other expenses. The purpose of this measure is to increase the motivation of individuals and employers to participate actively in lifelong learning (Dohmen & Timmermann 2010).

Important characteristics of the tax incentives system are (Dohmen & Timmermann 2010; Cedefop 2009c; Eurydice network 2011):

- **Theme and form of education** – Training programmes that qualify for tax exemption aren't usually limited in their theme, but may be restricted to approved education providers or whether employers' in-house training can be exempted;
- **Target group** – The receiver of the tax exemption may be a private person or an organisation that has provided education opportunities to the employees. The measure can be targeted at more specified target groups, but usually isn't;
- **Participant's contribution** – tax exemption usually applies to income tax and therefore the participant's own contribution is large, also the relief is commonly implemented through next year's tax returns and there is a delay in receiving the "discount";
- **State support** – state support is indirect and the extent of the tax exemption may vary from under to over 100% of education expenses. Tax exemption over 100% means that additional tax relief is given as a bonus for other expenses as well. The relief may apply to limited amount of educational expenses in a given year.

**The weak point** of this measure is the delay that occurs between the time education related expenses are made and the time tax exemptions are approved and money returned. This delay means that the individual (or company) needs to already have sufficient funds to pay for all the expenses. So the exemption works more as a bonus for those who are already participating but provides disadvantaged groups with very little help (Cedefop 2009b). Therefore this measure is not effective in bringing new groups of people into lifelong learning.

The **strengths** of this measure are simple implementation and low administrative burden which can be delegated to already existing tax offices.

Tax incentives aren't accompanied by other supportive measures.

### 1.7. Other support measures for adult learners

By other support measures we mean mostly direct financial support which is targeted at adult learners to support the compensation of additional expenses that occur during studies. These expenses may be transportation, childcare, but also acquiring learning resources like books. Sometimes economic coping in general is also supported through this measure, because while learning individuals' time resources are more strained and may not allow earning a living wage. The form on support may bear different names: grants, scholarships, economic aid, sponsorship etc.

Important characteristics of other support measures are (Eurydice network 2011):

- **Supported expenses** – often the support is earmarked for specific expenses (e.g. for transportation), but it may also be more vaguely purposed (e.g. economic support);
- **Target group**– financial support may be available for all people participating in lifelong learning or it may be directed to specific groups who are considered to be more in need (e.g. support for childcare to parents of young children);
- **Form of support** – the support may be one-time or recurrent, depending on the purpose of the measure. Amount of the support and the eligibility criteria also vary depending on the exact aim.

A **weakness** of this measure is that purposeful use of the money is very difficult to verify and this isn't usually done at all. Universal support measures are expensive for the state, so a more targeted approach to this measure might be more cost-effective.

On **the positive side** this type of support measures take into account other expenses in addition to regular fees that occur during studies. This is especially important for including disadvantaged groups in lifelong learning. These types of support measures have been seen as making more of an impact on participation than other possible financial support measures (Cedefop 2009b).

These measures do not need additional services or other accompanying measures.

## 2. Overview of the implementation of the measures

Below, we present the results of a survey carried out among government officials of selected OECD countries, whose contacts were provided us by Estonian Ministry of Education and Research.<sup>2</sup> They are grouped together so that it is possible to compare similar types of policy measures. In some cases, this means that the measures are quite easily comparable. However, several tables include quite a broad selection. It should also be noted that for some of the measures, additional Internet sources were used to complement the data from the questionnaire, references to further information sources can be found under “other comments”.

When using this material, the reader needs to apply some critical thinking regarding the strengths and weaknesses of measures. These were mostly provided by the persons responding to the questionnaire and should therefore be considered as opinions on the performance of the measure. What is seen as positive or negative can vary greatly in different countries and certainly by different people. In most cases, we could not find thorough impact assessments. Nevertheless, we believe that these opinions are valuable and give reader some idea why, for what purpose, or at what costs the measure is implemented and whether this could also be used in another context (country or region).

The reader also needs to be tentative regarding comparison of numbers, because not all figures are given for the same year or the same target group. Sometimes figures include other measures which are usually seen as interwoven with the one being described. Thus, the reader should be extra careful and take notice of any comments in the figures boxes. Reading the costs of measures one should also bear in mind that the so called long-scale number naming system<sup>3</sup> is used here.

*Notation used in the tables:*

NA means “no answer” for that question was given, meaning that information on that aspect is lacking.

A dash (-) stands for “no relevant information” and therefore does not mean that information was lacking but that this particular aspect is of no importance regarding the specific measure.

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<sup>2</sup> The questionnaires were sent to 20 national experts, 3 of them replied that they do not have measures that are of interest to us, 10 experts provided us with one or several measure descriptions (Canada, Denmark, Finland, Greece, Italy, Netherlands, Switzerland, Sweden, UK, US). Hereby we would like to thank the experts for their valuable input.

<sup>3</sup> Million = 1 000 000

Milliard = 1000 \* million = 1000 \* 1 000 000

Billion = 1000 \* milliard = million \* million = 1 000 000 \* 1 000 000

## 2.1 Savings/Learning accounts

	<b>USA 529 Savings Account</b>	<b>Canada Lifelong Learning Plan (LLP)</b>
Goal	A 529 is a tax-advantage investment vehicle in the United States designed to encourage saving for the future higher education expenses of a designated beneficiary.	Allows students to temporarily withdraw amounts from their registered retirement savings plans (RRSPs) to finance training or education for themselves or their spouse.
Target group	Citizens Any labour market status	Citizens and residents Any labour market status Any educational background Registered Retirement Savings Plan is a requirement to apply
Description of the measure	<p>Savings account for future tuition fees and some plans allow for room and board, books, and computers to be covered from it as well. It is plan dependent. All 50 U.S. states offer at least one type of 529 savings accounts.</p> <p><b>Pre-paid tuition plans</b> generally allow college savers to purchase units or credits at participating colleges and universities for future tuition and, in some cases, room and board. Most prepaid tuition plans are sponsored by state governments and have residency requirements. Many state governments guarantee investments in pre-paid tuition plans that they sponsor.</p> <p><b>College savings plans</b> generally permit a college saver (also called the “account holder”) to establish an account for a student (the “beneficiary”) for the purpose of paying the beneficiary’s eligible college expenses. An account holder may typically choose among several investment options for his or her contributions, which the college savings plan invests on behalf of the account holder. Investment options often include stock mutual funds, bond mutual funds, and money market funds, as well as, age-based portfolios that automatically shift toward more conservative investments as the beneficiary gets closer to college age.</p>	<p>Student has to have a Registered Retirement Savings Plan, and be enrolled (or has received an offer to enrol before March of the next year) as a full-time student, at a designated educational institution and in a qualifying educational program.</p> <p>Withdrawn amounts do not count as income and are not taxed.</p> <p>To make an LLP withdrawal, you must fill out a form and submit it to the RRSP issuer. The plan allows you to withdraw up to \$10,000 in a calendar year from your registered retirement savings plans (RRSPs). Over a period of 10 years, you have to repay to your RRSPs the amounts you withdrew under the LLP. Any amount that you do not repay when due will be included in your income (and subject to tax) for the year it was due. You cannot participate in the LLP to finance your children's training or education</p> <p>You cannot participate in the LLP after the end of the year you turn 71. The student must enrol on a full time basis but if the student meets the disability conditions, the student can enrol on a part-time basis.</p>

