



EELISA WP6 INNOVATIVE TEACHING AND LEARNING HUBS

Deliverable 6.5 EELISA Lifelong Learning Model (T6.1)

Date: 31 October 2025



Co-funded by
the European Union



Acknowledgement: EELISA is an Erasmus+ Project co-funded by the European Union under Grant Agreement No. 101124676.

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Technical references

Grant Agreement number:	101124676
Project Acronym:	EELISA
Project title:	European Engineering Learning Innovation and Science Alliance
Start date of the project:	1 November 2023
Duration of the project:	48 months
Deliverable No.:	6.5
Work Package:	WP6
Document type:	PDF-English
Dissemination level:	Public
Due date:	M24
Actual submission date:	31.10.2025
Version:	1.0
Lead beneficiary:	ITU
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Document history

Version	Date	WP Leader	Reviewed by:
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EELISA Partners

Number	Role	Name in original language	Name in English	Short name	Country
1	COO	Universidad Politécnica de Madrid	Technical University of Madrid	UPM	Spain
2	BEN	Budapesti Műszaki és Gazdaságtudományi Egyetem	Budapest University of Technology and Economics	BME	Hungary
3	BEN	École Nationale des Ponts et Chaussées	National School of Civil Engineering	ENPC	France
4	BEN	Friedrich-Alexander-Universität Erlangen-Nürnberg	Friedrich-Alexander University Erlangen-Nürnberg	FAU	Germany
5	BEN	İstanbul Teknik Üniversitesi	Istanbul Technical University	ITU	Türkiye
6	BEN	Scuola Normale Superiore	Higher Normal School	SNS	Italy
7	BEN	Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna	Sant'Anna School of Advanced Studies	SSSA	Italy
8	BEN	Universitatea Nationala de Stiinta si Tehnologie Politehnica Bucuresti	National University of Science and Technology Politehnica Bucharest	UNSTPB	Romania
9	BEN	Université Paris Sciences et Lettres	Université PSL	PSL	France
10	AE	Paris Sciences et Lettres	Paris Sciences et Lettres	FCS-PSL	France
11	AP	Zürcher Hochschule für Angewandte Wissenschaften	Zurich University of Applied Sciences	ZHAW	Switzerland
12	AP	European Network for Accreditation of Engineering Education	European Network for Accreditation of Engineering Education	ENAAEE	Belgium

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1. Executive Summary

This deliverable presents the **EELISA Lifelong Learning (LLL) Model**, a comprehensive framework developed to embed LLL as a strategic and operational dimension within the EELISA European University Alliance. It builds upon the achievements of *EELISA 1.0* and the initial outcomes of *EELISA 2.0 (M1–M24)*, translating institutional good practices, European policy frameworks, and stakeholder insights into a structured model that supports the creation of a shared EELISA Lifelong Learning Academy (ELLA). The deliverable begins with an overview of the methodological process, which combines theoretical exploration, survey-based institutional mapping, good-practice analysis, and cross-work-package validation. The methodology followed a six-step design-based approach—ranging from the review of European LLL policies and EELISA practices to data analysis, model design, interim validation and the integration of feedback, and roadmap development. This iterative and participatory process ensured the integration of diverse institutional perspectives, cross-WP collaboration (notably among WP5, WP6, and WP7), and stakeholder consultation through EELISA Communities. The resulting EELISA LLL Model identifies eight interrelated components that define the structural, pedagogical, and governance foundations of lifelong learning within the Alliance:

- Governance, Strategy and Institutional Anchors
- Digitalization and Infrastructure
- Recognition and Quality Assurance
- Finance & Sustainability
- Learning Architecture & Program Design
- Pedagogy, Delivery and Learner Support
- Stakeholder Engagement and Co-creation Loop
- Monitoring, Evaluation, Impact and Scaling

Evidence gathered from all EELISA partners indicates that these components are already present to varying degrees across institutions and are being progressively interconnected through shared infrastructures such as the EELISA Digital Campus, the EELISA Resource Corner, and alliance-wide frameworks for micro-credentials, recognition, and quality assurance. The model is also grounded in the principles of open Science and open Education, ensuring transparency, inclusiveness, and interoperability across governance, pedagogy, and digital systems.

Building on this model, the deliverable proposes the establishment of the **EELISA Lifelong Learning Academy (ELLA)** as a concrete mechanism for implementation. ELLA will serve as the Alliance's central structure for the design, delivery, and recognition of LLL activities, integrating modular, micro-credential-based learning



paths that address the green and digital transitions. The ELLA roadmap outlines a four-phase plan for operationalization—covering governance setup, pilot program delivery, pedagogical innovation, and sustainability under the future EELISA Legal Entity as well as its integration with EELISA Digital Campus for the training and post-training processes for issuing the credentials/micro-credentials.

Finally, the model proposes the alignment of EELISA's LLL vision with key European Competency Frameworks, including the EQF, DigComp, GreenComp, and EntreComp, positioning EELISA as a reference ecosystem for transnational learning, professional development, and knowledge co-creation in Europe. Through this model, EELISA establishes the foundation for a permanent, open, and impact-oriented LLL system that connects universities, learners, and societal partners—contributing to the European Education Area and the Skills Agenda 2030.



2. Representatives for Work Package 6 – Innovative Teaching & Learning Hubs

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3. Glossary – Abbreviations and definitions

The frequently used words in the deliverable and their abbreviations are listed below.

CAS: Certificate of Advanced Studies
CRM: Customer Relationship Management
DAS: Diploma of Advanced Studies
EC2U: European Campus of City-Universities
ECO: EELISA Central Office
EEA: European Education Area
EELISA I-LEARN: EELISA Innovative Learning Ecosystem and Research Network
ELLA: EELISA Lifelong Learning Academy
EPALE: Electronic Platform for Adult Learning in Europe
EQF: European Qualifications Framework
EQAR: European Quality Assurance Register for Higher Education
ERA: European Research Area
ESF: European Social Funds
ESG: European Standards and Guidelines
EU: Europe Union
EUA: European Universities Association
EUCR: European Union Council Recommendations
HEI: Higher Education Institution
KET: Key Enabling Technologies
LLL: Lifelong Learning
MOOC: Massive Open Online Course
NGO: Non-Governmental Organization
NQF: National Qualifications Framework
OE: Open Education
OECD: The Organization for Economic Cooperation and Development
OEPs: Open Educational Practices
OER: Open Educational Resources
OFDL: Open Flexible Distance Learning
PISA: Program for International Student Assessment
QA: Quality Assurance
RRF: Resilience and Recovery Facility
SDG: Sustainable Design Goals
STEAM: Science, Technology, Engineering, Art and Math
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNESCO UIL: UNESCO Institute for Lifelong Learning



4. EELISA European University

[The European Engineering Learning Innovation and Science Alliance](#) (EELISA) is a consortium of ten higher education institutions (graduate engineering schools, technical and full-spectrum universities) from eight different countries in Europe with the common ambition of defining and implementing a common model of European engineer rooted in society and of bridging engineering, sciences and humanities for inclusive, sustainable and digital societies. The higher education institutions that constitute EELISA are the following:

- [Budapesti Műszaki és Gazdaságtudományi Egyetem / Budapest University of Technology and Economics](#) (BME)
- [École nationale des ponts et chaussées](#) (ENPC)
- [Friedrich-Alexander-Universität Erlangen-Nürnberg](#) (FAU)
- [İstanbul Teknik Üniversitesi](#) (ITU)
- [Paris Sciences & Lettres](#) (PSL)
- [Scuola Normale Superiore](#) (SNS)
- [Scuola Superiore Sant'Anna](#) (SSSA)
- [Universitatea Națională de Știință și Tehnologie Politehnica București](#) (UNSTPB)
- [Universidad Politécnica de Madrid](#) (UPM)
- [Zürcher Hochschule für Angewandte Wissenschaften / Zurich University of Applied Sciences](#) (ZHAW)
- In association with:
 - [Taras Shevchenko National University of Kyiv](#) (KNU, Associated Member of the Alliance)

In the framework of the roll-out of the European Universities initiative and the broadened ambition of the [EELISA 2.0 Mission Statement](#), EELISA aims to transform European higher education by mobilizing all university missions at the service of society by:

- Leveraging engineering, sciences, and technology, embracing social sciences and humanities, to tackle the EU grand challenges, particularly the ecological and digital transitions.
- Transforming education and training towards challenge-based learning and a strong education ecosystem built around research and innovation.
- Improving European competitiveness and well-being and contributing to a more resilient and inclusive Europe.
- Fostering excellence in research and contributing to the continuum of research-education-innovation.
- Strengthening the dynamic integration with industry and business organizations' needs following the future trends and perspectives of the global and European job market.

EELISA envisions a future where societies thrive and master global challenges with smart and sustainable solutions empowered by European engineering, sciences and humanities, where academic excellence and innovation are always linked to social responsibility and commitment, where academic and non-academic partners come



together to solve real-world problems, and a future where gender balance in STEAM careers, sustainable mobility between institutions and cooperation between faculty, researchers, students and civil society are the foundations of a new European Higher Education at the centre of the knowledge square.



5. Work package 6 – Innovative Teaching and Learning Hubs

WP6 “aims to foster the use of and facilitate the exchange of innovative pedagogies and to support the modularization of educational offers through architectures and complementary IT processes”¹ while developing common frameworks on innovative pedagogies for the Alliance. The outcomes of WP6 nurture the educational offers of the Alliance and be approached uniquely and collectively at the same time, by harvesting the multiple views of the learning innovation experts and other responsible contributors either from the partner institutions and from the EELISA I-Learn Community.

WP6 further contributes to the following specific objectives of the EELISA European University²:

- SO6 – Micro-credentials, increasing the number of offers awardable with micro-credentials.
- SO8 – EELISA Communities and challenges, increasing the attractiveness of activities through innovative offers.

Major outcomes from WP6 will be as follows:

- Digital Innovative Teaching and Learning Hubs, interfaces, tools and repositories
- Shared vision of open education and innovative and teaching perspective
- Community of innovative teaching and learning
- Joint guidelines for the sustainable implementation of innovative teaching and learning practices³
- Joint framework and guidelines for lifelong learning (LLL).

¹ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART A) p. 19.

² Ibid., p.19.

³ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART B), p.55



6. Aim and Scope of the Deliverable

Deliverable 6.5, titled “Report on the Design and Implementation of the EELISA Lifelong Learning Model,” aims to provide a structured, evidence-based framework for the integration and scaling of LLL activities across the EELISA Alliance. In accordance with the Grant Agreement (GA No. 101124676), this deliverable evaluates and systematizes LLL offers developed within the Alliance, building on the principles of open science, open education, and inclusive access to high-quality learning opportunities. The description of the deliverable relating to Task 6.5 is as follows⁴:

“...Needs analysis, developing a lifelong learning model with open science and open education principles for upskilling and reskilling (including joint staff development programmes), and the development of joint lifelong learning offers for internal and external stakeholders.

Specify EELISA needs and integrate partners’ solutions for online learning materials, MOOCs, open educational resources (OERs) and open educational practices (OEPs) (In synergy with WP4 and WP8).”

The overall aim is to conceptualize an EELISA LLL Model that contributes to the transformation of higher education within Europe by linking education, research, and innovation in a coherent, learner-centred, and socially responsive manner. The model is designed to strengthen EELISA’s contribution to the European Education Area (EEA) and the European Research Area (ERA) by fostering flexibility, recognition, and inclusiveness in learning pathways.

The scope of the deliverable encompasses both analytical and developmental dimensions of LLL within EELISA. Accordingly, it

- analyses existing LLL practices and policies across partner institutions through quantitative and qualitative data collection (Annex 1) and the Catalogue of Good Practices on LLL (Annex 3);
- synthesizes good practices from partners to identify core elements and design principles of an integrated EELISA LLL Model;
- validates the model through alignment with institutional evidence, showing that its main components are already partially or fully operational across EELISA partners; and
- provides recommendations for implementation, sustainability, and scalability of LLL within the Alliance beyond the project’s duration.

The proposed model defines a systemic architecture for LLL built around eight interrelated dimensions—governance, digital infrastructure, recognition and quality assurance, finance and sustainability, learning architecture, pedagogy, stakeholder engagement, and impact evaluation—as presented in Table 9.1. Each dimension is

⁴ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART A), p.21.



supported by design principles derived from empirical findings (Sections 9.1 – 9.9) and supported with evidence from institutional good practices (Annex 2 and 3).

Within this framework, LLL is not treated as a minor nor a supplementary but as a core mission of EELISA universities—contributing to the up-skilling and re-skilling of individuals throughout their careers, and promoting societal transformation through co-creation, inclusivity, and innovation. By embedding LLL within EELISA’s strategic objectives, this deliverable supports the Alliance’s long-term ambition of becoming a sustainable European University model—one that enhances employability, fosters talent circulation, and strengthens the continuum between education, research, and innovation across Europe.

The methodological process leading to the design of the EELISA LLL Model is detailed in Section 8 and visually summarized in Figure 8.1, which outlines the step-by-step approach used for data collection, data analysis, synthesis and the presentation of supporting evidence for the proposed model with EELISA institutions’ good practices and the ongoing/completed works from different work packages.

The development of the EELISA LLL Model followed an iterative and evidence-based process that connects conceptual design with practical implementation. Drawing on institutional data, partner consultations, and alignment with European policy frameworks, the model evolved through successive refinement cycles to ensure adaptability and long-term relevance. Each stage—from framework conceptualization to validation—was informed by partner feedback and cross-work package collaboration. Looking ahead, the model will continue to evolve through its operationalization within the **EELISA Lifelong Learning Academy (ELLA)**, serving as the central structure for piloting, scaling, and sustaining LLL opportunities across the Alliance as well as to convey and sustain EELISA core values. This forward pathway ensures that EELISA’s LLL ecosystem remains responsive to emerging skills needs, technological change, and the continuous enhancement of quality and inclusion.



7. Background

LLL has become a defining pillar of European higher education policy, reflecting the continent's commitment to continuous skill development, inclusion, and innovation. Over the past two decades, initiatives under the European Education Area, the Bologna Process, and the European Skills Agenda have reframed universities as dynamic actors in lifelong competence building rather than providers of single-cycle degrees. Within this evolving landscape, LLL encompasses formal, non-formal, and informal learning opportunities designed to promote employability, personal growth, and societal resilience. Understanding these broader European and institutional dynamics provides the foundation for analyzing how EELISA partners interpret, implement, and integrate lifelong learning within their academic ecosystems.

7.1 LLL as a Strategic Dimension of Higher Education

Lifelong learning (LLL), “...encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence” ([UNESCO Institute for Lifelong Learning UIL, 2000](#)) has emerged as a cornerstone of educational policy and institutional strategy in the 21st century, positioned as a response to technological transformation, labour market volatility, and the growing need for civic engagement and personal development across the lifespan. However, despite its importance, we lack a common definition of LLL, its operationalization in HEIs, and the types of competencies it is meant to develop.

A recent systematic literature review by Van den Broeck et al. (2024) highlights this ambiguity, due to a wide range of interpretations of LLL competencies and suggests that LLL should be understood not merely as a collection of discrete skills, but as a *meta-competence framework*—centered on self-regulation, critical thinking, adaptability, and autonomous learning. These competencies are both transversal and context-dependent, requiring HEIs to move beyond traditional curriculum structures to support more dynamic, learner-centered, and flexible pathways. Similarly, institutional LLL practices often remain tied to legacy systems of continuing education, where professional updating and non-degree offers are administered as supplementary/auxiliary functions (Thwe and Kalman, 2023). Reframing LLL as a core mission of the university, aligned with equity, inclusion, and social cohesion, requires a more intentional integration of formal, non-formal, and informal learning modes within university structures.

After an investigation of how digitalisation and structural reforms in HEIs are reshaping the LLL landscape, Lindqvist et al. (2020) emphasize the increasing disconnection between rapid societal change and slow institutional adaptation, pointing to the need for system-level reforms that enable HEIs to serve diverse learner populations—including working adults, career shifters, and marginalized groups—through more agile governance and delivery systems.

Policy bodies echo these calls. The OECD's 2024 "PISA in Focus" brief –[The triangle of lifelong learning](#)– proposes a “triangle” of effective lifelong learning: strategies, motivation, and self-belief, highlighting that institutions must not only offer accessible



programs but also nurture the psychological readiness of learners through tailored support, mentoring, and inclusive pedagogies. LLL is also seen as a way to respond to technological, economic, and societal changes through upskilling and reskilling (Taerwe, 2024).

Several European university alliances are also experimenting with joint LLL models, offering useful benchmarks. To name a few: **EC2U** publishes a catalogue of continuing education courses across partner universities (over 60 offers) to enhance cross-institution access. Their repository illustrates how to standardize shared offerings and present them as a unified service. **Eurotech / EuroTeQ** is aiming to “build a resilient framework for lifelong professional education; address the growing need for innovative skills in Key Enabling Technologies (KETs); and prepare professionals to lead, adapt, and innovate in an fast-changing global industry, focusing on embedding LLL tracks within alliance-level strategic areas; develop a micro-credentials catalogue and an associated template for interoperable credential design across partners. **UnaEuropa** has instituted a “micro-module” concept, three thematic tracks (Cultural Heritage, Data Science & AI, Sustainability), and a formal framework for joint micro-credentials (Una Europa 2021, 2024). Their documents emphasize modularity, shared governance, and quality assurance clusters. Other alliances (e.g., Unite!) are also piloting LLL/continuing education initiatives in various forms, often embedded in their broader ‘European University’ missions. These alliances demonstrate practical strategies: creating a cross-alliance course catalogue, common micro-credential frameworks, thematic tracks, and QA clusters.