Size of the support	Many college saving plans have contribution limits in excess of \$200 000 (149 532€). Tax advantages vary across states. Pre-paid tuition plans have varied restrictions.	Up to \$10 000 (7241€) in a calendar year.
Types of learning supported	Tertiary education	Tertiary education Formal vocational education
<b>Administrative and organizational aspects</b>		
Administrative body	These plans can either be administered by states, state agencies or higher education institutions – differs across states.	Governmental organization: Canada Revenue Agency. This is the agency that is responsible for collecting income taxes.
Role of the administrative body	Decides who are eligible.	Is involved in choosing the education provider and curriculum; decides who are eligible; coordinates cooperation between different stake holders.
Role of the participant	Decides on the curriculum and education provider.	Chooses the suitable curriculum and education provider, and co-finance the studies from other sources in addition to the retirement plan. Needs to report thoroughly and provide relevant documents after studies. Participant also coordinates some activities between the different stake holders.
Role of education providers	Education providers may also be the administrative bodies in some states.	Education providers only organize the training and provide information about learning opportunities.
Quality assurance	Expenses that are not related to studies are taxable when covered through these plans.	Qualification criteria for education providers. To assure the purposeful use of money the participant has to provide letter from educational institution confirming enrolment in the program.
Communication of the measure	Websites of existing government agencies or education providers Commercials in TV Commercials on the radio Pamphlets in schools	Special website Websites of existing government agencies or education providers Special information hotline Pamphlets in workplaces Word of mouth, and financial institutions promoting the program

<b>Financing</b>		
Source	Participants own financing	State budget and personal retirement fund.
Spending	Average balances for 529 plans: 2011: \$15 349 (11 564€) 2012: \$17 174 (12 940€) Total investments: 2011: (\$165 billion) 124 billion € 2012: (\$190.7 billion) 144 billion €	2007: \$101 015 000 CDN (73 million €) Per participant: \$6646 CDN (4812€).
Participants	2011: 10,7 million 2012: 11,1 million	2007: 15 200
<b>Evaluation of the measure</b>		
Complimentary measures	NA	Not necessary.
Strengths	The ability to transfer unused amounts to other qualified members of the beneficiary's family without incurring any tax penalty.	Allows students to dip temporarily into tax sheltered retirement savings account without tax penalties to further one's studies.
Weaknesses	Having a 529 plan may reduce eligibility for other financial aid during studies.	This program only helps those who have accumulated retirement savings.
Overall assessment of the measure	In effect since 2006. Young people with the 529 Plan are 7 times more likely to attend college.	The administrative burden is fairly minimal as the program is integrated within the regular income tax system. In effect since 1999.
Comments and further information sources	<a href="http://www.sec.gov/investor/pubs/intro529.htm">http://www.sec.gov/investor/pubs/intro529.htm</a> <a href="http://www.irs.gov/uac/529-Plans:-Questions-and-Answers">http://www.irs.gov/uac/529-Plans:-Questions-and-Answers</a>	<a href="http://www.cra-arc.gc.ca/E/pub/tg/rc4112/README.html">http://www.cra-arc.gc.ca/E/pub/tg/rc4112/README.html</a>

## 2.2 Vouchers

	<b>Switzerland Chèque annuel de Formation (CAF) Genève</b>	<b>Switzerland Kulturlegi</b>	<b>Finland Training voucher (Opintotseteli)</b>	<b>Italy Catalogo Interregionale Alta Formazione</b>	<b>Greece Voucher for initial vocational education &amp; training (post- secondary)</b>
Goal	To facilitate the participation of people with low income in educational activities.	To provide disadvantaged people with discounts for cultural participation, sports activities and education.	To reduce or cover entirely the education fees of such students who belong to certain target groups and whose studies do not aim for any degree.	To increase the employability and skills of young people and workers	Financial incentive to cover the fees or part of the fees of studying to promote lifelong learning.
Target group	Residents of a specific region (and those living close by but working in the region) Any educational background Any labour market status Aged 18+ Income up to 71 785€	Residents of specific regions Income up to 29 600€ for a one person household.	Citizens and residents Unemployed or inactive The target groups include immigrants, the unemployed, retired, seniors (age 63+), people who have quit their studies and people with lower level education.	Residents of specific regions Upper Secondary or Tertiary education The target groups are: graduates (Tertiary education, regardless of employment status) and upper secondary school graduates employed	Citizens and residents. Any educational background Any labour market status Aged 15+
Description of the measure	The student must first choose a course then apply for the voucher before the start of the course. If the person is seen as eligible, the voucher is sent to them by mail. The student must then give the voucher to the education provider he's chosen. Voucher has to be used within a year.	It is a private initiative implemented by Caritas. Education providers (public and private) offer a 30 to 70% course fee reduction for people whose income is below a certain limit. (Comparable to the Carnet de familia numerosa in Spain for example.)	The Ministry of Education and Culture has granted funds for student vouchers for liberal adult education institutions. The voucher works as a discount and requires co-financing. The time the voucher can be used is limited: The government subsidy granting letter states that	The voucher is issued for a specific course and must be used by the end of it. The duration of the course is not limited. Participants can receive the voucher more than once.	The voucher can be used for covering the fee or part of the fee for learning. The voucher is limited in its use with minimum course price, set course length and restricted time of use.

		The voucher can also be used for participating in cultural events. The Kulturlegi itself accredits that the holder is needy.	this year's subsidy can be used for training starting from 1.8.2013 and ending 31.12.2014.		
Size of the support	Up to 750 CHF (605€), depending on the course for one year or for three consecutive years. No co-financing required	30 to 70% reduction of normal course fee and the participant is expected to co-finance the rest. The amount of the discount is decided by the education provider.	The value of the student voucher can be decided by the education provider; e.g. 10€ discount of course fee of 60 €. Participants are required to co-finance.	Up to a maximum of 6.000€. In the case of courses with a higher fee than the amount of vouchers granted, co-financing by the participants is required. The maximum hour/student cost parameter of the voucher is 25 € / hour.	Value of the voucher is 300€ with no co-financing required.
Types of learning supported	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Formalization of informal learning (e.g. paying for professional examination)  With minimum duration of 40h.	Work/labour market related training (including all training that is directly applicable on the labour market) Non-work related training (including liberal education etc.) Civic education Community learning	Studies in liberal adult education not leading to qualification.	Tertiary education Upper-Secondary education	Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market)
<b>Administrative and organizational aspects</b>					
Administrative body	Governmental Loan office (within the ministry for orientation)	Non-governmental organization Caritas.	Liberal adult education institutions: adult education centres, folk	Governmental organizations Regions and Autonomous	Governmental organization



	and VET/PET/CET)		high schools, study centres and summer universities providing liberal adult education.	Provinces	
Role of the administrative body	Decides who are eligible and co-finances.	Decides who are eligible, provides information about participating education providers.	There is no special administrative body, see role of education providers.	Chooses the appropriate educational provider, provides information about training opportunities, co-finances the training; decides who are eligible, provides career counselling and coordinates cooperation between different stakeholders.	Provides information about learning opportunities, co-finances the studies, decides who are eligible, provides career counselling, is involved in the choosing of appropriate theme and form of education, coordinates the cooperation between different stake holders. Also organizes training, gives feedback on the training, submits documents and reports thoroughly on training activities being financed.
Role of the participant	Chooses the curriculum and education provider from the list of accepted providers needs to provide documentation before the start of the studies to apply, may co-finance.	Chooses the curriculum, finances studies.	Chooses the appropriate curriculum and education provider, co-finances studies and is obliged to give feedback on studies.	The participant decides on the theme and form of study with the input from the administrative body, employer, education provider and social partners.	The participant chooses the theme and form of education and the education provider with the help of other stake holders. After training is obliged to give feedback and submit needed documents.
Role of education providers	Provide information about learning opportunities and reports thoroughly on the	Education providers participate voluntarily and may use the voucher system as “social	Help to choose the right curriculum, provide information about learning opportunities,	Are obliged to give feedback and report thoroughly on training activities, have to submit	Decide who are eligible; provide career counselling and information about

	training activities being financed.	branding” to boost their public image. They provide information about learning opportunities.	co-finance, decide who are eligible and provide career counselling. Need to give feedback, provide necessary documents and report thoroughly on training activities.	the relevant documentation.	learning opportunities. Are involved in choosing the right curriculum. Are obliged to give feedback and to submit needed documents and to report thoroughly on training activities.
Role of the employers	-	-	-	Is involved in the choosing of the appropriate theme and form of study.	Is involved in the choosing of the appropriate theme and form of study and the educational provider. May organize the training, provides information about learning opportunities.
Quality assurance	Only course providers with a special contract are eligible - for this a set of criteria needs to be met by the provider. The voucher itself can't be used for anything except paying for courses.	There is only money from participants involved. They are expected to make good choices.	Both funding and future qualification depend on the education provider matching the qualification criteria. Purposeful use of the money is assured by the qualification criteria and the education provider is responsible of reporting the use of this financing to the Finnish National Board of Education.	Participants co-financing is assured by later administrative audits. For education providers a set of qualification criteria need to be met and a given share of students need to finish their studies there in order for the provider to qualify in the future. This also serves to assure the purposeful use of the money.	Both funding and qualification for the measure of the education providers depends on three measures: qualification criteria; feedback from participants and tests or examination of participants. This also serves to assure the purposeful use of the money.
Communication of the measure	Special website Websites of existing government agencies or education providers	Special website Websites of existing government agencies or education providers	Websites of existing government agencies or education providers	Special website	Special website Websites of existing government agencies or education providers

					Pamphlets in workplaces
<b>Financing</b>					
Source	State budget and tripartite training funds	Education providers participate on a "solidarity" basis (they earn less by accepting to give fee reductions).	State budget	ESF	State budget and ESF
Spending	2009: 2,7 Million Per participant: 535€  <i>Not including administrative costs</i>	<i>No direct costs.</i>	2008: 1,5 Million € 2009: 1,5 Million € 2010: 1,6 Million € 2011: 3,2 Million € 2012: 2,5 Million €	2008: 27 Million € Per participant 10 385€ 2009: 27 Million € Per participant 5217€ 2010: 35 Million € Per participant 2253€	NA
Participants /vouchers	2008: 4943 2009: 5087 (Population of the canton: 472,530)	2012: 45000 (Kulturlegis issued) 1370 education (and culture) providers involved.	NA	2008: 2600 2009: 5175 2010: 15537	NA
<b>Evaluation of the measure</b>					
Complimentary measures	Not necessary	Not necessary	NA	Not necessary	Voluntary career counselling
Strengths	NA	Very simple "inclusion" measure with low budgets involved.	The access to education is easier for such groups of citizens, which are not used to educating themselves.	NA	Reduces the cost of training; Addresses inequality in education and training.
Weaknesses	The measure is not tailored (income limit is very high; no restrictions as to educational background > 40% of the participants have already a tertiary degree);	NA	NA	NA	It does not necessarily promote a learning culture – it can favour clientelistic practices.

	and very costly.				
Overall assessment of the measure	The administrative burden of this measure is considered low (standardised online request; restricted number of course providers); and vouchers are popular among the target group. Measure has been active since 2001.	Active since 1996. <i>No overall assessment was given.</i>	Active since 2007. <i>No overall assessment was given.</i>	Active since 2006. <i>No overall assessment was given.</i>	In effect since 2011-2012 and hasn't yet been fully evaluated because it is so new.
Comments and further information sources	<a href="http://ftp.iza.org/dp4017.pdf">http://ftp.iza.org/dp4017.pdf</a>	<a href="http://www.kulturlegi.ch/de/f92000102.html">http://www.kulturlegi.ch/de/f92000102.html</a>			