The transformation of LLL in higher education has modernized with both the integration of open, online, and hybrid learning modalities and the growing use of micro-credentials to recognize diverse learning experiences. These innovations promise greater flexibility, personalization, and portability of learning; however, their successful implementation hinges on clear institutional strategies, robust digital infrastructure, and coherent recognition systems.

Micro-credentials are increasingly seen as a policy tool to promote continuous reskilling and upskilling ([OECD, 2023](#)) due to their ability to certify targeted competencies, accommodate short learning durations, and support modular and stackable learning paths. However, the OECD warns that the potential of micro-credentials depends on consistent quality assurance, alignment with qualification frameworks (like the EQF), and employer recognition. Establishing a European approach to micro-credentials includes several implementation challenges such as inconsistent metadata standards, lack of harmonized recognition practices, and administrative burdens for cross-border learners (Bideau and Kearns, 2022).

Open and online learning modalities have significantly expanded the reach of LLL offers, especially after the COVID-19 pandemic. However, implementation requires more than digital delivery—it entails re-thinking pedagogy, ensuring digital inclusion, and maintaining learning engagement across diverse adult learner profiles. Institutions must provide not only course access but also learner support services, assessment tools, and guidance mechanisms tailored to the needs of working professionals, career changers, and underserved groups.



As LLL becomes an increasingly central function of higher education institutions, the quality assurance (QA) of such learning environments and credentials are emerging as both a necessity and a strategic opportunity. QA in LLL encompasses not only internal validation of content, delivery, and learning outcomes but also recognition across institutions, alignment with qualification frameworks, and stakeholder trust—especially for non-traditional learners and non-degree offers.

Recent European policy developments are reshaping the QA landscape for LLL. [The Council Recommendation \(2025\) on a European Quality Assurance and Recognition System in Higher Education](#) calls for more integrated and transparent mechanisms that enable the comparability and recognition of credentials across borders and institutions. It emphasizes three pillars:

- Alignment with the European Qualifications Framework (EQF) and national systems.
- Cross-institutional recognition of learning outcomes and digital credentials.
- Shared QA principles under the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

[The Council Communication on the Joint European Degree Label](#) (May 2025) further strengthens this direction, proposing a common brand for joint degrees and stackable learning pathways that adhere to shared QA and governance practices. These efforts aim to foster mutual trust among institutions, employers, and learners—especially critical for modular and micro-credential-based LLL offers.

While traditional QA systems in higher education focus on full-degree programs, LLL encompasses a wider spectrum: short courses, stackable modules, online offerings, and non-formal learning. This poses unique challenges:

- *Responsiveness and agility*: LLL programs often need faster approval and revision cycles than degree programs.
- *Learner diversity*: LLL obliges relevant QA mechanisms for varying adult learner profiles, differentiating backgrounds, motivations, and needs.
- *Validation and recognition*: Many LLL offerings fall outside national accreditation processes, creating risks of fragmentation and limited mobility.

Thus, in the context of LLL, joint accreditation and collaborative QA practices are essential to ensure that such offerings are both credible and transferrable.

7.2. EU Roadmap and Relevant Context for LLL Perspective

The European Parliament and the Council of the European Union expressed a recommendation on [Key Competencies for LLL](#) (2006/962/EC), where the member states were asked to respond to the key competencies about their lifelong learning strategies and basic skills for all, from an early age and throughout life for achieving universal literacy. The decision was revised in 2018 ([2018/C 189/01](#)) by “acknowledging that investing in skills and competencies and in a shared and updated understanding of key competencies is a first step for fostering education, training and non-formal learning in Europe” and defined the eight key competencies as follows:



literacy competence; multilingual competence; mathematical competence and competence in science, technology, and engineering; digital competence; personal, social and learning to learn competence; citizenship competence; entrepreneurship competence; cultural awareness and expression competence ([EU Commission, 2019](#)).

Yet, in the aftermath of the Covid-19 pandemic and its impact on the digital and green transitions, in 2022, the Council of the European Union framed the [European Approach to Micro-credentials for LLL and Employability \(2022/C 243/02\)](#) by addressing the “growing number of people need to update and improve their knowledge, skills, and competencies to fill the gap between their formal education and training, in resonance with the needs of a fast-changing society and labour market”.

Lately, in 2024, the [Political Guidelines for the Next European Commission 2024-2029](#) emphasizes the urge for “a radical change in ambition and action – for all skill levels and all types of training and education” for overcoming the skills and labour gaps in favour of both individual career development and competitiveness of the EU. More specifically, the document recommends “embedding lifelong learning into education and careers and supporting the training and the career prospects of teachers” to the centre of the actions to be taken. The European Commission advocates micro-credentials to enhance the recognition of skills obtained outside conventional educational routes. These micro-credentials are designed to be transparent, accessible, stackable, and standardized across Europe, aligning with the needs of lifelong learning. The Commission started to establish a common framework to promote the acceptance of micro-credentials among stakeholders, ensuring they meet the demands of the labour market. Similarly, UNESCO supports micro-credentials to foster inclusive and equitable education, emphasizing their role in providing flexible learning pathways that can adapt to the rapidly evolving job market. By validating smaller learning units, both organizations strive to empower individuals to stay competitive and relevant in a dynamic work environment.

With regard to the micro-credentials proposed by European alliances in technology, the current offer is relatively limited, and more often than not based on offers that already existed with certain partners but now shared within their alliance.

EELISA's micro-credential offers will have to be designed to meet the expectations of businesses and professionals. These short, targeted qualifications should improve the employability and mobility of the workforce by enabling rapid certification of specific skills and knowledge. To ensure the relevance of the offer, EELISA could plan to gather feedback through focus groups and targeted meetings with stakeholders.

Thus, several European Commission / Council recommendations, frameworks, and analyses and the supporting digital platforms like EPALE ([Electronic Platform for Adult Learning in Europe](#)) outline essential components or enablers that together serve as building blocks of LLL model in the higher education setting. Table 7.1 summarizes these key building blocks and the associated reference documents.



Table 7.1 Key Building Blocks of a LLL Model according to EU Reference Documents

Building Block	Description & Rationale	Relevant EU / Council Documents
Recognition and Quality Assurance	Ensuring that credentials, micro-credentials, and learning outcomes are trustworthy, interoperable, and subject to standards.	The Council Recommendation of 12 May 2025 on a European QA & recognition system for higher education emphasizes high-quality standards, continuous improvement, and mechanisms for joint QA in alliances. (EUR-Lex) The Annex I of that Recommendation outlines “building blocks for a cross-institutional QA framework” for alliances.
Transparent Credential Design (i.e., Micro-credentials Frameworks)	Defining common metadata, descriptors, and issuance protocols so that short learning credentials can be compared, stacked, or linked to formal qualifications.	The European Approach to Micro-credentials (2024) proposes standard elements to describe micro-credentials, a definition, and guiding principles (EU Commission, 2024). The “ Micro-credentials for lifelong learning and employability ” recommendation (OECD, 2023) also lays out elements of micro-credentials and how they can bridge flexible learning into recognized pathways.
Flexibility, Modularity, and Stackability	LLL offers must allow modular learning units that can be combined over time (stacked), broken apart, or reconfigured to respond to learner needs.	The micro-credentials frameworks based in EU policy embed modular design as a key feature for LLL portability. (European Education Area).
Learner-Centric Access & Inclusion	Ensuring access, equity, and support mechanisms (i.e, digital inclusion, recognition of prior learning) so that all citizens can participate in lifelong learning.	The European Commission communications emphasize that a European Area of Lifelong Learning seeks to empower citizens to move across learning settings and include informal and non-formal learning (EU Commission, 2009).
Learner Mobility & Portability	Enabling learners to transfer credits, credentials, or recognition across institutions, regions, or nations.	The Council Recommendation (2025) also encourages use of joint QA, mutual recognition, and easing barriers in transnational cooperation. (EUR-Lex) EU new higher education package emphasizes proposals for recognition and a European degree to enhance mobility. (eua.eu)
Governance, Alliances & Cooperation	Organizational structures, cross-institutional collaboration (alliances), and policy frameworks to support LLL at scale.	The 2025 Council Recommendation calls for exploring a dedicated QA framework for alliances of HEIs, considering common internal QA, reduced duplication, and cooperation.
Data, Tracking & Evaluation	Monitoring learners, outcomes, career trajectories, and institutional performance to enable evidence-based improvement.	The Council Recommendation (2025) emphasizes obtaining feedback from graduates on learning and career pathways, and use graduate tracking as a monitoring tool. (EUR-Lex)
Sustainable Resourcing & Institutional Commitment	Ensuring long-term funding, staffing, incentives, and institutional integration of LLL into core missions rather than as ad hoc programs.	While less explicitly enumerated in a single EU text, resourcing is implicit in calls for enabling environments, reducing administrative burdens, and supporting alliances. the Council Recommendation (2025) on QA proposals addresses the need to streamline burden and support alliances in sustainable cooperation. (EUR-Lex).



7.3 EELISA Pre-conceptual Framing and Rationale for LLL (GA Driven)

The EELISA LLL Model will focus on providing continuing education and training to foster future-proof skills among graduates through the Alliance's collaborative efforts. This approach is designed to strengthen co-creation -the collaborative process where active participation of the parties in the learning experience is prioritized to develop and implement educational experiences-, in lifelong learning opportunities that embodies the values of the EELISA label for the future.

Starting from the main aim of fostering joint, innovative and flexible learning opportunities, the EELISA European University offers "joint programmes, short-term educational and training offer for lifelong learners through micro-credentials", while maintaining them accessible to the wider audiences in various formats.⁵

The EELISA LLL Model will target all types of learners, from students and staff, to alumni and external stakeholders, notably industry partners spanning the "education before and after regular university studies". It will offer "upskilling, reskilling and updated courses" together with the "joint staff development programmes" for internal and external stakeholders to improve their key competencies by responding to the needs of the cooperate environment to let them design their "career development scenarios according to market demands"⁶.

The EELISA LLL model aligns with EU values, by placing the quality and inclusive education, multilingual and multi-cultural education environments at the core of learning offers. In addition, the EELISA value proposal in LLL prioritizes the re-skilling of adults within the context of the green and digital transition.

In resonance with the mentioned recommendations and the complementary strengths of the EELISA Institutions, the EELISA LLL Model includes the main conceptual approaches of dynamic, adaptive and resilient curriculums responding to changing demands of the market and real-life challenges, while actively connected to EELISA Communities and its LLL alumni community for accommodating community-led practices and co-creation, mentoring and counselling for the sustainability of the model. The learning offers are projected to be flexible, permeable and modular trainings in terms of time and space, approaching the learner and the trainer, as well as stackable and traceable where the previous trainings of the learner are recognized and secured within the digital credential wallet. Yet the projected model acknowledges the EU Council recommendations for the key competencies for LLL as the major scope for identifying and certifying the outcome and the attainments of trainings.

Acting as a "network of networks and ecosystems,"⁷ the EELISA Alliance proposes the **EELISA Lifelong Learning Academy** (ELLLA), interacting with the EELISA Communities and the EELISA Entrepreneurship Capacity Building Program, for building a strong base for sustainable and long-term collaborations acting in

⁵ Project 101124676 EELISA European University Grant Agreement, DATA SHEET, p.8

⁶ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART A) pp. 21, 27, 91 and 99.

⁷ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART B) p.99.



autonomous, complementary and inter-connected ways.⁸ The ELLLA will offer learning opportunities addressing the career life cycle of individuals, leading to EELISA recognition of the learning experience that can be added to the learners' wallet or Joint Programme degrees, to EELISA Credentials and Micro-credentials or the EELISA Supplement⁹, in synergy with WP5, WP6, and WP7. Besides, the EELISA LLL Model envisions the integration of the training offers identified within the EELISA work packages, under the umbrella of the EELISA LLL Academy, to be aligned with the competencies framework while utilizing the frameworks and digital tools and interfaces being developed within EELISA European University.

The EELISA LLL model will play a crucial role in generating a financial business and income model not only for the sustainability of the EELISA Alliance, but it also emerges as a role model to be exported beyond EELISA to other European Universities Alliances with its compact structure addressing the education demands of higher education and industry with agile and relevant education offers and established and reliable/certified recognition systems.

Pursuing the goals and objectives of the EELISA LLL model, EELISA's approach to micro-credentials aims to provide a tool for further training and upskilling on a European scale, primarily targeting the continuing education market. The initiative is designed to meet the pressing needs of lifelong learners, in line with EELISA's core values of innovation, societal impact and the challenges posed by ecological and digital transitions. In this way micro-credentials will enable learner-centred designed flexible learning pathways recognized within formal learning settings and could be convertible/translatable also into non-formal and informal learning environments based on the needs of the lifelong learners and modularizes the building blocks of learning.

The EELISA 2.0 Grant Agreement assigns distinct roles and responsibilities to WP5, WP6, and WP7 in relation to the development and implementation of lifelong learning and micro-credentials. In this respect, WP6 is responsible for developing the joint framework and guidelines for lifelong learning, "through the analysis of the needs, existing models practices of the EELISA partners, and the development of content for high-quality lifelong learning experiences" and its outcomes.¹⁰ As a complement, WP5 will design the recognition processes of these learning experiences with the use of EELISA micro-credentials. WP7 emerges as another complementary actor in addressing the key competences to address the needs of employers and external partners to monitor and ensure the relevance of educational offerings. Therefore, to establish a joint framework and guidelines for lifelong learning programmes based on innovative pedagogies and re-skilling adults within the context of green and digital transition through open science and open education principles, it will be critical to ensure a coordinated approach and synergies between the aforementioned work groups as well as the involvement of high-profile educational experts both from the

⁸ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART B) p.102

⁹ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART A) pp. 88, 99 and 102.

¹⁰ Project 101124676 EELISA European University Grant Agreement, DESCRIPTION OF THE ACTION (PART A) p. 49.



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EELISA I-LEARN Community and the relevant stakeholders from the EELISA ecosystem, including EELISA Communities.



8. Method

A multi-layered methodological approach was adopted to design and support evidence for the proposed EELISA LLL Model. The process combines data collection through a questionnaire survey, AI-assisted analysis of a considerable amount of quantitative and qualitative data from partners, and cross-validation through EELISA knowledge assets and the presentation of supporting evidence for the proposed model with EELISA institutions' good practices (Annex 2 and Annex 3) and the ongoing/completed works from different work packages (Figure 8.1 and Table 8.1).

First, 'The EELISA Institutional Survey for Mapping Lifelong Learning Practices' was designed to collect comprehensive quantitative and qualitative data from all partner institutions (Annex 1). The questionnaire covered thirteen thematic sections, ranging from governance structures and human resources to pedagogy, quality assurance, stakeholder engagement, and impact evaluation. It also included detailed inventories of both formal (degree-embedded) and non-formal (community-based) LLL offers. Each section was directly mapped to the main building blocks of the proposed EELISA LLL Model—namely governance, digital and financial infrastructure, pedagogy, recognition and quality, stakeholder engagement, and impact. The survey aimed to capture institutional diversity while identifying converging patterns, strengths, and challenges across the Alliance. Data were provided through institutional consultation involving multiple departments (i.e., LLL centers, continuing education units, quality offices), ensuring a representative and evidence-based understanding of LLL practices across EELISA partners.

Since the '[EELISA European Engineer Profile](#)' was defined following a comprehensive field work which included (i) an in-depth literature review based on the Web of Science database (ii) a web questionnaire sent to academic staff, students and external stakeholders and (iii) an in-depth interview of senior managers of leading European companies (subcontracted to a consultancy firm), the emerging definition was considered as the result of a '**needs analysis**'. The definition includes not only "...*high-level technical and scientific core competencies but also encompasses environmental, social and multicultural skills taking benefits from the European context of diversity and mobility, in order to address the new challenges of a global society (namely the green and digital transition) and the expectations of companies*".

In line with EELISA's strategy of leveraging the complementary strengths of its members, a Catalogue of Good Practices on LLL was compiled (Annex 3). This catalogue documents institutional experiences and successful cases that serve as evidence for the operationalization of different dimensions of LLL within the Alliance.

Given the volume and diversity of data, AI-supported analyses were conducted to process, cluster, and synthesize partner inputs. Tailored prompts were developed specifically for this deliverable to ensure consistency with the conceptual framework. All AI-generated results were subsequently reviewed, verified, and refined by the authors to ensure accuracy and interpretive validity.

Finally, data about good practices (Annex 3) were analyzed to support the proposed model. This analysis demonstrated that several components of the EELISA LLL Model



are already being implemented across the Alliance, while also highlighting areas requiring further consolidation and development during the remaining project period. Figure 8.1 and Table 8.1 show the methodology flowchart.