## 2.3 Training loans

	<b>Sweden Student aid (loan and grant)</b>	<b>Switzerland Grants and loans</b>	<b>UK 24+ Advanced Learning Loans</b>	<b>Denmark State educational grant and loan (SU)</b>
Goal	To make it easier to study and thereby contribute to a high level of participation in the education system. Moreover, it is intended to level out the differences between individuals and groups in the population so as to make society fairer.	Grants or loans for adults in secondary and tertiary formal education.  <i>Not specifically targeted on adults re-entering the formal education system!</i>	The policy was set out in the reform plan document New Challenges, New Chances in December 2011, following public consultation. Grant funding is being prioritised for those with the greatest need. The purpose of this is to prevent a fall in learner numbers.	Society lends students a helping hand in covering living costs for a great variety of courses and studies to support studying regardless of social standing.  <i>The scheme is aimed at younger people but adults can also receive it.</i>
Target group	Citizens and residents Any educational background Any labour market status  Age limitations vary by type of learning, generally including all adults up to 54 years of age.	Residents of a specific region Any educational background Any labour market status  There are income and age limits.	Residents Any educational background Any labour market status Aged 24+	Citizens Any educational background Any labour market status Aged 18+  Non-citizens need to meet additional criteria.
Description of the measure	Student aid can be granted for full- or part-time studies. Student aid consists partly of a loan and partly of a grant that is disbursed for the period of study, normally 40 weeks per academic year. There are some limitations on the right to student aid that are linked to the period of study and to the student's age. The sum paid as a student loan is around two-thirds of the total amount of student aid. The student aid system presumes repayment of student loans.	Grants and loans are regulated by the cantons. They may differ. In general, requirements are that the education leads to a certificate of the formal education system. A loan can usually be acquired all through studies until the first tertiary degree is achieved.	The loan is paid directly to the college or training provider. Repaying the loan begins after completion of studies and once they earn over £21,000 (24 387€) per year.  Interest is inflation (Retail Prices Index) plus 3% during studies. After completion of studies: for income less than 24 387€, inflation; income between 24 387€ and 47 610€, inflation plus up to 3%; income over 47 610€, inflation plus 3%.	The grant and loan covers living costs for a great variety of courses and studies. All studies must be full-time. There are two main support programmes. 1. Students following a youth education program i.e. a general upper secondary, vocational upper secondary or vocational education and training program. No time limits are placed on this type of support. 2. Students enrolled in higher education courses are entitled to

	<p>Repayment begins at the beginning of the year following the conclusion of studies and normally continues for 25 years. Interest is added directly to the debt. The interest rate is advantageous compared with other interests on loans and takes account of tax deduction rules in the tax system. Security clauses are also built into the repayment system, which make it possible to take account of an individual's ability to pay.</p>			<p>a number of monthly grants corresponding to the prescribed duration of the chosen study, plus 12 months. Inside a maximum of 70 grants students can change from one course to another.</p> <p>On completion of their studies, students must start paying back the State loans. The repayment must begin one year after the end of the year, in which they have completed their studies. The duration of the period of repayment must not exceed 15 years.</p> <p>The interest rate is 4% yearly during the time of attaining education, after finishing the education it is max 1%.</p> <p>There are additional criteria regarding the size of students' income in order to obtain grants and loans.</p>
Size of the support	<p>Student aid for full-time studies in 2012 amounts to approximately SEK 9 660(1112€) per month of studies (nine months/year). However, student aid is usually disbursed four weeks at a time for 10 months per year. The total sum for each four week period in 2012 amounts to SEK 8 920</p>	<p>Size and conditions vary by cantons.</p> <p>No guarantor or collateral needed.</p>	<p>Maximum size of support £300 GBP (348€), one person can apply 4 times during one training programme.</p> <p>No guarantor or collateral needed.</p>	<p>Maximum size of the loan is 2 943 DKK (395€) /per month, in addition a completion loan can be taken out under similar conditions in the last year of studies and its purpose is to support the successful completion of studies.</p> <p>No guarantor or collateral</p>

	(1026€). No guarantor or collateral needed.			needed.
Types of learning supported	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Non-work related training (including liberal education etc.) Civic education	Formal general education Tertiary education Formal vocational education	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Non-work related training (including liberal education etc.)	Formal general education Tertiary education Formal vocational education
<b>Administrative and organizational aspects</b>				
Administrative body	Governmental organization CSN - The National Board of Student Aid; 900 are employed to implement this measure	Cantonal offices (cantonal budgets and financial participation of Confederation for tertiary education grants and loans)	The Student Loans Company is a non-profit Government-owned organisation set up in 1989 to provide loans and grants to students in universities and colleges in the UK. Funding will be from the Skills Funding Agency, a partner organisation of the Department for Business, Innovation and Skills (BIS), and which exists to fund and promote adult further education (FE) and skills training in England.	The grant and loan system is managed by the Danish Agency for Higher Education and Educational Support in collaboration with all educational institutions and under the auspices of the Danish Ministry of Science, Innovation and Higher Education.
Role of the administrative body	CSN decides who qualifies, coordinates cooperation between different stakeholders, reports, co-finances	Decides who is eligible; coordinates cooperation between different stakeholders, co-finances.	Decides who is eligible; coordinates cooperation between different stakeholders, co-finances.	Decides who is eligible; coordinates cooperation between different stakeholders.
Role of the participant	Chooses the appropriate curriculum, educational	Chooses the appropriate curriculum and education	Chooses the appropriate curriculum and education	Chooses the suitable curriculum and education provider, may co-

	institution, applies for support and provides necessary paperwork after studies, co-finances studies.	provider, co-finances studies. report thoroughly on training activities that have been financed, give feedback and submit documentation after training programme is finished	provider, co-finances studies.	finance studies.
Role of education providers	Provide information about learning opportunities, also career counselling. After studies are concluded submits appropriate documents.	Provide information about learning opportunities	Provide information about learning opportunities, involved in choosing the most appropriate form of studies for the student, report thoroughly on training activities that have been finances, give feedback and submit documentation after training programme is finished	Provide information about learning opportunities, also career counselling, and decide who are eligible. Need to submit relevant documentation and report thoroughly on training activities.
Quality assurance	Only students in education institutions satisfying the qualification criteria and expert assessment can receive the support. Use of the money by students is not inspected.	Only selected providers are eligible. There is no direct control over the purposeful use of the money given to students.	The money is transferred directly to the educational provider so students have no way of misusing the money.	There is no direct control over the use of money.
Communication of the measure	Website Information hotline	Websites of existing government agencies or education providers	Websites of existing government agencies or education providers	Special website Websites of existing government agencies or education providers
<b>Financing</b>				
Source	State budget	State budget	State budget	State budget
Spending	2010: 1,37 milliard € 2727€ per participant 2011: 1,38 milliard € 2759€ per participant <i>(Including both grant and loan)</i>	2011: 247 million € in grants 16 million € in loans  In addition the state subsidised the measure with 20 million €.	NA	2008: 282 million € 3160€ per participant 2009: 295 million € 3070€ per participant 2010: 362 million € 3464€ per participant 2011: 416 million € 3540€ per participant
Participants	2008: 440 300	2011: 47 544 (8% of all post-	In 2013, 800 colleges and	2008: 89 100



	2009: 479 200 2010: 502 340 2011: 500 180 <i>(Both grant and loan; approximately 2/3 take the loan in addition to the grant)</i>	compulsory graduates)	training providers have joined the scheme.	2009: 96 100 2010: 104 500 2011: 117 500
<b>Evaluation of the measure</b>				
Complimentary measures	Not necessary	NA	Not necessary	Free transportation or financial support for transportation for all participants.
Strengths	Is universal Includes virtually all citizens Is given directly to the student Is principally granted independently of parents' or family's financial situation	Equal opportunities (low income mustn't prevent you from studying).	NA	Students are not uncertain whether they can get a student state grant and/or loan. It is a right.
Weaknesses	NA	Cantons have different regulations. Equality of opportunities applies only to peers in your own canton and not to peers of another canton.	NA	NA
Overall assessment of the measure	The Government's view is that the objectives of the study support system are met. The measure has been in effect since 1965.	NA	The scheme only recently launched, no assessment can be given at this time.	No assessment was given, but the measure has been in effect since 1970.
Comments and further information sources		<a href="http://stipendien.educa.ch/de/nod/e/2384">http://stipendien.educa.ch/de/nod/e/2384</a> <a href="http://stipendien.educa.ch/de/stat/istiken">http://stipendien.educa.ch/de/stat/istiken</a>		The state most often finances a relatively large amount of the direct expenditures connected to the education (to the education provider). Grants and loans therefore often only serves as an income for other living expenses. <a href="http://fivu.dk/en/education-and-">http://fivu.dk/en/education-and-</a>

				<a href="#"><u>institutions/grants-and-loans/su-2013-the-danish-student-s-grants-and-loans-scheme</u></a>
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## 2.4 Tax incentives

	<b>Switzerland Tax exemption for individuals</b>	<b>Switzerland Tax exemption for organizations</b>	<b>USA Lifetime Learning Credit</b>	<b>The Netherlands Employers tax relief (WVA - Wet vermindering afdracht)</b>
Goal	Tax exemptions for individuals to help adults update their competencies.	VAT exemption to encourage education providers to provide more opportunities.	The lifetime learning credit helps parents and students pay for post-secondary education.	Encouraging employers in offering work training courses.
Target group	Residents of the country Any educational background Employed	Education providers	Income up to \$124,000 (94 433€) if married filing jointly; \$62,000 (47 205€) if single.	Employers (certified training companies)
Description of the measure	Training costs for strictly work-related training (non-formal and formal)	All educational activities (such as lectures, training, examinations etc.) can be exempted from the VAT.	The tuition and fees paid at most colleges and universities for the enrolment or attendance of the taxpayer, the taxpayer's spouse, or any dependent of the taxpayer are tax deductible. If taxes are filed jointly the credit is counted per person.	Employers who offer work training courses to students get a compensation for the guidance of students in that work training trajectory.
Size of the support	Lump-sum deduction from income (ca. 500 CHF (405€)) or deduction of "real costs" (course fees) Lump-sum deduction or deduction of training costs for strictly work-related training (non-formal and formal)	100% exempt from the tax.	This credit allows for a 20% tax credit for first \$10,000 (7500€) of qualified tuition and expenses to be fully creditable against the taxpayer's total tax liability. For the tax year, you may be able to claim a lifetime learning credit of up to \$2,000 (1500€) for qualified education expenses paid for all students enrolled in eligible educational institutions.	Up to 2700€ per full work training trajectory.
Types of learning supported	Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the	All	Post-secondary	Secondary and tertiary education.

	labour market)			
<b>Administrative and organizational aspects</b>				
Administrative body	Governmental tax offices	Governmental tax offices	Governmental tax offices (IRS)	Governmental organisation
Role of the administrative body	Decides who are eligible.	Decides who are eligible.	Decides who are eligible.	Decides who are eligible.
Role of the participant	Chooses the curriculum and education provider, submits relevant documentation after training activities.	-	Chooses the curriculum and education provider, submits relevant documentation after training activities.	Makes arrangements with school and pupil over the education and training program.
Role of education providers	NA	Use the tax benefits.	Provide relevant documentation (tax forms)	Makes arrangements with the company and pupil over the education and training program
Quality assurance	No quality assurance measures are used for education providers. The participant has to prove that training is work related.	No quality assurance measures are used.	Education providers need to be accredited in order for the student to receive the tax benefit. Also the schools need to provide the students with necessary documentation which prove eligibility.	Company must be recognized training company and training should meet the quality conditions.  There is a sample-based control by the executor, after payment of the grant.
Communication of the measure	Tax brochures	Tax brochures	Tax brochures Website of existing organizations	Website and through the executor of the scheme.
<b>Evaluation of the measure</b>				
Complimentary measures	NA	NA	Not necessary.	Each year the scheme was evaluated and the data analysed on applications.
Strengths	NA	NA	Fairly low administrative burden, easily accessible for participants.	Fairly low administrative burden, easily accessible for participants.
Weaknesses	Windfall loss (those with high income benefit most). The measure is not fit to increment	NA	Insufficient tax liability due to low income levels, competing tax credits and deductions, and	There is a control by sample by the executor, after payment of the grant - not a full control on