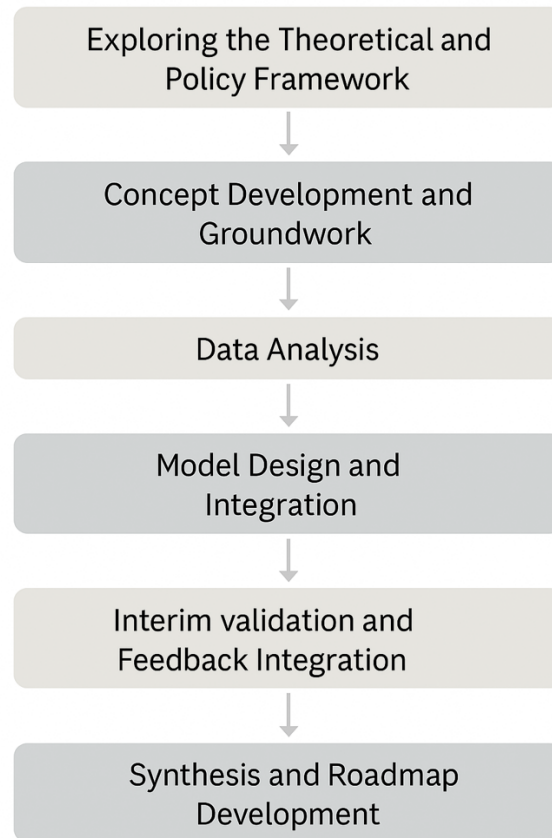


Figure 8.1. Methodology Flowchart



Table 8.1 Methodology Flowchart

Step #	Title	Description
Step 1	Exploring the Theoretical and Policy Framework	Review EU LLL policies, benchmarking of European universities, and analysis of EELISA 1.0 groundwork
Step 2	Concept Development and Groundwork	Early exchanges among partners; survey and needs analysis; definition of LLL dimensions; mapping institutional good practices
Step 3	Data Analysis	AI-assisted content analysis of questionnaire and good practices; synthesis under complementarities of practices and open science & open education perspectives
Step 4	Model Design and Integration	Derivation of design principles and draft structure of the EELISA LLL Model
Step 5	Interim validation and Feedback Integration	Cross-WP review; stakeholder consultation via EELISA Communities and institutional experts; refinement of LLL model components • Analysis of evidence from EELISA practices • Analysis of evidence from EELISA Good practices • Analysis of evidence from EELISA achievements, outputs, and knowledge Assets
Step 6	Synthesis and Roadmap Development	Finalization of model framework, alignment with open science principles, and development of the EELISA Lifelong Learning Academy roadmap.

The development of the EELISA LLL Model follows an iterative and cyclical approach, as illustrated in *Figure 8.2* (see also D6.1 which follows a similar approach). LLL is not a static construct but an evolving process shaped by technological advances, emerging skills, and changing societal and labour-market needs. For this reason, the EELISA model has been designed as a dynamic system, refined through successive cycles of planning, implementation, monitoring, evaluation, and improvement until the end of the Project period. Each cycle enables the integration of stakeholder feedback, alignment with updated European competence frameworks, and adaptation to the evolving practices of partner institutions and inputs from different WPs of the project. This iterative logic ensures that the model remains both evidence-informed and practice-driven, linking outcomes to lessons learned and feeding them back into subsequent design phases. In doing so, iteration functions as the operational backbone of the EELISA LLL framework—supporting continuous enhancement, quality assurance, and innovation while ensuring that the Alliance’s lifelong learning ecosystem remains adaptive, inclusive, and resilient to future challenges.

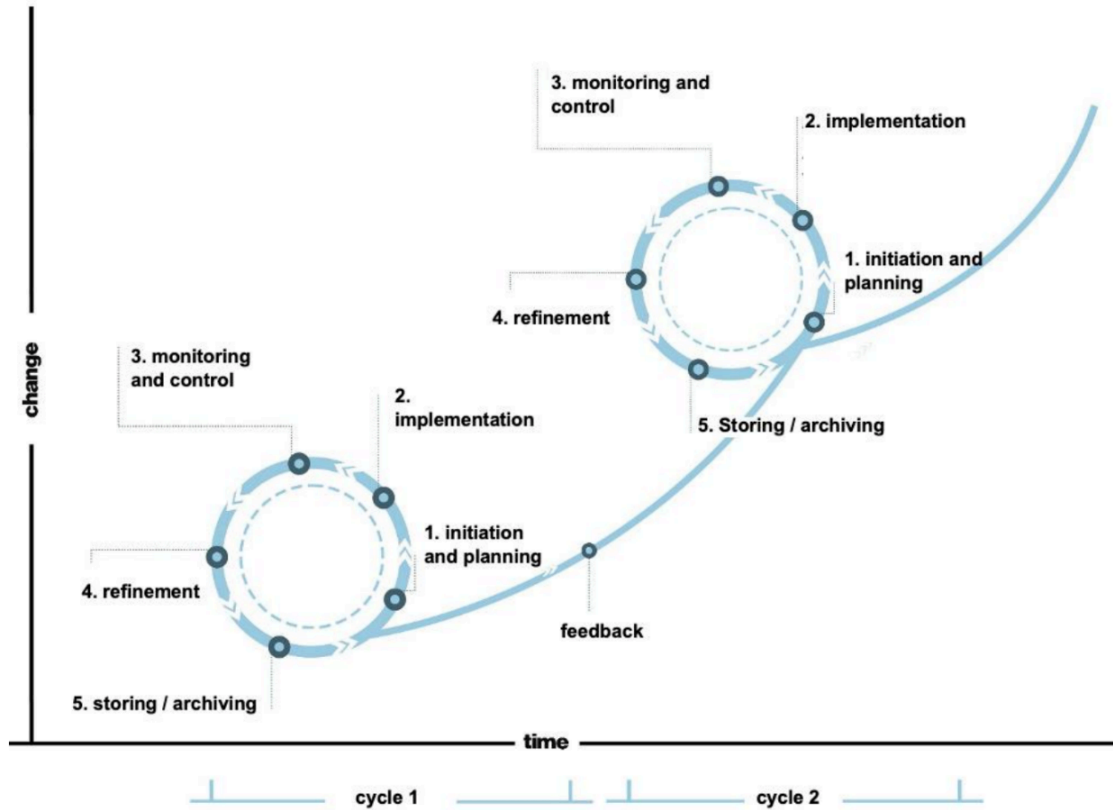


Figure 8.2 The iterative and cyclic process underpinning the development of the EELISA LLL Model

9. EELISA Lifelong Learning Model

The EELISA LLL Model represents a comprehensive and systemic framework designed to embed LL as a core mission of the Alliance. Building on the achievements of EELISA 1.0 and the progress reported in EELISA 2.0, the model translates institutional good practices, survey findings, and European policy directions into an integrated approach that connects education, research, and innovation. It provides the conceptual and operational basis for the development of the **EELISA Lifelong Learning Academy (ELLA)**, articulating how governance, digital infrastructure, quality assurance, program design, pedagogy, stakeholder co-creation, and impact assessment collectively contribute to a sustainable and open lifelong learning ecosystem.

9.1 Main Components of the LLL Model

The EELISA LLL Model is structured around a set of interconnected elements that together form a comprehensive and systemic framework for implementing LLL across the Alliance. These elements reflect the interdependence between institutional governance, digital and quality infrastructures, program architecture, pedagogy, stakeholder co-creation, and impact evaluation (Figure 9.1).



Figure 9.1 Main Components of the EELISA LLL Model

Table 9.1 summarizes the main components of the EELISA LLL Model, each representing a structural pillar that supports the design and implementation of LLL within the Alliance. The table also outlines the key sub-elements and mechanisms through which each component contributes to building an integrated and sustainable EELISA-wide LLL ecosystem.

Table 9. 1 Main Components of the EELISA LLL Model

# Component	Description / Sub-components
1 Governance, Strategy & Institutional Anchors	- EELISA-level council or steering committee + institutional LLL units - Clear role definitions, decision rights, coordination mechanisms
2 Digitalization & Infrastructure	- Shared interoperable platform (catalogue, mobility, credential wallet) - Standards for open education and digital inclusion, platform accessibility, data sharing
3 Recognition & Quality Assurance	- Joint descriptor framework (EU LLL Competencies, LOs, ECTS equivalence, micro-credential metadata) - Pathways for NQF and national accreditation alignments - Shared QA protocols, external stakeholder validation, reciprocity agreements
4 Finance & Sustainability	- Revenue-sharing templates, cost models, diversified funding (tuition, grants, partners) - Post-grant sustainability mechanisms (absorption, co-funding, reinvestment)
5 Learning Architecture & Program Design	- Study themes and pillars meeting competencies (EU LLL competencies and EELISA Engineering Profile, EELISA Communities) - Modular, stackable credentials/micro-credentials also aligning with competencies taxonomy; vertical/horizontal articulation - Pathways aligned with careers, reskilling, civic missions
6 Pedagogy, Delivery & Learner Support	- Design of training teams and tracks aligned with EELISA work packages training offers (communication, inclusiveness, industry partnerships, teachers' trainings, research and entrepreneurial skills, community, and staff training) - Adult pedagogy training, flexible formats (degrees and modalities), inclusive supports, scaffolding - Mentorship, learner onboarding, digital literacy programs
7 Stakeholder Engagement & Co-creation Loop	- Structures for employer, community, learner, alums participation - Iterative co-design, advisory boards, feedback integration
8 Monitoring, Evaluation, Impact & Scaling	- Common indicators (outcomes, inclusion, societal impact) - Case studies, longitudinal tracking, feedback loops driving model refinement

9.2 LLL Model in Practice

9.2.1. Evidence from Institutional Practices

The questionnaire results indicate that EELISA partners have established diverse governance structures for LLL. Most institutions combine central coordination mechanisms—such as QA, finance and communication offices, executive-level responsibility, or central LLL units—with faculty-level implementation (Table 9.2.1).

Table 9.2.1. Evidence for Model Element 1: Governance, Strategy and Institutional Anchors

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
ENPC	<i>Fully integrated multi-actor structure</i> involving faculties, central units, and subsidiaries; central coordination for QA, administration, and outreach. Hybrid model combining strong central policy with local execution; advanced legal-alignment strategy for cross-border LLL.	Mature and centrally coordinated LLL ecosystem with clear interfaces; governance structure adaptable for joint European offers.
FAU	Central coordination and QA through a multi-layered approval mechanism (deans, student representatives, QA coordinators, advisory boards). Mixed administrative–academic model ensuring shared decision-making; executive-level responsibility for LLL governance.	Strong institutional anchoring through formal approval bodies and leadership ownership; demonstrates embedded governance culture for LLL.
ITU	<i>Comprehensive institutional model</i> linking faculties, research centres, and central units (e.g., ITU CEC and ITU CEE). Integrated executive responsibility and designated LLL coordination units	Clear anchoring through central units and top-level management; demonstrates readiness for coordinated, multi-level LLL governance.
PSL	<i>Dual-axis model</i> connecting faculties and research centres; structured collaboration between administrative and academic entities; formalized partnerships with external organizations.	Semi-decentralized but structured governance with strong partner management capacity; supports cross-sectoral and interdisciplinary LLL actions.
SSSA	Centralized management system covering planning, approval, QA, and finance; fully integrated collaboration across internal units and external public–private partnerships.	Centralized governance with robust regional anchoring and established external interfaces; high coherence between academic and administrative levels.
UNSTPB	Fully integrated internal governance model regulated by national QA body (ARACIS); university-level boards currently aligning national LLL framework with EELISA standards.	Strong QA/legal anchoring



Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
UPM	Centralized coordination combined with departmental implementation (hybrid model); established external partnership network; active contribution to Alliance-level governance through WP2 and WP6.	Hybrid governance model with strong steering and interdepartmental coordination; structured partnerships enhancing transnational implementation.

Survey responses show that all EELISA partners have functioning digital infrastructures supporting online, blended, or hybrid lifelong-learning delivery. Most universities rely on established e-learning platforms, institutional portals, or shared alliance tools. Several partners combine these systems with analytics, AI tools, or hybrid program formats, while others contribute through open courses and shared repositories (Table 9.2.2).

Table 9.2.2. Evidence for Model Element 2: Digitalization & Infrastructure

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Operates national-accredited e-learning centre and simulation labs supporting hybrid delivery.	Institutional digital capacity aligned with national strategies.
ENPC	Uses online and hybrid learning systems for executive and postgraduate education; participates in shared digital infrastructure within EELISA.	Established hybrid digital delivery capacity supporting transnational collaboration.
FAU	Maintains a comprehensive digital teaching and learning environment supported by analytics, QA functions, and continuous evaluation mechanisms.	Mature and integrated digital infrastructure that connects learning data with institutional QA processes.
ITU	Runs Ninova an institutional digital teaching and learning environment; Applies blended and AI-supported learning through the Learning Station model; developing Beeneome digital platform for co-creation; contributes to EELISA digital repositories.	Innovative model for digitally integrated LLL. The Learning Station Model is currently being coded by the ITU IT team to be basis of 'modularization of learning experiences' according to the EELISA GA.
PSL	Coordinates partner schools' digital platforms under the shared digital campus, and provides MOOCs LMS through a central repository PSL Explore	Shared digital campus structure fostering multi-partner interoperability and online co-teaching.



Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
SSSA	Operates an institutional e-learning platform that enables hybrid and remote lifelong-learning programs for professionals and researchers.	Functional and reliable digital infrastructure supporting flexible LLL delivery.
SNS	Limited entry provided in questionnaire; noted as participant in shared digital campus activities.	Early participation in EELISA-wide digital initiatives.
UNSTPB	Delivers continuing-education programs via Moodle Cloud; integrates e-learning tools for professional reconversion and certification tracking.	Cloud-based learning infrastructure offering adaptable, scalable LLL environments.
UPM	Provides MOOCs and open-access courses through its institutional platform; integrates with the EELISA digital infrastructures for joint education offers.	Strong open-education infrastructure aligned with alliance-wide interoperability standards.
BME	Manages nationally accredited e-learning centre and simulation labs; supports hybrid, practice-oriented delivery of engineering education.	Institutional digital capacity aligned with national QA and adult-learning strategies.
ZHAW	Uses Moodle, Switch Edu and Switch Tube for digital learning; delivers hybrid CAS/DAS programs	Robust blended-learning infrastructure with interoperable digital tools and flexible pathways

The survey results show that QA and recognition mechanisms are firmly embedded across EELISA institutions. Most partners operate QA systems accredited by national agencies or internal quality offices, ensuring compliance with national and European frameworks (Table 9.2.3).

Table 9.2.3. Evidence for Model Element 3: Recognition & Quality Assurance

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Operates under Hungary's Adult Education Act 2020 with external audits of LLL expert on adult education.	Legally anchored QA and recognition at national level.
FAU	Operates an internal QA system including advisory boards, learner feedback, and approval processes.	Continuous QA through internal review and stakeholder input.
ITU	Applies institutional and national (YÖKAK) QA procedures through ITU CEC and ITU CEE; issuing institutional micro-credentials aligned with EQF/NQF principles.	Integrated QA system with initial digital-credential application.



Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
PSL	Adheres to institutional QA policies.	Innovative digital QA and credential-verification approach.
SNS	Participates in inter-institutional QA alignment activities within EELISA.	Early participation in joint QA discussions.
SSSA	Follows national QA agency (ANVUR) standards for all LLL programs; conducts internal audits.	Strong alignment with national QA and internal auditing.
UNSTPB	QA governed by national accreditation body (ARACIS); recognition for post-graduate reconversion programs.	Nationally recognized QA ensuring formal credential validity.
UPM	Uses institutional (EU ESG) and external (ISO9001) Quality and Accreditation Plan for continuing-education offers; links to EU Council Recommendations 2021 .	Institutional QA aligned with EELISA recognition system.
BME	Operates under Hungary's Adult Education Act 2020 with external audits.	Legally anchored QA and recognition at national level.
ZHAW	Issues accredited CAS/DAS certificates aligned to EQF/NQF; recognized by national authorities.	Established external QA and cross-recognition of credentials.

Survey responses confirm that EELISA partners apply varied yet complementary financial models to sustain LLL activities. Most institutions rely on a mix of tuition-based income, project funding, and public–private partnerships. Fee-based approaches such as those at FAU and ZHAW coexist with project-supported schemes at UPM, ITU, and SSSA, illustrating multiple pathways to long-term sustainability (Table 9.2.4).

Table 9.2.4. Evidence for Model Element 4: Finance & Sustainability

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Financed through tuition fees, national grants, and EU projects under the legal framework.	Diversified and legally defined funding sources.
ENPC	Finances executive and continuing education programs through mixed public–private sources.	Hybrid public–private funding structure for program delivery.
FAU	Operates a fee-based continuing education model; reinvests revenue into program development.	Self-sustaining tuition-based model supporting innovation.
ITU	Funds LLL through ITU CEE; uses sponsorships and Erasmus+ / EELISA project budgets.	Mixed institutional and project-based financing.
PSL	Applies cost-sharing and co-financing approach for programs; includes external partners.	Co-financed model ensuring long-term viability.
SSSA	Uses research-linked project funding (e.g., Horizon, Erasmus+) to support LLL programs.	Project-based financial sustainability integrated with R&I.
SNS	Participates in joint funding through EELISA and national initiatives.	Early engagement in shared sustainability mechanisms.
UNSTPB	Financed by national and industry partnerships under cost-recovery model.	Stable hybrid funding through national and private sources.
UPM	Uses EU and regional project funding for LLL pilots and joint programs.	Project-based funding supports innovation.



Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Financed through tuition fees, national grants, and EU projects under legal framework.	Diversified and legally defined funding sources.
ZHAW	Employs full-cost-recovery model for CAS/DAS programs with transparent accounting.	Financially autonomous continuing education structure.

According to the survey results, all EELISA partners implement modular and flexible program structures suited to LLL objectives. Many institutions—such as UPM, ENPC, and ZHAW—apply recognized frameworks of stackable micro-credentials or interdisciplinary modules, while others like ITU and FAU integrate project-based or blended designs.

Table 9.2.5. Evidence for Model Element 5: Learning Architecture & Program Design

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Provides modular professional courses in engineering and management under national regulations.	Modular professional program design.
ENPC	Offers modular executive programs such as the <i>EM-Executive Master in Digital Twins for Infrastructures & Cities</i> ; includes interdisciplinary and blended formats.	Modular and interdisciplinary program design.
FAU	Provides executive and continuing programs (e.g., MBA in Digitalization Management) using blended and project-based formats.	Blended and project-based curriculum structure.
ITU	Offers modular certificate programs; Implements the <i>Learning Station (LS) Model</i> integrating project-based learning and modular case studies.	Non-formal, experiential, and modular learning design.
PSL	Offers modular certificate programs; includes project-based and challenge-based learning and research-linked components	Modular, project-based, and research-integrated architecture.
SNS	Limited entry provided in questionnaire; noted as interdisciplinary module development across humanities and social sciences.	Early participation in EELISA-transdisciplinary broadening initiatives.
SSSA	Delivers interdisciplinary LLL programs in innovation and health sciences with flexible pathways.	Flexible interdisciplinary program architecture.
UNSTPB	Runs postgraduate <i>Professional Reconversion</i> programs structured in modules aligned with national qualification frameworks.	Modular structure aligned with national frameworks.
UPM	Offers modular continuing education programs and MOOCs integrated into formal curricula.	Stackable modular learning integrated into degrees.
ZHAW	Uses CAS/DAS modular system with flexible entry and stackable micro-credentials.	Established modular framework for continuing education.

The survey results show that EELISA partners employ diverse pedagogical approaches centered on learner engagement and professional relevance. Across institutions, active-learning, blended, and project-based methods are complemented by mentoring, coaching, and personalized tutoring. Approaches such as UPM's



challenge-based learning, ITU's Learning Station model, and ZHAW's work-integrated practice illustrate the Alliance's shared commitment to experiential and supportive learning (Table 9.2.6).

Table 9.2.6. Evidence for Model Element 6: Pedagogy, Delivery & Learner Support

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Applies competency-based education and flipped-classroom models in professional programs.	Competence-oriented and practice-based learning.
ENPC	Applies challenge-based and simulation-driven learning; integrates mentoring and professional coaching within supported pedagogy.	Applied and mentoring-supported pedagogy.
FAU	Uses blended and problem-based learning in executive programs; includes mentoring and feedback mechanisms.	Blended, learner-centred delivery with mentoring.
ITU	Deploys blended and problem-based learning in executive programs; employs the <i>Learning Station (LS)</i> pedagogy with project-based, hybrid, and AI-supported support.	Hybrid and experiential learning with learner support.
PSL	Offers active-learning and coaching-oriented courses such as <i>Becoming More Digital</i> ; includes alumni mentoring.	Active-learning approach supported by mentoring.
SNS	Limited entry provided in questionnaire	Early participation in EELISA-wide initiatives.
SSSA	Conducts problem-solving workshops and personalized tutoring within interdisciplinary programs.	Learner-centred teaching with individualized support.
UNSTPB	Delivers blended professional-reconversion courses with synchronous support and adaptive e-learning.	Blended delivery with structured learner support.
UPM	Implements <i>Challenge-Based Learning (CBL)</i> across curricula and lifelong-learning activities connected to EELISA Communities.	Challenge-based and collaborative pedagogy.
ZHAW	Uses work-integrated learning and mentoring in hybrid programs.	Work-integrated and reflective learning delivery

The survey analysis indicates that all EELISA partners engage with external stakeholders in the design and delivery of LLL activities. Collaborations span industries, public administrations, NGOs, and professional associations, ensuring that programs remain relevant and impact oriented. Many institutions—such as ENPC, ITU, and UPM—report formal partnerships and community-based projects, while others, including FAU and SSSA, emphasize advisory boards and regional cooperation (Table 9.2.7).



Table 9.2.7. Evidence for Model Element 7: Stakeholder Engagement & Co-creation Loop

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Collaborates with employers and chambers for curriculum and skills needs analysis.	Regional ecosystem engagement and consultation.
ENPC	Works with enterprises and public bodies through advisory boards and executive programs; maintains practice-oriented curriculum and joint research with industry.	Structured collaboration between academia, industry, and public sector.
FAU	Engages alumni networks, companies, and innovation labs for co-design of executive education.	Strong stakeholder feedback and alumni involvement.
ITU	Involves alums, NGOs, and companies in learning activities; supports public–private collaboration.	Broad stakeholder participation and applied co-creation.
PSL	Collaborates with cultural and tech industries; uses external professionals as mentors in LLL programs.	Cross-sector partnerships and mentorship integration.
SNS	Limited entry provided in questionnaire	Early participation in EELISA-wide initiatives.
SSSA	Cooperates with regional authorities, public institutions, and companies on innovation management and policy programs.	Public–private co-creation for innovation and policy learning.
UNSTPB	Engages employers and professional associations in curriculum review and LLL course design.	Employer-driven feedback and program alignment.
UPM	Partners with companies and municipalities through EELISA Communities; develops joint courses under EELISA calls.	Integrated stakeholder co-creation via community model.
ZHAW	Co-develops applied programs with industry and healthcare partners; uses external advisory boards.	Multi-stakeholder co-creation in applied research and education.

The survey results show that most institutions apply feedback systems of different types and graduate follow-up. Several—such as FAU, UPM, and ZHAW—use digital analytics and longitudinal tracking, while others, like SSSA and ITU, link evaluation to EU frameworks (Table 9.2.8).

Table 9.2.8. Evidence for Model Element 8: Monitoring, Evaluation, Impact and Scaling

Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
BME	Gathers feedback from trainers, alums and employers to assess program relevance; maintains institutional database for monitoring the process and outcomes.	Process and outcome-oriented evaluation and labour-market linkage.
ENPC	Uses career/graduate employment surveys for monitoring the multi-scale needs, territorial and national cohesion, support for European industry	Systematic monitoring of employability and value creation
FAU	Collects learner and trainer feedback, and graduate data; integrates analytics and uses results for program improvement.	Data-driven evaluation system linked to learning analytics.



Partner	Evidence for the deliverable	Strength / Contribution to the EELISA Model
ITU	Monitors process and outcomes of training activities; uses an internal KPI dashboard for tracking engagement in <i>Learning Station</i> and <i>Co-Learning Lab</i> .	Structured evaluation and KPI-based monitoring.
PSL	Monitors and reflects on market study, for the demand and efficiency of the offers	Quantitative monitoring on market demand with the help of stakeholders from the industry
SNS	Limited entry provided in questionnaire	Early participation in EELISA-wide initiatives.
SSSA	Conducts post-training evaluation and satisfaction surveys for LLL programs.	Learner feedback and completion monitoring.
UNSTPB	Conducts post-training evaluation and satisfaction surveys for LLL programs.	Learner feedback and completion monitoring.
UPM	Post-training evaluation on graduate employment and sectoral impact	Integrated evaluation linked to alliance indicators.
ZHAW	Conducts longitudinal tracking of professional experience, prior knowledge and personal goals	Long-term data collection and impact analysis.

9.2.2. Evidence from EELISA Good Practices

Table 9.2.1 summarizes evidence from the EELISA Good Practices database (Appendices 2 and 3) and partner questionnaire responses, linking them to the main elements of the proposed EELISA LLL Model. Each practice has been mapped to one or more elements of the model to illustrate how partners are already implementing key components—ranging from governance and digital infrastructure to quality assurance, stakeholder engagement, and impact evaluation. By grounding the model in verified institutional practices, the table demonstrates that the Alliance's LLL architecture is not theoretical but operational across diverse contexts, providing a reasonable foundation for further analysis and consolidation of the complementarities, scaling and integration within EELISA 2.0.

Table 9.2.2 Mapping of EELISA Good Practices Supporting Main Components of the LLL Model

LLL Model Element	Relevant EELISA Good Practices (Annex 2 & 3)	Evidence / Alignment Explanation
1. Governance, Strategy & Institutional Anchors	Institutional practices about execution and governance of LLL at FAU, UPM, ZHAW provides relevant anchors on coordination, service units and steering	Demonstrates institutionally established inclusive participation frameworks for the faculty integration; anchored LLL governance (either through continuing education units or on the executive level) and relevant service units for coordination, finance and recognition.
2. Digitalization & Infrastructure	ZHAW-NFGP2 (CAS in Digital Life Sciences) and ZHAW-GP2 (Practice-integrated Bachelor's) ENPC-DPGP2: EM-Executive Master in Digital Twins for Infrastructures & Cities	Use of Moodle-based LMS and blended delivery ensures interoperable digital infrastructures. It evidences EELISA's target for shared digital campuses and inclusive access tools.



3. Recognition & Quality Assurance	UNSTPB-DPGP1: Post-graduate Professional Reconversion Programs; ZHAW-NFGP1: MAS with EQF-aligned certification.	Both practices use certificate or EQF-referenced credentials, demonstrating existing QA and recognition frameworks aligned with European standards. Integrate competence-based evaluation and SDG-aligned quality frameworks across EELISA. Practices provide certificates and micro-credentials referenced to EQF/NQF; they demonstrate existing QA and recognition mechanisms supporting transparency and mutual trust within EELISA.
4. Finance & Sustainability	UPM-NFGP1: Green at You; ZHAW-NFGP1: MAS; FAU-DPGP2: Master of Health Business Administration; PSL-NFGP1: Becoming More Digital; ITU-NFGP1: 3D Printers; ITU-NFGP2: Disaster Training; UNSTPB-NFGP1: Didactic Hub	These illustrate cost-sharing, public-private funding, and scalable financial models to sustain LLL offers, providing prototypes for the LLL model's financial architecture for building self-financed programmes and partnership models illustrating sustainable funding mechanisms for continuing education within the Alliance. Yet there are also non-fee trainings specifically targeting communities and public sensitive topics such as disaster and digital sustainability. Programs use modular structures, flexible ECTS, and stackable credentials, aligned with the LLL model's modular, reskilling-oriented design.
5. Learning Architecture & Program Design	ENPC-DPGP2: EM-Executive Master in Digital Twins for Infrastructures & Cities	
6. Pedagogy, Delivery & Learner Support	ITU-NFGP1: 3D Printers (hands-on, hybrid, mentoring); FAU-DPGP1: MBA in Business Management. PSL GP1- Becoming more digital.	Integrates adult pedagogy, mentorship, and hybrid delivery—core features of learner-centred and flexible pedagogical support envisioned by the LLL model, with agile learning content.
7. Stakeholder Engagement & Co-creation Loop	ZHAW-DPGP2: PiBS-Practice Integrated Study Programmes; ITU-NFGP1: 3D Printers, FAU GP2- Kids University, SSSA-DP1: EUMA Disaster Risk Management SSSA-DPGP2: EIHRSCaD- European and International Human Rights Standards in Conflicts and Disasters, UNSTPB-DPGP1: Didactic Hub; UPM-NFGP1: Green at You	Foster multi-stakeholder co-creation with the involvement of companies, community partners, and a wider group of learners in LLL offers, confirming the participatory co-creation loop embedded in EELISA values.
8. Monitoring, Evaluation, Impact & Scaling	Institutional practices at BME, ENPC, FAU, UPM, ZHAW provides relevant anchors for: continuous feedback mechanisms; evaluation via professional impact metrics	Use of case-based evaluation and learner feedback loops to measure impact on multi-scale needs, market and employability cohesion, support for European industry and guide continuous improvement, addressing EELISA's evaluation and scaling principle. While tracking social and employment impacts as KPIs for continuous improvement.

9.2.3 Evidence from EELISA Achievements, Outputs, and Knowledge Assets

The following table synthesizes evidence from the *EELISA 2.0 Periodic Pre-financing Report (M1–24)* and related knowledge assets to demonstrate how the eight components of the EELISA LLL Model are being operationalized across the Alliance. It highlights the tangible contributions of Work Packages 5, 6, and 7—responsible for the design, implementation, and validation of LLL frameworks and micro-credentials—alongside complementary inputs from other WPs that support digital infrastructure, stakeholder engagement, and impact monitoring (Table 9.2.3.1).

Table 9.2.3.1 Supporting Evidence from EELISA 2.0 *Periodic Pre-financing Report*

LLL Model Component	How addressed in EELISA 2.0	Key Evidence / Work Package Reference
1. Governance, Strategy & Institutional Anchors	Hub-and-spoke governance model with Central and Local EELISA Offices was introduced for implementation and monitoring. WP6 has begun coordinating LLL framework development across partners, supported by WP5 and WP7 inputs. Steering mechanisms between the three WPs formalized under WP1/WP2 governance.	WP1 & WP2 – Governance and Management Framework
2. Digitalization & Infrastructure	Deployment of the EELISA Digital Campus interconnecting mobility, credential and course data. EELISA Digital Campus will enable registration, visibility, and monitoring of micro-credentials and LLL activities.	WP4 & WP6 – Digital Infrastructure and IT Integration
3. Recognition & Quality Assurance	WP5 advanced work on EELISA micro-credential recognition framework (D5.6), piloting interoperability with national systems. Defined micro-credential formats and metadata to ensure QA consistency across LLL offers	WP5 & WP6 – Joint QA and Micro-credential Recognition Tasks
4. Finance & Sustainability	LLL is linked to sustainability planning through fee-based models and project co-funding. WP6 includes cost-modelling discussions for joint courses; WP7 explores private-sector partnerships for co-financing re-skilling programmes (T7.4, T7.5, T7.7 and D7.3).	Sustainability & Continuation Plan
5. Learning Architecture & Program Design	WP6 leads the design of joint LLL framework, analyzing partner practices and developing content. WP7 contributes to aligning new courses with green/digital transition skills (T7.4); WP5 ensures credential alignment (D5.6).	WP5, WP6, WP7 – Joint Academic Offers, Innovative Teaching
6. Pedagogy, Delivery & Learner Support	EELISA Joint Pedagogical Support Program started (see Deliverable 6.1). WP6 pilots innovative pedagogies (challenge-based, hybrid, modular learning). WP7 ensures relevance through employer feedback loops and co-designed modules (T7.4 and T7.7). Early use of adult-oriented formats and transnational workshops also accommodating the EELISA work packages training offers (communication, inclusiveness, industry partnerships, teachers' trainings, researchers, entrepreneurs, and staff training).	WP6 – Innovative Teaching & Learning Hubs
7. Stakeholder Engagement & Co-creation Loop	WP7 directly engages industry, SMEs, and public institutions to define competence needs and co-design reskilling pathways (T7.4). WP6 involves EELISA I-Learn Community and experts in framework design. WP5 aligns recognition mechanisms with stakeholder standards. WP8 further	WP5, WP6, WP8 – Engagement & Co-creation



LLL Model Component	How addressed in EELISA 2.0	Key Evidence / Work Package Reference
8. Monitoring, Evaluation, Impact & Scaling	provides integration with learning communities and community-led implementations on behalf of improving co-creation in learning and curriculum design. WP6 develops indicators for LLL participation and pilot outcomes; WP5 tracks micro-credential issuance; WP7 collects data on labour-market relevance and employer satisfaction to inform scaling	WP1, WP6, WP6 – Impact & Monitoring Framework

Table 9.2.3.1 highlights how the principles of open science and open education are embedded within the implementation of the EELISA 2.0 Work Packages, as reflected in the Periodic Pre-financing Report (M1–24). Openness, inclusiveness, and transparency are integrated across governance, digital infrastructure, pedagogy, and stakeholder engagement, reinforcing the Alliance’s commitment to accessible knowledge, open data, and interoperable learning environments.