	participation of low qualified and low income.		the interaction with other aid programs prevents many low-income individuals from qualifying for the aid (Long 2004). Tax-based aid largely serves as a transfer to middle-income students that would have attended college anyway (Turner 2010).	all paid grants. The measure is easy to exploit.
Overall assessment of the measure	In effect since 1940, participation hasn't been measured precisely.	NA	NA	After 5 years due to unsatisfactory evaluations the measure in this form was not extended, the scheme will be replaced by one that tries to save the good things of the measure, but ban the exploitation.
Comments and further information sources		<a href="http://www.estv.admin.ch/mwst/dokumentation/00130/00947/01033/index.html?lang=de">http://www.estv.admin.ch/mwst/dokumentation/00130/00947/01033/index.html?lang=de</a> (605.530.20 MWST Branchen-Info 20)	This tax incentive is one of several applied in the USA, for more information: <a href="http://www.irs.gov/uac/Tax-Benefits-for-Education:-Information-Center">http://www.irs.gov/uac/Tax-Benefits-for-Education:-Information-Center</a>  Long (2004) <a href="http://www.nber.org/chapters/c10099">http://www.nber.org/chapters/c10099</a> Turner (2010) <a href="http://escholarship.org/uc/item/6758069g">http://escholarship.org/uc/item/6758069g</a> NB! Both of these evaluation use old data and the measure has been partly reformed since.	Previous evaluations: 2007 Seor evaluatie afdrachtvermindering onderwijs van de wva 2012 Regioplan <a href="http://www.regioplan.nl/publicaties/rapporten/evaluatie_afdrachtsvermindering_onderwijs_wva">www.regioplan.nl/publicaties/rapporten/evaluatie_afdrachtsvermindering_onderwijs_wva</a> (not available yet)

## 2.5 Grants

	<b>Sweden Student aid (grant and loan)</b>	<b>Denmark State educational grant for adults (SVU)</b>	<b>Denmark State educational grant and loan (SU)</b>	<b>Denmark State grant system for adult training (VEU)</b>
Goal	It is intended to make it easier to study and thereby contribute to a high level of participation in the education system. Moreover, it is intended to level out the differences between individuals and groups in the population so as to make society fairer.	Students receive grants every month financed by the state if they start from employment. The grant will cover a part of the lost income from not being able to work.	Society lends students a helping hand in covering living costs for a great variety of courses and studies to support studying regardless of social standing. <i>The scheme is aimed at younger people but adults can also receive it.</i>	Aimed at encouraging the participation of low-skilled people by compensating loss of income for the person or the loss of productive work hours for the employer.
Target group	Citizens and residents Any educational background Any labour market status  Age limitations vary by type of learning, generally including all adults up to 54 years of age.	Citizens Any educational background Employed Aged 25+  Non-citizens need to meet additional criteria.	Citizens Any educational background Any labour market status Aged 18+  Non-citizens need to meet additional criteria.	Lower-Secondary (or less) Upper-Secondary Without vocational education Employed in Denmark
Description of the measure	Student aid can be granted for full- or part-time studies. Student aid consists partly of a loan and partly of a grant that is disbursed for the period of study, normally 40 weeks per academic year. There are some limitations on the right to student aid that are linked to the period of study and to the student's age.	The scheme offers course applicants the opportunity to receive an income, while being away from work, to participate in specific types of further education. The SVU is equivalent to 80% of the maximum unemployment benefit rate. The support payable is calculated on the basis of the	When you start a full-time education, you can apply for at state educational grant. You receive the grant every month. The state grant is taxed like any other income. The study grant is paid to a NemKonto in monthly instalments. A NemKonto is an ordinary bank account which the student already has and which	Low skilled and skilled participants are entitled to a fixed allowance corresponding to the level of maximum unemployment benefit rate. It is a subsidy to the employer, since the employer needs to pay a wage, even though the employee is attending school and not working.

	<p>The sum paid as a student grant is equal for all and is adjusted annually to follow the general development of prices in society. The student grant comprises around one-third of the total amount of student aid and is tax-free and pensionable. Students with children receive a special child allowance.</p>	<p>number of working hours lost.</p> <p>The SVU scheme is available to people employed or self-employed in Denmark, and is divided into two levels. The first is for participants in subsidized instruction at primary/lower secondary and upper secondary school (also called general education). The second is for participants in higher education. The requirements for the two levels differ slightly.</p> <p>For participants in general education there's additional support to cover tuition fees.</p>	<p>the public authorities use when they pay out money.</p> <p>There are two main support programmes.</p> <p>1. Students following a youth education program i.e. a general upper secondary, vocational upper secondary or vocational education and training program. No time limits are placed on this type of support.</p> <p>2. Students enrolled in higher education courses are entitled to a number of monthly grants corresponding to the prescribed duration of the chosen study, plus 12 months. Inside a maximum of 70 grants students can change from one course to another.</p> <p>On completion of their studies, students must start paying back the State loans. The repayment must begin one year after the end of the year, in which they have completed their studies. The duration of the period of repayment must not exceed 15 years.</p> <p>The interest rate is 4% yearly during the time of attaining</p>	<p>Companies paying regular wages to employees participating in adult vocational training programmes are entitled to receiving the grant instead of the student.</p> <p>The subsidy is financed by the employers as a tax scheme - all companies pay according to how many employees they have. If this tax on the companies does not cover the full expenditure the state finances the difference.</p>
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			education, after finishing the education it is max 1%. There are additional criteria regarding the size of students' income in order to obtain grants.	
Size of the support	Student aid for full-time studies in 2012 amounts to approximately SEK 9 660(1112€) per month of studies (nine months/year). However, student aid is usually disbursed four weeks at a time for 10 months per year. The total sum for each four week period in 2012 amounts to SEK 8 920 (1026€).	The SVU is equivalent to 80% of the maximum unemployment benefit rate—in 2013: 3204 DKK (430€)/week of 37 hours. The support is calculated on the basis of the number of working hours lost. The SVU economic support may be given for up to 40 weeks (of 37 hours) for education at lower levels and 40 weeks for education at higher levels. Participation in education that does not add up to a loss of at least 37 working hours will not be eligible for support.	The amount of the grant depends on the education level and where you live: Students living with their parents: 2860 DKK (383€) per month. Students living on their own: 5753 DKK (771€) per month.	Allowance corresponding to the level of maximum unemployment benefit rate. [Maximum rate of unemployment benefits in 2012: 3940 DKK (528€)/ week.]
Types of learning supported	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Non-work related training (including liberal education etc.) Civic education	Formal general education Tertiary education Formal vocational education	Formal general education Tertiary education Formal vocational education	Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market)



<b>Administrative and organizational aspects</b>				
Administrative body	Governmental organization CSN - The National Board of Student Aid; 900 people are employed to implement this measure.	The Danish Agency for Higher Education and Educational Support in collaboration with specific educational institutions and unemployment funds and under the auspices of the Danish Ministry of Science, Innovation and Higher Education.	The grant and loan system is managed by the Danish Agency for Higher Education and Educational Support in collaboration with all educational institutions and under the auspices of the Danish Ministry of Science, Innovation and Higher Education.	Governmental and non-governmental organizations.
Role of the administrative body	CSN decides who qualifies, coordinates cooperation between different stakeholders; reports thoroughly, co-finances.	Decides who is eligible; coordinates cooperation between different stakeholders.	Decides who is eligible; coordinates cooperation between different stakeholders.	Aids in choosing the suitable form and theme of studies and decides who are eligible.
Role of the participant	Chooses the suitable curriculum, educational institution, applies for support and provides necessary paperwork after studies, co-finances studies.	Chooses the suitable curriculum and education provider.	Chooses the suitable curriculum and education provider, may co-finance studies.	Is involved in choosing the theme and form of training and the suitable education provider.
Role of education providers	Provide information about learning opportunities, also career counselling. After studies are concluded submits appropriate documents.	Provide information about learning opportunities, also career counselling. Need to submit relevant documentation and report thoroughly on training activities.	Provide information about learning opportunities, also career counselling, and decide who are eligible. Need to submit relevant documentation and report thoroughly on training activities.	Provide information about learning opportunities, career counselling and decides who are eligible; needs to submit relevant documentation after studies are finished.
Role of the employers	None	Provide information about learning opportunities; must accept education plan and co-finance.	None	Provide information about learning opportunities and career counselling; choose the appropriate form and theme of

				training and the most suitable education provider alongside the participant; co-finance.
Quality assurance	Only students in education institutions satisfying the qualification criteria and expert assessment can receive the support. Use of the money by students is not inspected.	There is no direct control over the use of money.	There is no direct control over the use of money.	NA
Communication of the measure	Website Information hotline	Special website Websites of existing government agencies or education providers	Special website Websites of existing government agencies or education providers	Special website Websites of existing government agencies or education providers
<b>Financing</b>				
Source	State budget	State budget	State budget	Tax on companies
Spending	NA  <i>(For combined expenses for both grant and loan see training loan section)</i>	2008: 54 million € Per participant 3369€ 2009: 67 million € Per participant 2572€ 2010: 94 million € Per participant 3173€ 2011: 80 million € Per participant 2333€ 2012: 54 million € Per participant 2171€	2008: 1,5 milliard € Per participant 4636€ 2009: 1,6 milliard€ Per participant 4815€ 2010: 1,8 milliard € Per participant 4940€ 2011: 2 milliard € Per participant 5084€	2008: 161 million €  2009: 215 million €  2010: 174 million €  2011: 107 million €  2012: 94 million €
Participants	2008: 440 300 2009: 479 200 2010: 502 340 2011: 500 180	2008: 16 025 2009: 26 049 2010: 29 621 2011: 34 290 2012: 24 870	2008: 315 200 2009: 334 100 2010: 364 300 2011: 393 400	NA
<b>Evaluation of the measure</b>				

Complimentary measures	Not necessary	NA	Free transportation or financial support for transportation for all participants.	Free transportation or financial support for transportation and free accommodation or financial support for accommodation for those in need.
Strengths	Is universal Includes virtually all citizens Is given directly to the student Is principally granted independently of parents' or family's financial situation	People are financially able to start education even though they are older; companies have incentives to let their employees attend school, since they get a subsidy and hence don't have any additional costs.	Students are not uncertain whether they can get a student state grant and/or loan. It is a right.	Companies have incentives to let their employees attend school, since they get a subsidy and hence do not have any additional costs.
Weaknesses	NA	It is expensive for the state.	It is expensive for the state.	It can seem like an administrative burden for employers to apply for the grant, if the education only last for a short time (like a few days).
Overall assessment of the measure	The Government's view is that the objectives of the study support system are met. The measure has been in effect since 1965.	NA	No assessment was given, but the measure has been in effect since 1970.	There is quite a lot of administrative work involved, since a lot of people are only attending education shortly, which results in a high flow.
Comments and further information sources Comments and further information		<a href="http://fivu.dk/en/education-and-institutions/grants-and-loans/state-educational-support-for-adults">http://fivu.dk/en/education-and-institutions/grants-and-loans/state-educational-support-for-adults</a>	It is important to note, that the state most often finances a relatively large amount of the direct expenditures connected to the education (to the education provider). Grants and loans therefore often	<a href="https://www.workindenmark.dk/en/Find_information/Information_for_job_seekers/Working_in_Denmark/Unemployment_insurance/Unemployment_benefits">https://www.workindenmark.dk/en/Find_information/Information_for_job_seekers/Working_in_Denmark/Unemployment_insurance/Unemployment_benefits</a>

sources			only serves as an income for other living expenses. <a href="http://www.su.dk/English/Sider/agency.aspx">http://www.su.dk/English/Sider/agency.aspx</a>	
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## 2.6 Training funds