Table 9.2.3.1 Supporting Evidence from EELISA 2.0 Periodic Pre-financing Report (open education and open science)

LLL Model Component	How Addressed from the Perspective of Open Science / Open Education	Supporting Evidence / WP Reference in Report
1. Governance, Strategy & Institutional Anchors	EELISA governance policy promotes transparency, inclusiveness, and interoperability across institutional governance structures.	WP1 & WP2 sections on governance strategy and policy coordination.
2. Digitalization & Infrastructure	The EELISA Digital Campus developed as an open and interoperable environment that also ensures the stackability and transferability of the training credentials via digital wallet. The EELISA Resource Corner and EELISA Digital Repository of Good Practices serve as a shared repository of openly accessible materials, reports, and educational resources (OER).	WP4 & WP6 – digital campus and resource dissemination achievements.
3. Recognition & Quality Assurance	WP5 works continue to align recognition and QA with European frameworks for micro-credentials and open badges, ensuring portability and open verification of learning achievements across institutions.	WP5 – “Quality Assurance and Recognition Mechanisms.”
4. Finance & Sustainability	Open-access and open-education principles integrated into sustainability planning (e.g., shared infrastructure to reduce costs, while supporting long-term access beyond funding periods).	WP10 – “Sustainability and Continuation.”
5. Learning Architecture & Program Design	WP6 develops the joint framework for LLL using open-education standards (modular, reusable, openly shareable content). Learning designs emphasize accessibility and inclusion in line with open-education values.	WP6 – “Development of Joint Framework and Guidelines for LLL.”
6. Pedagogy, Delivery & Learner Support	Widespread use of open and blended pedagogies (CBL, research-based learning) enabling cross-institutional participation. Many activities employ open digital tools and public MOOCs.	WP6 – “Pedagogical Innovation and Staff Development.”

LLL Model Component	How Addressed from the Perspective of Open Science / Open Education	Supporting Evidence / WP Reference in Report
7. Stakeholder Engagement & Co-creation Loop	WP7 links open science with co-creation practices, involving enterprises, researchers, and communities in knowledge sharing. External partners co-develop open learning resources and contribute to open data in projects.	WP7 & WP8 – “Stakeholder Engagement and Research-Innovation Synergies.”
8. Monitoring, Evaluation, Impact & Scaling	WP9 will integrate open-science indicators (data sharing, publication accessibility) into the impact framework and make results and datasets publicly available through EELISA channels, strengthening transparency and scalability.	WP9 – “Impact and Monitoring Framework.”

9.3 Towards EELISA Lifelong Learning Academy

Table 9.3.1. links the eight components of the EELISA LLL Model to the strategic design of the EELISA Lifelong Learning Academy (ELLA). It illustrates how the Academy builds upon the model's structural anchors—from governance and digital infrastructure to pedagogy, stakeholder engagement, and impact assessment—to ensure coherence across institutional, technological, and educational dimensions. Each component represents a key pillar in the Academy's architecture, collectively enabling a sustainable, open, and quality-assured ecosystem for lifelong learning within the Alliance.

Table 9.3.1 Foundational Anchors for EELISA LLL Academy

LLL Model Component	Strategic Focus for the EELISA LLL Academy	Lead / Contribution
1. Governance, Strategy & Institutional Anchors	Establish ELLA governance under the EELISA Legal Entity (2025). Define roles of Local Academies, Academic Coordinators, and QA officers.	WP1 & WP2
2. Digitalization & Infrastructure	Operate through the EELISA Digital Campus integrating registration, credentialing, and data dashboards. Maintain open repository via EELISA Resource Corner.	WP4 & WP6
3. Recognition & Quality Assurance	Elaborate and apply the EELISA Micro-credential Framework and joint QA charter ensuring EU LLL Competencies framework and EQF/EHEA alignment, transparent validation, and interoperability.	Recognition & Quality Assurance
4. Finance & Sustainability	Implement multi-source financing (tuition, co-funding, industry partnerships). Embed ELLA into the EELISA Sustainability Plan	Finance & Sustainability
5. Learning Architecture & Program Design	Develop modular, interdisciplinary curricula aligned with EU LLL Competencies framework, EELISA Communities and SDGs. Create joint learning pathways stackable into degrees.	Learning Architecture & Program Design
6. Pedagogy, Delivery & Learner Support	Scale up challenge-based, hybrid, and research-driven pedagogies; promote inclusive mentoring and staff-training programs.	WP6



LLL Model Component	Strategic Focus for the EELISA LLL Academy	Lead / Contribution
7. Stakeholder Engagement & Co-creation Loop	Engage employers, municipalities, and communities in co-creating courses, defining competences, and evaluating relevance.	WP7 & WP8
8. Monitoring, Evaluation, Impact & Scaling	Integrate participation, credential, and employability KPIs into EELISA's monitoring framework (WP9). Report annually on outcomes and scaling potential.	WP9 & WP6

The roadmap in Table 9.3.2 outlines the phased implementation of ELLA from 2026 to 2027, translating the LLL model into concrete institutional action. It defines sequential phases—foundation, pilot delivery, expansion, and consolidation—aligned with the Alliance's governance, pedagogical innovation, recognition frameworks, and sustainability plans. Each phase contributes to building a fully operational transnational lifelong learning structure under the EELISA Legal Entity, ensuring scalability, mutual recognition, and lasting impact across EELISA partner universities.

Table 9.3.2 EELISA Lifelong Learning Academy (ELLA) — Implementation Roadmap

Phase	Timeline	Strategic Focus (Linked to LLL Components)	Expected Outputs / Deliverables
Phase 1 — Foundation & Governance	Q1–Q3 2026	- Establish ELLA governance and coordination model under Component 1 (Governance, Strategy & Institutional Anchors). - Integrate operations into the EELISA Digital Campus to host course catalogue, registration, and credential management (Component 2: Digitalization & Infrastructure). - Finalize the QA and EELISA credentials/micro-credential framework ensuring consistency and recognition across partners (Component 3: Recognition & Quality Assurance). - Identify training tracks and training contents (communication, inclusiveness, industry partnerships, teachers' trainings, researchers, entrepreneurs, and staff training) and develop EELISA LLL course catalogue (Components 5 & 6: Learning Architecture / Pedagogy) - Elaborate the rollout of credentials/micro-credential issuance for LLL in collaboration with WP5.	• ELLA Governance Charter and Steering Group approved. • Integration of ELLA into the EELISA Digital Campus. • QA and Recognition Framework adopted by partners.
Phase 2 — Pilot Programmes & Co-creation	Q4 2026 – Q2 2027	- Identify pilots for implementation and launch first wave of pilot LLL programmes (modular courses) in digital, green, and innovation skills (Components 5 & 6: Learning Architecture / Pedagogy). - Pilot issuance of credentials/micro-credential for LLL training in collaboration with WP4 and WP5. - Test co-creation approaches with employers, municipalities, and EELISA Communities in	• Pilot LLL programmes launched across partner universities. • Micro-credentials issued via EELISA Digital Campus. • Stakeholder feedback integrated



Phase	Timeline	Strategic Focus (Linked to LLL Components)	Expected Outputs / Deliverables
Phase 3 — Expansion & Pedagogical Innovation	Q3–Q4 2027	collaboration with WP8. (Component 7: Stakeholder Engagement & Co-creation Loop). - Scale up course offer to full partner network (Components 4–6: Finance, Learning Design, Pedagogy). - Launch EELISA Joint Pedagogical Support Programme to train instructors on adult learning, hybrid, challenge-based, and research-integrated teaching - Integrate EELISA 2.0 WPs training offers through developed EELISA LLL models structure (Component 6: Pedagogy, Delivery & Learner Support) - Promote open-access materials and blended learning models under Open Science & Open Education principles Component 6: Pedagogy, Delivery & Learner Support) - Document the implemented pilots on Digital Repository of Good-Practices (Component 6: Pedagogy, Delivery & Learner Support)).	into LLL framework update. • 20+ modular courses available on Digital Campus. • Instructor-training programme operational • Open Educational Resources (OER) released through EELISA Resource Corner.
Phase 4 — Recognition, Sustainability & Impact	Q4 2027 (Project Closure)	- Consolidate recognition system across EELISA partners (Component 3). - Implement cost-sharing and sustainability measures for post-project continuation (Component 4: Finance & Sustainability). - Integrate indicators on participation, credentials, and impact into EELISA's monitoring framework (Component 8: Monitoring, Evaluation & Scaling).	• Mutual Recognition Charter finalized. • Sustainability and financing model validated. • Final ELLA Impact and Continuation Report delivered to EELISA Governance and EC.

As the EELISA LLL Model is rooted in the Alliance's engineering and science identity, it equally recognizes the importance of transversal competences-leadership, communication, intercultural awareness, digital collaboration, and problem-solving—that are essential for employability and social innovation. Accordingly, ensuring coherence with European policy objectives and LLL standards, the EELISA Lifelong Learning Academy (ELLA) will be aligned with the principal EU Competency Frameworks that define transversal, professional, and digital skills for 21st-century learning. These include the [European Qualifications Framework](#) (EQF), the [European Lifelong Learning Key Competences Framework](#), and domain-specific frameworks such as [DigComp](#) (Digital Competence), [GreenComp](#) (Sustainability Competence), and [EntreComp](#) (Entrepreneurship Competence). Integrating these reference models will enable EELISA to articulate learning outcomes and credentials/micro-credentials in a way that ensures comparability, transparency, and recognition across Europe. This alignment will support ELLA's mission to foster technical excellence, employability, social inclusion, and innovation together with human-centered capabilities needed to navigate green and digital transitions—embedding LLL within a common European skills architecture that bridges higher education, research, and professional development.

Figure 9.3.1 shows how the EELISA LLL Model aligns institutional training offers and alliance-level frameworks with the broader European Competence Framework. At the top, the EU Competence Framework defines the transversal skill domains that underpin LLL—ranging from literacy, multilingualism, and mathematics to digital, personal, civic, entrepreneurial, and cultural competences, whereas the LLL training assessment rubrics also be aligned. Beneath this, a second layer highlights the contributing frameworks, tools, and mechanisms developed within EELISA that operationalize these competences. These include the Micro-credential Framework supporting recognition and portability of learning outcomes as well as the inquiries of empowering EELISA Credentials in resonance; the Innovative Teaching and Learning Programme (ITLP) and Learning Station Model promoting challenge-based and modular pedagogies; the EELISA Digital Campus and Digital Wallet ensuring interoperability, mobility, and credential tracking; and the Exit Skills Framework (WP7) used for competence mapping and skill-gap monitoring.

The bottom layer links these mechanisms to concrete WP training offers, which collectively cover the target groups of academics, students, researchers, staff, and external stakeholders. Examples include Gender Group Trainings (WP4), Joint Staff and Pedagogical (JSP) Trainings (WP6), CAP and NGO Trainings (WP7), Researcher Trainings (WP9), Entrepreneurship Trainings (WP10), and EELISA Staff and Representatives' Trainings. Together, these activities translate the European competence agenda into actionable and measurable learning opportunities across the Alliance, forming the operational backbone of the EELISA Lifelong Learning Academy.

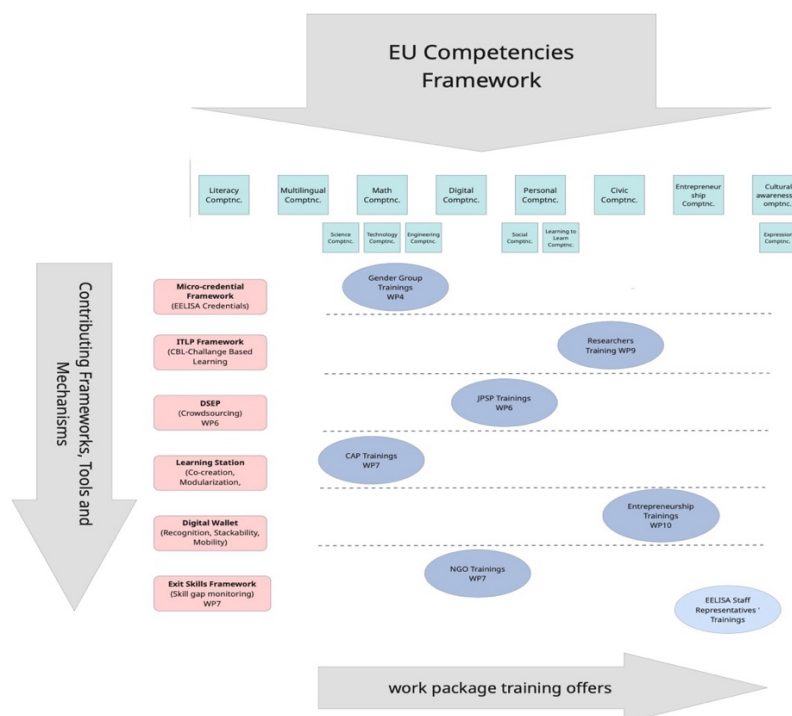


Figure 9.3.1 Conceptual diagram depicting relevant frameworks, tools and training tracks in preliminary projection of EELISA LLL



Recently implemented EELISA Work Package trainings such as the Communication Training (WP3-May 2025), Pedagogical Support Program on Inclusion, Accessibility, Differentiation (ENPC & ITU), Learning Station: Training of the Trainers (ITU), Digital Learning Design with myScripting (ZHAW), Service Learning (UPM) trainings under 1st cycle of Joint Pedagogical Support Program (WP6- June-November 2025), Digital Health Summer school and EELISA Change Makers Course: Shaping the Future, EELISA Skill Up 2025: Collaboration, Inclusion & Entrepreneurial Universities under the Entrepreneurial Trainings (WP10-September-December 2025) can be considered as the pilots of the WP trainings, which further constitute the training tracks of the LLL within the scope of expertise tracks, human resource and training capacities.

In the level of executing the EELISA LLL offers, ELLA emerges as the central actor of the coordination, remaining in the core of the operation to provide the relevant services of communication, dissemination of the offers, awarding and the issuing of the credentials via the EELISA Digital Campus, while ensuring QA as well as financial sustainability. Reciprocally, the EELISA Institutions then align on the peripheral boundary of the core, by providing the LLL training offers according to the institutional expertise and feeding the identified training tracks of ELLA. Within this scope, the EELISA institutions are further considered to maintain the alignments of the ELLA trainings with the national accreditation and recognition systems regarding the varying local legislative frameworks.



10. Conclusion and Future Work

This deliverable has set out a shared EELISA Lifelong Learning (LLL) Model and translated it into a practical roadmap for the EELISA Lifelong Learning Academy (ELLA). Built from a six-step methodology, partner survey evidence and good-practice mapping, the model consolidates eight interdependent components: governance, digital infrastructure, recognition and quality, finance, learning architecture, pedagogy and learner support, stakeholder co-creation, and impact. The analysis shows that these elements already exist across the Alliance to differing degrees and can be orchestrated through common instruments—the EELISA Digital Campus and Resource Corner, the credentials/ micro-credential framework and joint QA references, and the community-based co-creation mechanisms.

The roadmap (Q1-2026 → Q4-2027) provides a realistic sequence from foundation to pilots, expansion and consolidation, and clarifies the complementary roles in particular of WP6 (framework and content), WP5 (recognition and credentials) and WP7 (competence relevance and external engagement). Alignment with European competence references (EQF, DigComp, GreenComp, EntreComp) ensures portability and transparency, while the open-education and open-science stance embeds accessibility and reuse from the start. In short, the Alliance is ready to move from pilots to an integrated lifelong-learning offer that connects education, research and innovation under a common EELISA identity.

To turn the model into a mature, durable Academy by project end, the following actions are proposed:

- Operationalise ELLA governance:
 - Approve the ELLA Charter under the EELISA Legal Entity; define roles for local academies, relevant task forces, academic coordinators and QA officers, and ensuring the QA frameworks.
 - Establish a light, recurring forum for WP5–WP6–WP7 coordination tied to decision logs and risk tracking.
- Deliver and document pilots:
 - Launch at least two joint LLL pilots per partner cluster (green and digital transition priorities), each with clear learning outcomes, workload, assessment, and recognition path.
 - Issue EELISA credentials/micro-credentials via the Digital Campus and explore interoperability with institutional systems.
- Staff development and pedagogy:
 - Continue implementing the Joint Pedagogical Support Programme for teaching staff (challenge-based, hybrid and research-integrated methods), with EELISA credentials/micro-credentialled completion.
 - Provide targeted training for advisors, mentors and student representatives to strengthen learner support.
 - Monitor the impact of these training on EELISA institutions to verify the integration of active learning methodologies in current degrees.
- Stakeholder and labour-market relevance:



- Use WP7 work on competences to co-design modules with employers, public bodies and NGOs; publish short skills briefs per pilot and integrate feedback after each run.
- Monitoring, evaluation and open resources:
 - Adopt a compact KPI set—participants, completion, recognition issued, inclusiveness, employer satisfaction, and OER outputs—and report annually through the EELISA impact framework.
 - Release core teaching resources as OER, with licensing guidance and FAIR data practices where applicable.
- Sustainability and scaling:
 - Finalise a cost-sharing model (tuition, co-funding, sponsorship) and an intake calendar for 2027; prepare continuation scenarios under the Legal Entity.
 - Package successful pilots into a joint catalogue with stackable pathways and explicit credit articulation to degree programmes.

Delivering on these actions will give EELISA a visible, trusted Academy that issues recognised credentials, serves diverse learners—students, alumni, staff and external professionals—and demonstrates measurable societal and labour-market value. The Alliance will then be positioned to sustain and expand LLL beyond 2027 as a core function of its European University mission.

Lastly, the implementation of the **EELISA LLL Model** relies not only on a shared pedagogical vision but also through shared digital infrastructure. The **EELISA Digital Campus** emerges as the overarching realm accommodating various functions such as governance, joint implementations and processes, EELISA Communities and EELISA offers. Besides, digital infrastructure further connects learners, educators, and stakeholders across the Alliance. In this respect, the **EELISA Connect platform**—developed under the EELISA Digital Campus within the scope of *Deliverable 6.4: Digital Stakeholder Engagement Platform*—serves as the **operational backbone** of the LLL Model. Designed to facilitate stakeholder engagement, modular learning, and co-creation, **EELISA Connect** provides the technological means to translate the LLL principles of openness, collaboration, and adaptability into practice. Its integrated features allow individuals and institutions to interact fluidly within a common digital space, forming the foundation for a truly European ecosystem of LLL.

At the pedagogical level, with the integration of digital learning tools such as the Learning Station (LS) module to the **EELISA Connect**, the Platform embodies the learning design logic of the LLL Model. By allowing users to design modular, outcomes-based learning offers through a structured yet flexible framework, the LS Digital learning tool operationalizes modularization and personalization of LLL experiences and the continuous improvement. In the case of LS, each module represents a learning unit, a short course, or a micro-credential, enabling the creation of stackable pathways that align with European competence frameworks. Furthermore, the LS approach promotes transdisciplinary collaboration and stakeholder co-creation, ensuring that learning remains relevant to societal and professional needs—a core objective of the LLL Model.



From a systemic perspective, **EELISA Connect** functions as the integrative layer that links the multiple Work Packages (WPs) contributing to LLL across the Alliance. Through its keyword-based matchmaking, map-based visualization, and role-driven engagement functions, it enables the dynamic flow of knowledge between learners, teachers, researchers, and external partners. **EELISA Connect**, in connection with other elements of the EELISA IT ecosystem, acts as the digital and social infrastructure through which the EELISA LLL Model is enacted and scaled. It provides architecture for both the design and recognition of learning, bridging the physical and digital dimensions of education. By connecting Learning Stations, communities, and individuals across Europe, EELISA Connect transforms the LLL Model from a conceptual framework into an operational ecosystem for LLL within the EELISA European University.



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Annex 1: Questionnaire Survey – Mapping Lifelong Learning (LLL) Practices in EELISA Partners

Mapping Lifelong Learning (LLL) Practices in EELISA Partners

This survey aims to collect comprehensive data on existing Lifelong Learning (LLL) practices within EELISA partner institutions. It explores both strategic and operational dimensions—covering programs, challenges, resources, governance structures, and stakeholder engagement—to support the co-creation of a joint EELISA LLL Model. The questionnaire integrates co-creation, EU priorities, and institutional practices, ensuring a holistic analysis of LLL initiatives. The questionnaire has been designed to inform the core components of the joint EELISA LLL model. Each section contributes to one or more key building blocks as outlined below:

Governance & Strategy – Informed by Sections 1, 2, 12, and 13

(Institutional structures, leadership commitment, strategic alignment with EELISA, and governance context of existing practices)

Program Architecture – Informed by Sections 3, 9, 12, and 13

(Types and purposes of LLL offerings, EU integration, cross-border elements, and practical examples)

Pedagogy & Delivery – Informed by Sections 2, 4, 5, and 13

(Staff roles, learner profiles, teaching methodologies, inclusion strategies, and delivery formats)

Recognition & Quality Assurance – Informed by Sections 6, 9, and 13

(Assessment methods, certification frameworks, alignment with EU qualifications, and QA mechanisms)

Stakeholder Engagement – Informed by Sections 4, 8, and 13

(Community inclusion, external partnerships, co-creation practices, and support for diverse learner groups)

Digital & Financial Infrastructure – Informed by Sections 7, 10, and 13

(Technological tools, digital accessibility, funding models, sustainability strategies)

Impact Framework – Informed by Sections 11 and 13

(Evaluation practices, impact indicators, learner outcomes, and success stories)

Given the scope of the questionnaire, input from multiple departments and organizational units (e.g., LLL Centres, Centre for Continuing Professional Development, Continuing Learning Centre, etc) within your institution may be required. We kindly ask you to consult with relevant colleagues to ensure that your responses provide an accurate and representative institutional perspective.

The deadline for the survey is September 10th, 2025. For inquiries, please contact EELISA WP6 Innovative Teaching and Learning Hub Co-Leaders:



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Key Definitions for EELISA LLL Survey

Term	Definition
Lifelong Learning (LLL)	Learning pursued throughout life for personal or professional reasons, covering formal, non-formal, and informal learning across all ages and educational levels.
University Lifelong Learning (ULLL)	LLL activities specifically offered by universities, including continuing education, upskilling/reskilling programs, and community learning.
Continuing Professional Development (CPD)	Ongoing learning activities that help professionals maintain and enhance their skills and knowledge throughout their careers. CPD ensures continued competence and professional growth.
Adult Learning Principles	Pedagogical strategies designed specifically for mature learners, including autonomy, experience-based learning, and relevance to real-life contexts.
European Skills Agenda	An EU policy initiative to strengthen sustainable competitiveness, ensure social fairness, and build resilience by improving skills across Europe.
Digital Education Action Plan	An EU initiative promoting high-quality, inclusive, and accessible digital education and skills development.



Challenge-Based Learning (CBL)	A collaborative and interdisciplinary approach where learners tackle real-world problems.
Blended Learning	A mix of online and in-person instruction.
Hybrid Learning	A flexible format where learners can choose between online or in-person participation at any given time.
Recognition of Prior Learning (RPL)	The formal acknowledgment of knowledge and skills acquired outside formal education, such as work experience or informal training.
European Qualifications Framework (EQF)	A standardized framework that enables comparison of qualifications across EU countries by referencing levels of learning outcomes.
Micro-credentials	Short, targeted learning experiences that certify the achievement of specific skills or competencies, often aligned with the European Qualifications Framework (EQF).
Stackable Credentials	Smaller units of learning that can be accumulated over time to build toward a larger credential or qualification.
Co-creation	Collaborative development of educational offerings with active participation from learners, faculty, and external stakeholders.
Grassroots Organizations	Community-based, often volunteer-driven groups that represent local needs and social movements.
Vulnerable or Disadvantaged Groups	Individuals facing systemic barriers to education (e.g., refugees, rural populations, people with disabilities, low-income communities).

Section 1: Institutional Profile & Governance

This section explores how your institution structures and supports the human resources involved in Lifelong Learning (LLL). It aims to understand the roles, training, incentives, and collaboration mechanisms that enable the planning and delivery of LLL activities. Please provide responses that reflect how LLL is staffed and managed across your institution.

1.1. Institution Name

1.2. Respondent's Name

1.3. Role/Position

1.4. E-Mail Address

1.5. Does your institution have a dedicated LLL strategy or policy? (Please mark with an "X" as applicable)

1.6. If yes, please provide a summary or links to the relevant policy / documents.



1.7. Does your institution have a formal definition of University Life Long Learning (ULLL)? (Please mark with an "X" as applicable)
1.8. If yes, please share it.
1.9. Who has ultimate responsibility for LLL?
1.10. How would you rate senior management (executive level) support for LLL? (Please mark with an "X" as applicable)
1.11. How are the LLL training units structured in your institution? (Please mark with an "X" as applicable)
1.12. Briefly explain the structure.
1.13. How do faculties/departments/units collaborate with LLL units?
1.14. Do you have mechanism for Community representation for the design and delivery of LLL offers? (e.g., learner communities, representation in Advisory Board, etc.)

Section 2: Human Resources & Organization

This section focuses on the human and organizational capacity behind LLL initiatives at your institution. It aims to identify who is involved in the planning, delivery, and support of LLL activities, how responsibilities are distributed, and what training or incentives are in place. Your responses will help assess institutional readiness and capacity for scaling LLL.

2.1. What staff categories are involved in delivering LLL?

--

2.2. Who delivers LLL teaching? (Please mark all that apply with an "X")

staff



ify):
2.3. Please explain your trainer profiles (e.g., senior faculty members, industrial experts, NGO representatives, etc.)
2.4. What % of LLL teaching is delivered by each category?
2.5. Are LLL staff trained in adult education/pedagogies? (Please mark with an "X" as applicable)
2.6. If yes, what kind of training? (e.g., content, frequency, trainer profile, etc.)
2.7. Are there incentives for staff participation in LLL? (Please mark with an "X" as applicable)
2.8. If yes, please specify.



Section 3: Range and Purpose of LLL Programmes

This section explores the range and purpose of Lifelong Learning (LLL) programmes provided by your institution. It covers types of offerings (e.g., micro-credentials, continuing education), target audiences, delivery modes, and integration with formal education. Your input will help identify common models and innovative practices across the EELISA alliance.

3.1. Types of LLL offerings (Please mark all that apply with an "X")

Professional Development (CPD)

fy):

3.2. Learning Purposes (Please mark all that apply with an "X")

ment

fy):

Section 4: Learners and Accessibility

This section focuses on the profiles of LLL learners and the measures your institution takes to ensure inclusive and equitable access. It examines how learning opportunities are tailored to diverse groups, including underrepresented or disadvantaged populations, and how barriers such as scheduling, digital access, or learning needs are addressed. Your responses will support the design of learner-centered and accessible LLL models within EELISA.

4.1. Who are your target groups? (Please mark all that apply with an "X")

fy):

4.2. When are courses delivered? (Please mark all that apply with an "X")

fy):

4.3. Where are courses delivered? (Please mark all that apply with an "X")

fy):

4.4. How do you support inclusive access?



4.5. How do you address the digital divide?

Section 5: Teaching & Pedagogical Approaches

This section investigates the instructional methods and learning environments used in your institution's LLL activities. It aims to understand how pedagogical strategies are adapted to adult learners, how innovation is integrated into teaching, and how learning is connected to real-world challenges. Your input will help identify effective and transferable teaching practices across EELISA partners.

5.1. What teaching methodologies are used? (Please mark all that apply with an "X")

l
m

specify):

5.2. Please describe the most commonly used evaluation and assessment elements of LLL programs in your institution?

5.3. Are teaching practices adapted to adult learners? How?

5.4. How are local knowledge, cultural practices, or indigenous wisdom integrated into LLL curricula?

5.5. How are learners encouraged to apply their learning to practice?

Section 6: Recognition, Certification & Quality

This section explores how learning outcomes from LLL activities are assessed, certified, and recognized—both internally and externally. It also addresses the quality assurance mechanisms in place to ensure the credibility and value of LLL programs. Your responses will inform the development of shared recognition frameworks and quality standards within the EELISA alliance.

6.1. How are LLL outcomes recognised? (Please mark all that apply with an "X")

fy):

6.2. Are your micro-credentials aligned with European Qualifications Framework (EQF)? (Please mark with an "X" as applicable)



6.3. Please explain your alignment (if applicable).
6.4. Describe your Quality Assurance (QA) mechanisms
6.5. Are external stakeholders involved in validation? (Please mark with an "X" as applicable)
6.6. In terms of developing an EELISA joint service on LLL, are there any specific legal constraints that should be taken into consideration? Please explain.
6.7. What should be the strategies for aligning the EELISA LLL model with regional / national / international legal frameworks and requirements?
Section 7: Resources and Tools
This section examines the financial, human, and technological resources that support LLL activities at your institution. It also looks at the digital tools and platforms used for delivery and engagement, as well as efforts to ensure equitable access to technology. Your input will help assess the sustainability and scalability of LLL practices across EELISA partners.
7.1. What is the approximate annual budget allocated to LLL programs (EUR)?
7.2. What human resources are allocated?
7.3. What kind of digital tools or platforms are used (e.g. LMS, MOOCs, AI-driven adaptive learning)?
7.4. How do you promote digital inclusion?

Section 8: Stakeholder Engagement & Partnerships
This section focuses on how your institution collaborates with internal and external stakeholders in the development and delivery of LLL programs. It covers partnerships with industry, civil society, public bodies, and grassroots organizations, as well as co-creation practices and the inclusion of disadvantaged groups. Your responses will help identify models of effective collaboration and community engagement within the EELISA network.



8.1. Which internal units collaborate on LLL? (Please mark all that apply with an "X")
fy)
8.2. Who are your external partners? (Please mark all that apply with an "X")
fy)
8.3. Please specify the most active and influential external partners.
8.4. Are these partnerships formalised? (Please mark with an "X" as applicable)
8.5. How are partnerships managed?
8.6. What extent are the disadvantaged groups (e.g., migrants, rural communities) involved in shaping LLL content?
8.7. Are there co-creation practices in place?

Section 9: EU and Cross-Border Integration
This section explores how your institution's LLL activities align with European Union priorities and frameworks, and the extent of cross-border collaboration. It covers participation in EU-funded initiatives, involvement in European University alliances, and the provision of joint or virtual learning opportunities. Your input will support the development of a cohesive and internationally connected EELISA LLL model.
9.1. How do your LLL programmes address EU priorities (e.g., green, digital)?
9.2. What EU funds support your LLL work?
9.3. Do you offer virtual mobility or joint credentials? (Please mark with an "X" as applicable)
Yes No



9.4. If yes, please describe.

Section 10: Financial Models and Sustainability

This section examines the funding structures, cost-sharing approaches, and long-term sustainability strategies for LLL at your institution. It aims to understand how LLL activities are financed, what financial barriers exist, and how institutions plan for continuity beyond project-based funding. Your responses will help inform sustainable financial models for the joint EELISA LLL framework.

10.1. Funding sources (Please mark all that apply with an "X")

fy)

10.2. Describe your budget structure.

10.3. What financial challenges do you face?

10.4. Do you use cost-sharing models? (Please mark with an "X" as applicable)

10.5. How are programmes sustaining post-funding?

Section 11: Impact and Evaluation

This section focuses on how your institution measures the outcomes and broader impact of its LLL activities. It includes approaches to evaluating learner progress, employer and community feedback, and social or economic effects. Your input will help shape an evidence-based EELISA LLL model that is responsive to stakeholder needs and societal challenges.

11.1. How do you assess the impact of LLL?

11.2. How is community impact assessed (e.g., social cohesion, local economic development)?

11.3. How is community ownership ensured in the long term? (e.g., train-the-trainer programs, etc)



11.4. Do you collect learner case studies? (Please mark with an "X" as applicable)
11.5. Is employer/community feedback collected? (Please mark with an "X" as applicable)

Section 12: EELISA Alignment & Recommendations	
This section invites your reflections on how your institution's LLL activities align with EELISA's mission, values, and strategic goals. It also gathers your recommendations for shaping a joint EELISA LLL Model. Your insights will be key to ensuring the model is relevant, inclusive, and grounded in real institutional practices.	
12.1. How do your LLL offerings align with EELISA's mission/SDGs?	
12.2. What should EELISA's joint LLL model include? (Please mark all that apply with an "X")	
Mobility Shared Platforms Stackable Credits Community Integration Others (Please Specify)	
12.3. What would be the most impactful change to improve LLL at your institution?	
12.4. Additional insights or recommendations	
Section 13A: Existing LLL Practices (LLL offerings embedded in degree programmes)	
Please describe LLL/ULL programs/initiatives (maximum 3 , please scroll down) related to continuing education and provide details, which will be analyzed as GOOD PRACTICES to develop the EELISA LLL/ULL model (Please include links to websites, brochures, or reports).	
13A.1. Program name:	
13A.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13A.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	
13A.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	
13A.5. Duration & Workload (e.g., total hours, ECTS, weeks):	



13A.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13A.7. Language(s) of Instruction:	
13A.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13A.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13A.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13A.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13A.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13A.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
13A.14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking):	
13A.15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc):	
13A.16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported):	
13A.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13A.18. How do you support inclusive access?	
13A.19. Contact Person / Website / Link:	

GOOD PRACTICE #2	
13A.1. Program name:	
13A.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13A.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	
13A.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	
13A.5. Duration & Workload (e.g., total hours, ECTS, weeks):	



13A.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13A.7. Language(s) of Instruction:	
13A.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13A.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13A.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13A.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13A.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13A.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
13A.14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking):	
13A.15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc):	
13A.16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported):	
13A.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13A.18. How do you support inclusive access?	
13A.19. Contact Person / Website / Link:	

GOOD PRACTICE #3	
13A.1. Program name:	
13A.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13A.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	
13A.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	



13A.5. Duration & Workload (e.g., total hours, ECTS, weeks):	
13A.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13A.7. Language(s) of Instruction:	
13A.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13A.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13A.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13A.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13A.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13A.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
13A.14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking):	
13A.15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc):	
13A.16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported):	
13A.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13A.18. How do you support inclusive access?	
13A.19. Contact Person / Website / Link:	

Section 13B: Existing LLL Practices (non-formal or community-based LLL offerings)

Please describe LLL/ULL programs/initiatives (**maximum 3**, please scroll down) related to continuing education and provide details, which will be analyzed as GOOD PRACTICES to develop the EELISA LLL/ULL model (Please include links to websites, brochures, or reports).