	<b>Finland Adult Education Allowance</b>	<b>Switzerland VET/PET funds ("employer funds")</b>	<b>Switzerland VET/PET funds ("tripartite funds")</b>	<b>Switzerland VET/PET funds ("bipartite funds of social partners")</b>
Goal	The purpose of the adult education allowance is to support employees' and self-employed persons' voluntary vocational studies.	VET/PET funds are used to cover the cost of promotion of specific occupations, VET and PET activities e.g. development of training programmes, organising courses and qualification procedures, promotion of specific occupations.	Funds are used to provide for VET/PET and CET measures (not linked to any specific economic branch).	Collective labour agreement - funds. Finances individual work related training (formal and non-formal)
Target group	Citizens Any educational background Employed or unemployed Aged 20+ The applicant's full-time employment relationship with the same employer or pension-insured entrepreneurship must have lasted for at least one year. Employed by a Finnish employer or have worked as a self-employed person in Finland for at least eight years.	Target groups are not individuals but employers and/or course providers.  Participating individuals need to be aged 15+.	Does not target individuals but course providers.  Education providers of: Upper-Secondary (VET) Tertiary education (PET) Vocational education Without vocational education  Participating individuals need to be aged 15+.	No citizenship or residential restrictions Any educational background Employed Aged 15+  Only for employees covered by the collective labour agreement. Sometimes restricted to a defined range of courses.
Description of the measure	To qualify for the allowance, the applicant must participate in studies leading to degree, or in vocational further or continuing training organised by a Finnish educational institution under public supervision. The granted allowance is a lump sum, which can be spent to cover different	VET/PET funds are an initiative of companies in a given economic branch. The Confederation may declare some VET/PET funds to be of general interest and therefore mandatory for all companies within a given economic branch. (No state money involved in	Cantonal "tax" which applies to total labour cost (or number of contracts) of companies on the territory of the Canton.	Depending on the fund the money can be spent on financing training or also for accommodation and such.

	costs of studying. Maximum time for the allowance is 18 months, if the allowance is not used in this time it will be taken back. Training activities must last at least two months or 43 days of full time studying.	these funds!) Some funds refund course-costs to employers who train people. (VET/PET and CET)		
Size of the support	In 2013 basic allowance 697,89€ / month + earnings-related allowance, which is 45% from the difference of the salary and basic allowance	Companies' contributions to VET/PET funds depend on number of employees of the branch. Re-funding by the VET/PET fund depends on the number of persons trained. (The measure is designed in order to equally distribute costs for VET/PET training among all the companies of the economic branch (whether they train or not).)	Tax depends on the sum of all salaries. E.g. 0.1%-0.08%	Depends on the agreement.
Types of learning supported	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market)	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Formalization of informal learning (e.g. paying for professional examination) <i>Funds decide on the training that is financed by the fund.</i>	Formal general education Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Formalization of informal learning (e.g. paying for professional examination)	Tertiary education Formal vocational education Work/labour market related training (including all training that is directly applicable on the labour market) Formalization of informal learning (e.g. paying for professional examination)
<b>Administrative and organizational aspects</b>				
Administrative body	The Education Fund is a fund administered by the social	Non-governmental professional organisations	NA	Private sector organizations

	partners of the Finnish labour market. Its purpose is to support employees' vocational studies by granting them financial assistance and to support the development of the vocational qualification system by granting scholarships for competence-based qualifications. The fund also provides information and advice on benefits and makes proposals for the development of legislation within its field.			
Role of the administrative body	Is involved in choosing the curriculum, decides who are eligible, coordinates cooperation between different stake holders	Decides on the curriculum along with the employers, chooses education providers; provides information about learning opportunities. Some also have their own PET colleges. Coordinates the cooperation between different stake holders, organizes training activities; is obliged to give feedback and to report thoroughly on training activities. The bylaws of the funds dictate eligibility.	Decides on the curriculum and appropriate education provider, provides career counselling and decides who are eligible, organizes training and reports thoroughly on it afterwards.	Regulations of the fund determine who is eligible and most decisions are made in cooperation by the social partners. They also organize the training and career counselling and coordinate the cooperation by themselves.
Role of the participant	Decides on the curriculum and education provider, co-finances and is obliged to give feedback after training activities, submit relevant documentation and report thoroughly on the training activities.	Takes part in training activities.	Takes part in training activities.	Decides on the curriculum and education provider along with the employer. Provides feedback on training activities and submits relevant documentation after training.
Role of education	Provide information about learning opportunities and career	-	Submit relevant documentation and report thoroughly on	Provide information about learning opportunities and

providers	counselling, may co-finance.		training activities.	organize training.
Quality assurance	The applicant has to give evidence that the employer has granted study leave and he or she has got a studying place.	Purposeful use of the money is assured by controlling of financial reporting of the funds by the State.	NA	NA
Communication of the measure	Special website	No special efforts were made to reach the target group.	NA	Pamphlets in workplaces
<b>Financing</b>				
Source	The Education Fund is financed by the Unemployment Insurance Fund and the state.	All companies of an economic branch share the costs.	Special (tax) fund for VET/PET/CET Training may be co-financed by employers.	Social partners, depending on the agreement both employers and employees may be required to co-finance.
Spending	2009: 28,7 Million € Per participant: 943€/month on average 2012: 94,7 Million € Per participant: 1499€/month on average	NA	NA	NA
Participants	2009: 7 319 2010: 8 852 2011: 11 104 2012: 13 456	NA	NA	NA
<b>Evaluation of the measure</b>				
Complimentary measures	NA	NA	NA	Depending on the collective agreement.
Strengths	It helps financially the adult people to update their competences and/or obtain a new profession.	Costs of training (development of training programmes etc.) are co-financed by all the companies who benefit from trained people. Empowerment of professional organisations leads to up-to-date training programmes.	All companies (who benefit from well trained employees) pay a tax in order to contribute to training structures.	Career development for all employees willing to train themselves.
Weaknesses	There could be more adult learners benefitting from this allowance; especially men and	Administrative burden for professional organisations is high. "Branch" definition is	Overlap with "employer funds".	NA



	representatives of other underrepresented groups (80 % of beneficiaries are women!).	sometimes confusing; some companies have to contribute to different funds.		
Overall assessment of the measure	The measure has been in place since 2003, before that since 1970 under different name: "erorarahasto". Currently the fund employs 35 people, but it would be able to handle more applications.	The State is only involved when a fund is declared mandatory. (Besides, the State only deals with administrative appeals and controlling of financial reporting.) This means low administrative burden on State. Administrative burden for professional organisations (who are free to create or not to create a fund).	Extent of administrative burden depends on the regulations of the fund. In general: the more exceptions the regulation foresees (e.g. in order to avoid overlap with "employer funds"), the bigger the administrative burden for the Canton.	No assessment was given.
Comments and further information sources		<a href="http://www.sbf.admin.ch/berufsbildung/01421/index.html?lang=de">http://www.sbf.admin.ch/berufsbildung/01421/index.html?lang=de</a>	<a href="http://www.sbf.admin.ch/berufsbildung/01421/01424/index.html?lang=de">http://www.sbf.admin.ch/berufsbildung/01421/01424/index.html?lang=de</a>	

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