13B.1. Program name:	
13B.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13B.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	



13B.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	
13B.5. Duration & Workload (e.g., total hours, ECTS, weeks):	
13B.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13B.7. Language(s) of Instruction:	
13B.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13B.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13B.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13B.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13B.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13B.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
13B.14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking):	
13B.15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc):	
13B.16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported):	
13B.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13B.18. How do you support inclusive access?	
13B.19. Contact Person / Website / Link:	

GOOD PRACTICE #2	
13B.1. Program name:	
13B.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13B.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	
13B.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	



13B.5. Duration & Workload (e.g., total hours, ECTS, weeks):	
13B.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13B.7. Language(s) of Instruction:	
13B.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13B.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13B.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13B.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13B.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13B.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
13B.14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking):	
13B.15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc):	
13B.16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported):	
13B.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13B.18. How do you support inclusive access?	
13B.19. Contact Person / Website / Link:	
GOOD PRACTICE #3	
13B.1. Program name:	
13B.2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.):	
13B.3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students):	



13B.4. Delivery Mode (e.g., On-site, online, hybrid, blended):	
13B.5. Duration & Workload (e.g., total hours, ECTS, weeks):	
13B.6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand):	
13B.7. Language(s) of Instruction:	
13B.8. Key Learning Objectives (purpose and intended skill/knowledge areas):	
13B.9. Learning Outcomes (specify what the learner will know/be able to do upon completion):	
13B.10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.):	
13B.11. Please describe the most commonly used evaluation and assessment elements of this LLL offer?	
13B.12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree):	
13B.13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition):	
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13B.17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs):	
13B.18. How do you support inclusive access?	
13B.19. Contact Person / Website / Link:	



Annex 2. Survey Findings

A2.1. Institutional Profile and Governance

This section presents findings on how EELISA partner institutions structure, govern, and support their LLL ecosystems. Data on the presence of institutional strategies, leadership roles, organizational structures, and collaboration mechanisms that shape the planning, delivery, and recognition of LLL activities are reported. All responding partners acknowledge LLL as part of their strategic mission. However, the depth of institutionalization, coordination, and stakeholder engagement varies considerably. The findings offer critical insights into the governance maturity levels across the Alliance, highlighting best practices, gaps, and opportunities for system-wide alignment as the EELISA LLL Model is developed.

A2.1.1 Dedicated LLL Strategy or Policy

Although LLL may be present in practice or referenced in strategic plans, formalized or articulated standalone LLL policies remain relatively underdeveloped across much of the Alliance (Fig. A2.1.1 and Table A2.1.1). Survey data indicate that:

- UPM has a comprehensive policy, acknowledging the importance of flexible and agile frameworks of learning that extend beyond conventional higher education models. Its strategy explicitly promotes co-creation of knowledge with the community, stakeholder engagement in learning design, setting a strong example for alliance-wide best practice.
- ZHAW demonstrates a holistic and scalable LLL model, connecting competitiveness, employability, and economic impact from institutional to regional and national levels. The strategy underlines the role of learning environments, community-based motivation, sustainability, and inclusion, reflecting the broader European values of diversity and societal engagement.
- ENPC, PSL, and SSSA integrate LLL into institutional modernization efforts — particularly emphasizing digital transformation, executive education, and strategic program diversification.
- BME, FAU, and ITU, while active in continuing education, lack comprehensive institutional LLL strategies and operate under national frameworks or project-based initiatives, suggesting potential for formal alignment within EELISA.

The diversity in institutional approaches highlights different levels of maturity within the EELISA network — from strategy-driven and ecosystem-integrated models (ZHAW, UPM) to emerging or fragmented practices (ITU, BME). Despite contextual differences, there are signs for a shared strategic direction toward *digitalization, employability, and inclusion* — all in line with European LLL and micro-credential initiatives.

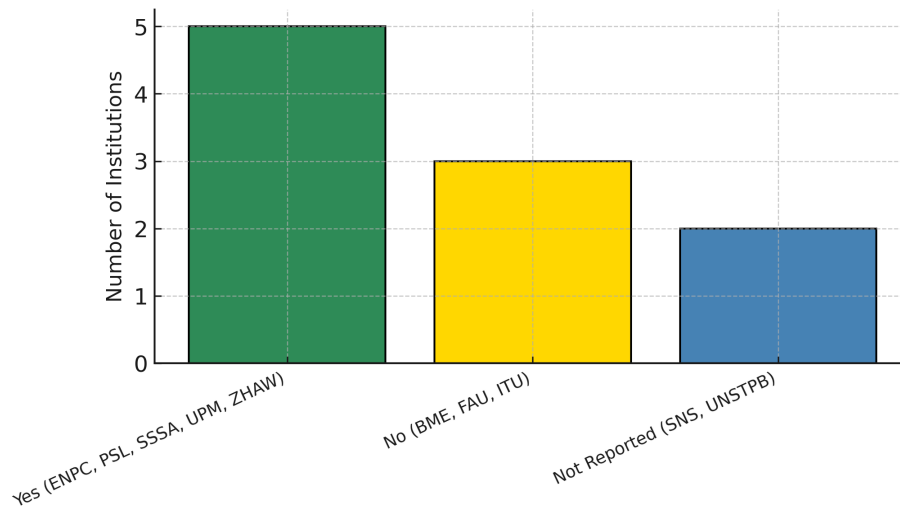


Figure A2.1.1 Number of Institutions by Presence of a Dedicated LLL Strategy or Policy

Table A2.1.1 ELISA LLL Policy and Institutional Framework – Detailed Summary and Analysis

Institution	Policy Presence (Yes/No)	Policy Summary / Key Points
BME	No	Governed by the Act LXXVII of 2013 on Adult Education (national law).
ENPC	Yes	Statutes defining continuing education; Strategic contract 2022–2027 focuses on developing Executive Master's programs, restructuring continuing education, and promoting lifelong engineering learning for sustainability and digital transitions (see https://ecoledesponts.fr/sites/enpc.fr/files/documents/statuts_enpc_conso_au_25.07.16.pdf)
FAU	No	No formal policy reported.
ITU	No	Brief perspective on continuing education via ITU SEM but lacks comprehensive institutional LLL strategy (https://itusem.itu.edu.tr). ITU Centre for Excellence in Education (https://mukemmeliyet.itu.edu.tr/en) supports LLL efforts by opening trainings to the members of the alumni network by mixing them with students, academics, and the administrative staff, based on their shared interests.
PSL	Yes	Two strategic priorities: developing marketing and creating new training programs.
SNS	N/A	No available information for policy and institutional framework
SSSA	Yes	Encourages dematerialization and digital transformation in higher education through investment in e-learning technologies.
UNSTPB	N/A	No available information for policy and institutional framework
UPM	Yes	Comprehensive LLL strategy promoting employability, flexibility, EU alignment, stakeholder collaboration, co-creation, and agile frameworks across multiple learning dimensions.
ZHAW	Yes	Comprehensive LLL strategy covering innovation, inclusion, employability, and economic impact across local, regional, and national levels; emphasizes motivation, diversity, and societal (see https://www.zhaw.ch/de/fokusthemen/lifelong-learning) contribution.

A2.1.2 Formal Definition for LLL

The analysis across EELISA institutions reveals that most universities lack a formally articulated institutional definition of LLL. Only PSL and ZHAW have established frameworks (Fig. A2.1.2):

- PSL defines LLL through a *three-pillar model* that emphasizes access to knowledge for diverse audiences, specialization in specific fields, and training tailored for career transitions—a learner-centered, applied framework.
- ZHAW adopts a holistic, EU-aligned perspective, rooted in the [European Universities' Charter on Lifelong Learning \(2008\)](#). Its model highlights continuous learning throughout life, reflective and research-based professional competence, as well as adaptable formats (on campus, online, on-the-job) and qualifications.

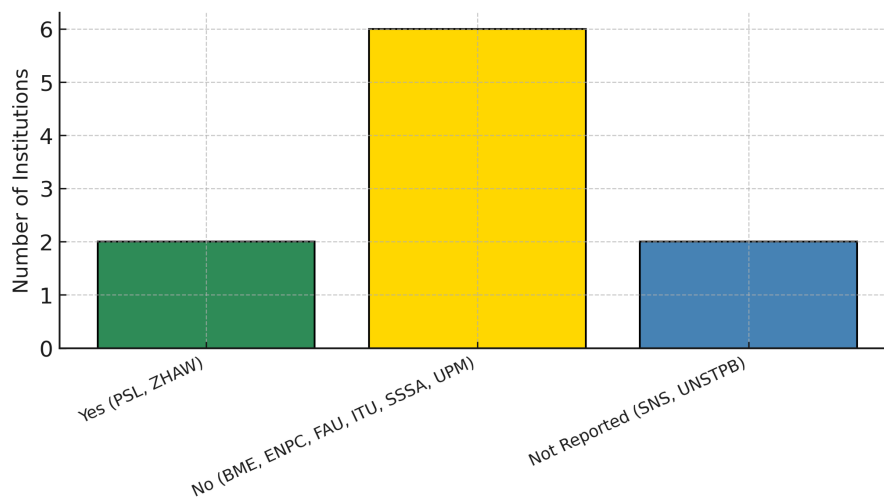


Figure A2.1.2. Number of Institutions by Presence of a Formal Definition of LLL

A2.1.3 Ultimate Responsibility for LLL

This item asked institutions to indicate who holds ultimate institutional responsibility for LLL (Fig. A2.1.3 and Table A2.1.3). Survey data show that:

- Most EELISA universities assign ultimate LLL responsibility to executive-level leadership, such as rectors, vice rectors, or directors of continuing education centers (CECs).
- Titles and structures vary, reflecting institutional diversity — for example, “Vice President for Outreach” (FAU), “Vice-Rector for Lifelong Learning” (UPM), or “Director of Continuing Education” (ENPC, ITU).
- BME represents a law-driven national model, in which a legally designated adult educational expert serves as the responsible authority—a regulatory-based framework beyond institutional policy.
- ZHAW stands out with a decentralized model in which faculties and schools share responsibility, supported by the Academic Affairs Office, reflecting a distributed governance structure.

Governance of LLL within the EELISA network relies heavily on central university leadership, complemented by functional CEC units.

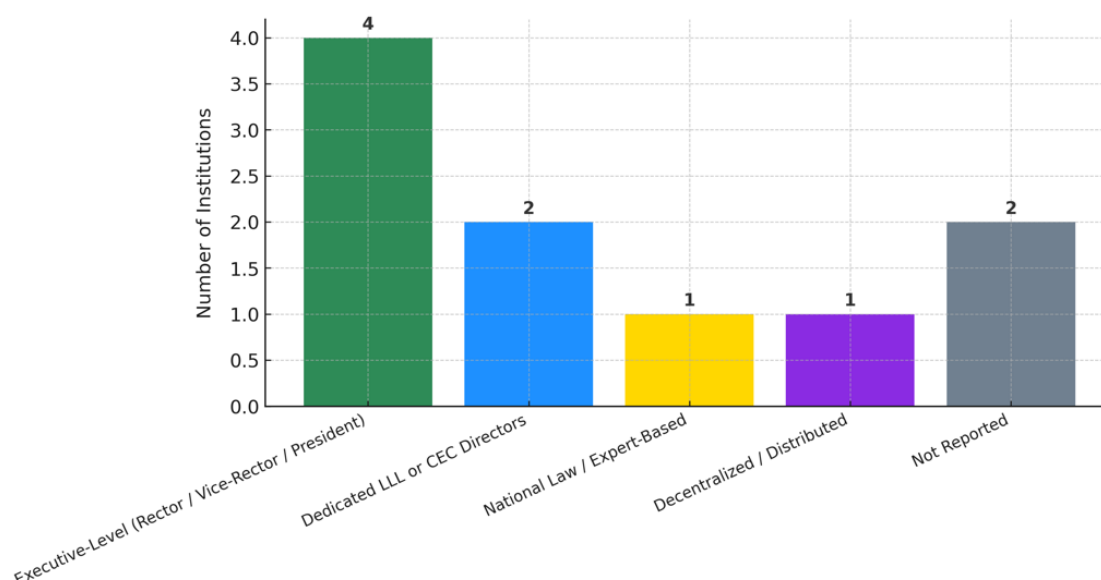


Figure A2.1.3. Number of Institutions by Responsibility Type

Table A2.1.3 Categorization by Responsibility Type

Responsibility Model	Institutions	Description
Executive-Level (Rector / Vice-Rector / President)	FAU, ITU, SSSA, UPM	Centralized governance model led by top university administration.
Dedicated LLL or CEC Directors	ENPC, ITU	Functionally delegated responsibility to specialized units.
National Law / Expert-Based	BME	Legal appointment under national adult education legislation.
Decentralized / Distributed Model	ZHAW	Faculties share accountability; coordination supported by academic affairs.
No Data / Not Reported	SNS, UNSTPB	Missing information on LLL accountability mechanisms.

A2.1.4 Senior management support for LLL

Nearly all responding institutions indicated the presence of support from senior university leadership (i.e., Rectors, Vice Rectors, Deans) for their LLL activities. This support is typically expressed through:

- Inclusion of LLL in strategic plans and institutional roadmaps,
- Dedicated budgets or staffing for LLL units or initiatives.

However, the level of support varies: In some institutions, senior management is actively involved and responsible for the development and implementation of LLL

offers. In others, support is more symbolic or general, without direct structural engagement (Figure 9.4).

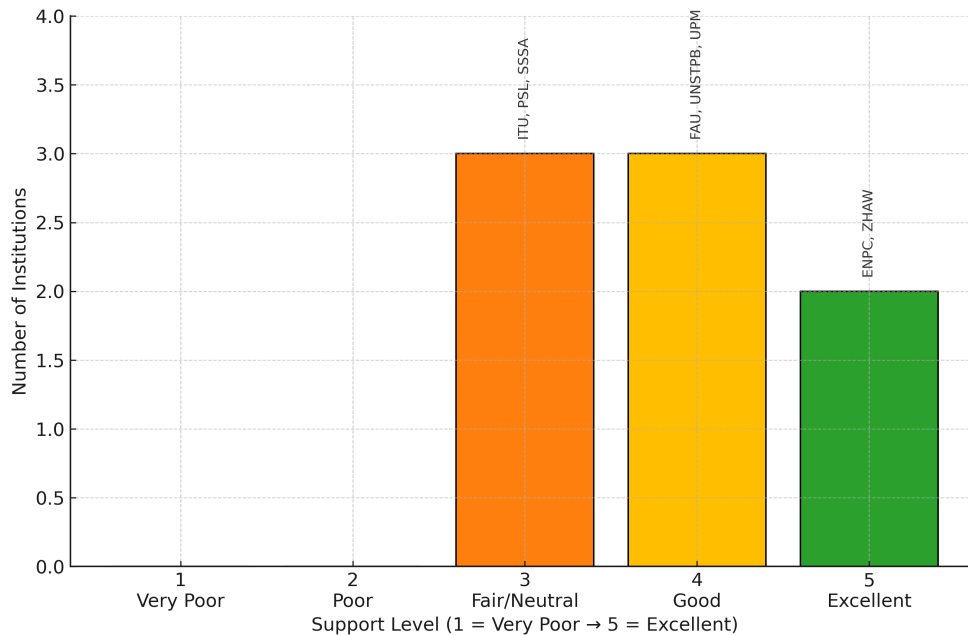


Figure A2.1.4 Institutional Distribution of Senior Management Support Levels

A2.1.5 Structure of LLL Training Units

Survey data indicate the following:

- *Two-fold governance model dominates the EELISA LLL landscape:* Most institutions operate under a *hybrid system* — decentralized academic units (faculties/schools) develop and deliver courses, while centralized administrative services ensure coordination, quality assurance, and certification (e.g., ENPC, PSL, UNSTPB).
- *Fully decentralized structures:* Universities such as BME, FAU, ITU, ZHAW exhibit faculty-led models, where individual schools or institutes design and run LLL activities autonomously, often supported by coordination or visibility units (e.g., FAU Academy).
- *Centralized coordination and oversight:* Institutions like SSSA and UPM show strong central management for planning, approval, quality control, and financial processes, complemented by decentralized academic delivery.
- *Facilitation and diversification of delivery formats:* Decentralized units serve targeted audiences, deliver agile learning content, and support varied delivery modes (in-person, hybrid, online), while central services handle visibility, standardization, and partnerships.

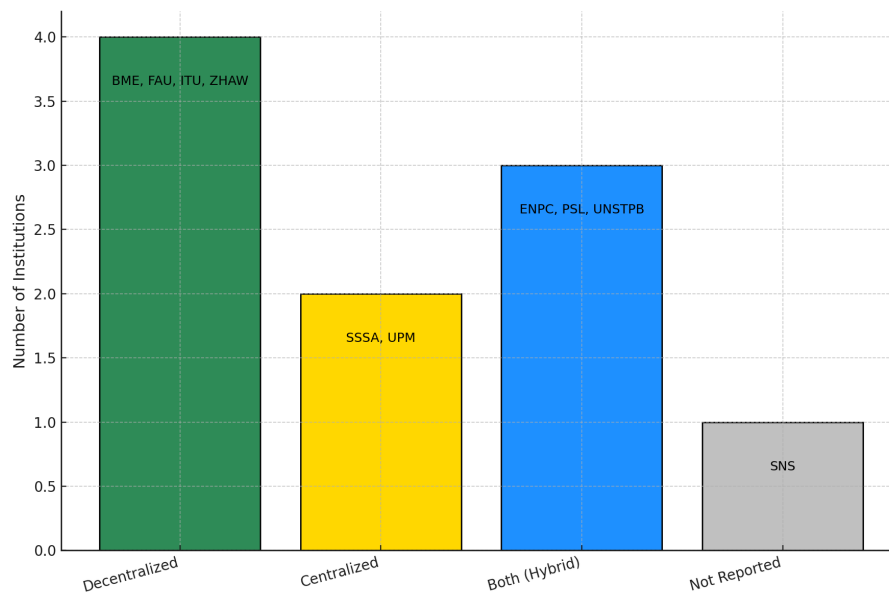


Figure A2.1.5 Number of Institutions by Structure Type (Centralized, Decentralized, or Hybrid)

The hybrid model is the most common across EELISA institutions, reflecting the trend toward shared governance structures between central LLL offices and individual faculties. Decentralized models show autonomy and diversity in educational design but may require stronger institutional coordination to maintain standards. Centralized structures ensure strategic consistency and visibility, though sometimes at the cost of innovation and flexibility. The emerging pattern aligns well with EELISA's multi-level approach: combining institutional autonomy with overarching service and coordination units. Additionally, partner institutions provided varied narrative descriptions of their LLL organizational structures. These responses indicate the diversity in how LLL is administered and supported within EELISA universities:

- *Central LLL offices or Continuing Education Centers (CECs)* coordinate offerings institution-wide in institutions like ZHAW, ITU, and FAU.
- *Faculty-led LLL initiatives* are more common in institutions where no central LLL unit exists, as seen in BME and UPM.
- *Hybrid structures* (central policy, local execution) were mentioned by ENPC and SSSA, where strategic direction is provided centrally, but departments retain autonomy over delivery.
- *Integrated models* (i.e., PSL) embed LLL within broader institutional structures (i.e., research centers or teaching innovation units).

A2.1.6 Coordination of Faculties/Departments/Units with LLL units

Survey data indicate the following paths for the coordination of academic and LLL units:

- *Collaborative Mechanisms* - Most institutions maintain hybrid collaboration models that involve both academic departments/faculties and central



administrative structures (e.g., Continuing Education Centers, Academic Affairs Units).

- *Decentralized Academic Collaboration* - Faculties often take the initiative to organize their own LLL courses (BME, UPM, ZHAW). Academic staff contribute beyond teaching duties (ENPC).
- *Central Coordination and Quality Assurance* - In most cases, a central service unit appears to maintain institutional communication that also aligns with quality assurance. FAU's model stands out by introducing a multi-layered approval mechanism involving voting members (deans, student reps, QA coordinators) and advisory boards, ensuring quality and inclusivity. ZHAW and PSL demonstrate effective collaboration between academic and administrative divisions (e.g., Academic Affairs, Marketing, Continuing Education).

The collaboration structures for LLL implementation across EELISA universities reflect a dual nature — combining faculty autonomy in course design with centralized support units ensuring administrative coordination, QA, and stakeholder engagement.

The collaboration among the faculties of schools are maintain both internally among the academics and with the help of certain central service unites or structures like in the case of FAU the unit for continuing education, or in the case of ZHAW the academic affairs unit or in the case of PSL with the collaboration of continuing education division and marketing department or in the case of BME LLL administration central database. The QA mechanism in FAU for pitching and approval of novel LLL courses that is designed with the inclusion of wider stakeholders of the university components, both the voting and advisory boards, is remarkable.

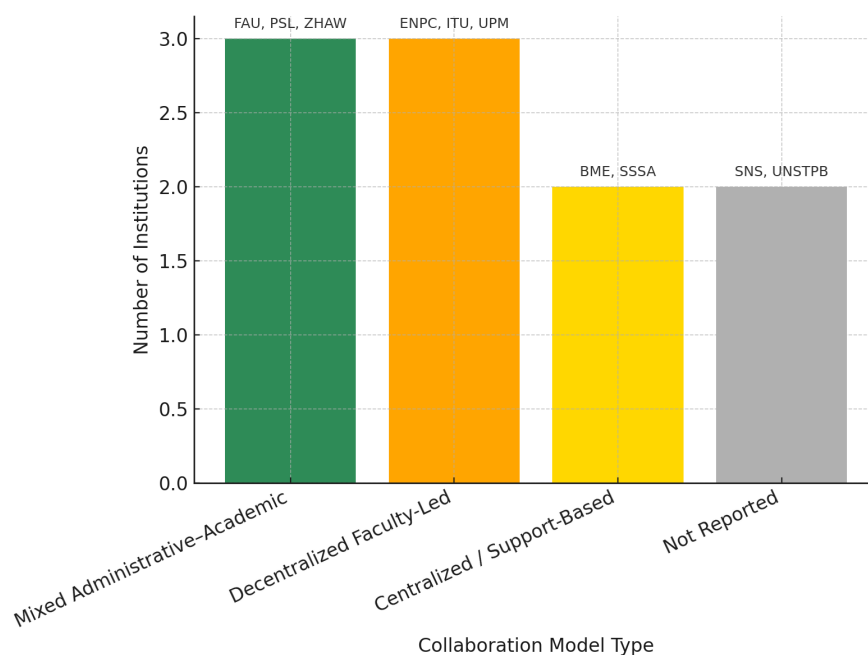


Figure A2.1.6 LLL Collaboration Structures Across Institutions

Table A2.1.6 Institutional Collaboration Structures for LLL

Collaboration Model	Institutions	Description / Notes
Mixed Administrative-Academic	FAU, PSL, ZHAW	Joint work between faculties, admin offices (e.g., Academic Affairs Office, Continuing Education Division).
Decentralized Faculty-Led	ENPC, ITU, UPM	Faculties organize and deliver LLL independently; interdisciplinary and flexible content.
Centralized QA / Support-Based	BME, SSSA	Controlled by national law or central support units; QA and approval mechanisms.
Not Data /Not Reported	SNS, UNSTPB	No available information about institutional collaboration structures

A2.1.7 Stakeholder Engagement and Mechanism for Community representation for the design and delivery of LLL offers

Survey data indicate the following:

- Most institutions lack formalized mechanisms: The majority (BME, ITU, SNS, SSSA, UNSTPB) do not have established, legally or structurally mandated mechanisms for external community participation in the design or delivery of LLL programs.
- Some use *consultative* practices.
- BME previously had a *formal advisory board* but now relies on *informal networking with industry* feedback.
- ENPC involves *academic councils* and *learning design communities*, but not necessarily external stakeholders.
- FAU uses an *internal advisory board* for teaching and part-time programs — not directly LLL-specific.
- PSL consults *committees and alums* in project development.
- UPM's *Social Advisory Board* is *informed* about programs, while collaborations with *companies/public institutions* exist on a project basis.
- ZHAW stands out for its *co-creation practices* with the market and for *needs assessments* before launching programs.
- ITU includes *former learners and industry experts* in some certificate programs and occasionally forms *program-specific advisory boards*.
- Learner involvement is indirect and unsystematic: in some cases (i.e., ITU, ENPC), feedback mechanisms such as course evaluations or satisfaction surveys exist, but *systematic learner panels or co-design frameworks are absent*.
- Most EELISA partners lack systematic, formalized structures for community participation in LLL governance. Consultative practices exist but are *fragmented* and *context-dependent*. Market collaboration (ZHAW) and alums involvement (PSL, ITU) show *promising but isolated practices*. Learner participation remains *passive* (primarily through feedback rather than co-design).



Table A2.1.7 Community Representation Mechanism

Institution	Mechanism Type	Stakeholder Involvement	Level of Formality	LLL-specific
BME	Former Advisory Board (discontinued)	Industry (informal)	Informal (previously formal)	Previously Adult Learning Advisory Board
ENPC	Internal academic council, learning communities	Academic staff (internal only)	Internal (non-external)	General academic governance
FAU	Internal advisory board for teaching	Academic community (internal)	Internal (non-external)	Part-time programs, not LLL-specific
ITU	Occasional program-level advisory boards, informal stakeholder involvement	Industry experts, former learners, advisory boards (program-level)	Partial / specific	Certificate and short-term programs
PSL	Committees and alumni consulted	Alumni, committees	Consultative	General projects
SNS	N/A	None	None	No
SSSA	No mechanism	None	None	No
UNSTPB	No mechanism	None	None	No
UPM	Social advisory board informed; collaboration with companies/public institutions	Industry, public institutions	Consultative	Partial (some LLL courses)
ZHAW	Market co-creation and needs assessment before program launch	Industry, market actors	Formal co-creation	Explicitly LLL-oriented

A2.2. Human Resources and Organization

This section presents findings on how EELISA partner institutions organize, staff, and incentivize their LLL activities. It explores who delivers LLL content, the training and professional development available for instructors, and the institutional structures and incentive systems that support this engagement. Based on survey responses, the findings reveal a range of organizational models and staffing practices but also expose shared challenges in areas such as pedagogical readiness, motivational frameworks, and systematic capacity-building.

A2.2.1 of LLL teaching is delivered by each category

Although many institutions were unable to provide the detailed configuration and the distribution of the LLL staff according to the level of expertise and academic ranking, some described the composition of their LLL teaching staff.

- *Academic-dominated* - Institutions such as FAU and ITU report that LLL is mainly taught by full-time academic staff, ranging from senior professors to junior researchers.
- *Practitioner-heavy* - One institution (ENPC) explicitly reports: "80% practitioners, 20% academics", showing a strong external professional base.

- *Mixed but unquantified* - Other institutions list combinations of faculty members and external professionals and experts from industry (BME, PSL, UPM, SSSA), as well as content specific trainers (ZHAW).

Survey data suggest that

- Academic staff remain in the backbone of LLL delivery.
- External collaboration (industry/NGOs ITU, UPM) is growing but unevenly distributed among the institutions.
- There is *no alliance-wide model* defining how institutions balance academic vs external trainer inputs.
- Strong teaching–industry collaboration models (BME, ENPC, FAU UPM, ZHAW) are available within EELISA

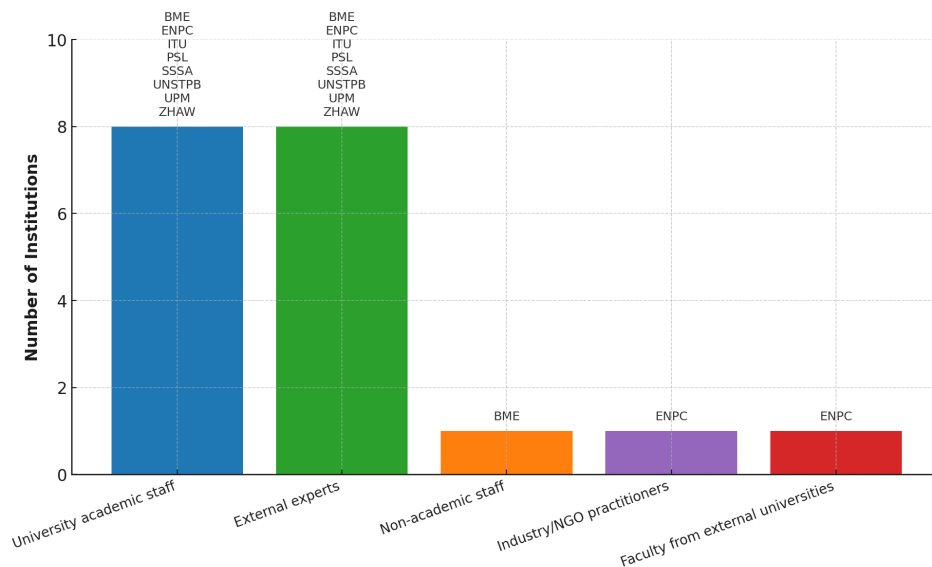


Figure A2.2.1 Number of Instructor Categories per Institution

Table A2.2.1a Staff Composition in LLL Activities by Institution

Institution	Academic Staff	Administrative Staff	Technical Staff	Project Managers / Innovation Units	External Experts	Model Type
BME	✓	✓	✓	✓	—	Hybrid (academic + operational)
ENPC	✓	✓	-	✓	✓	Structured executive model
FAU	—	—	—	—	—	No information available
ITU	✓	✓	-	-	-	Academic-led hybrid
PSL	✓	✓	-	✓	-	Managerial innovation model
SNS	—	—	—	—	—	No information available
SSSA	✓	✓	-	-	-	Faculty-centered
UNSTPB	✓	✓	-	-	-	Faculty-centered



UPM	✓	✓	✓	-	-	Integrated technical model
ZHAW	✓	✓	✓	✓	-	Whole-of-institution model

Table A2.2.1b Staff Composition in LLL Activities by Institution (explanations)

Institution	Main LLL Delivery Actors	Trainer Types	Internal vs External Ratio	Model Type
BME	Academic, administrative, and IT staff	Academic and non-academic university staff; industry experts	70% internal / 30% external	Academic-led hybrid
ENPC	Executive Master Division; Faculty + External Experts	Academics, practitioners, NGO and industry experts, external HEI faculty	20% internal / 80% external	Practitioner-dominant
FAU	Professors, lecturers, and external instructors under the Unit for Continuing Education	Senior faculty, department lecturers, and external lecturers with professional expertise	~15% external	Faculty-based
ITU	Full-time faculty + administrative units (CEE and SEM)	Professors, associate/assistant professors, doctoral lecturers, specialists, industry/government experts	~80% internal / 20% external	Academic-centered hybrid
PSL	CIP (Pedagogical Innovation Center), instructors, and project managers	Academic instructors and external experts engaged in pedagogical innovation and digital learning	60% internal / 40% external (estimated)	Innovation-led hybrid
SNS	N/A	No information available		
SSSA	Faculty and consultants	Academic and external consultants specialized in targeted programs	60% internal / 40% external	Balanced model
UNSTPB	Teaching staff and administrative personnel	Academic staff and external experts, varying by project or program	Variable / action-dependent	Adaptive project-based model
UPM	Faculty + industry + NGOs	Senior and junior faculty, lab technicians, industrial experts, public institution reps, NGO reps	60% internal / 40% external	Multi-actor hybrid
ZHAW	Whole institution (faculty, IT, admin, continuing education units)	All staff levels; academic and external professionals depending on program profile	50% internal / 50% external	Fully integrated institutional model

A2.2.2 Staff Training for Adult Education / Pedagogies

This item explores whether EELISA partner institutions provide dedicated pedagogical training for staff involved in delivering LLL activities, particularly focused on adult learners. Of the ten responding institutions, only three reported offering dedicated staff training in adult education pedagogies, indicating a limited but existing commitment to pedagogical development for LLL. Four institutions explicitly stated that they do not provide such training, and three others did not report any information, suggesting either the absence of training or a lack of centralized data. This distribution points to a potential area for improvement in preparing instructors to meet the specific needs of

adult learners and underlines the need for targeted capacity-building across the EELISA Alliance.

Survey data indicate the following:

- *Limited Institutionalization* - Only a few universities (ITU, PSL, SSSA, ZHAW) report on any structured or semi-structured staff training in adult education/pedagogies.
- *Mandatory and Structured Example* — ZHAW stands out: it provides mandatory, certified pedagogical training for higher and professional education (a model of institutional standardization).
- *Partial/Informal Practices* - ITU and PSL offer partial, voluntary training through centers such as the ITU Center for Excellence in Education (CEE) and PSL's Pedagogical Innovation Center (CIP). Yet, also like in ITU case, the academic staff may possess self-assumption about sufficient pedagogical understanding, without tailored LLL-specific upskilling.
- *Widespread Absence* - BME, ENPC, UNSTPB, and UPM lack systematic training mechanisms.

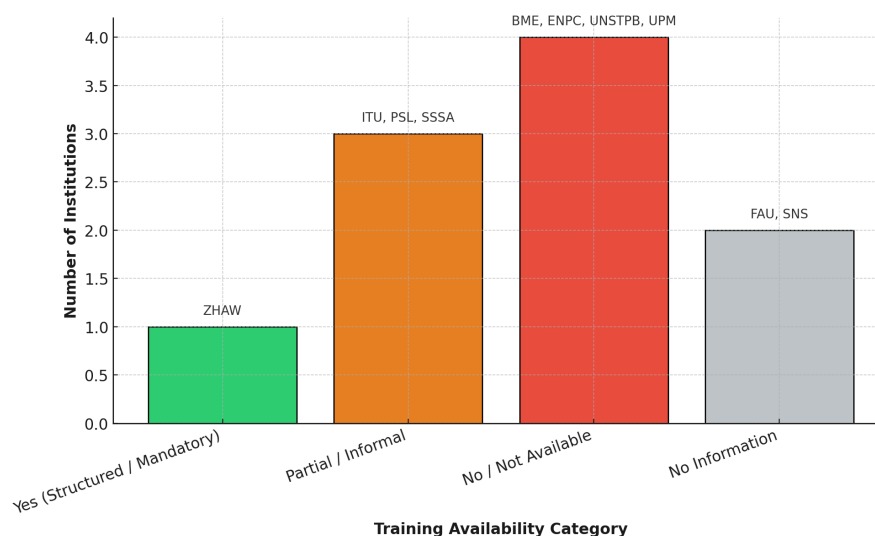


Figure A2.2.3 Staff Training Availability by Institution

A2.2.3 Incentives for staff participation in LLL

The responses from EELISA partners reflect significant variability in the incentives provided to academic and professional staff involved in lifelong learning activities. Incentives can be grouped into four categories:

- *Monetary Compensation* - Some institutions offer additional payment per course or teaching hour, particularly when LLL is delivered outside regular duties or in executive education formats. This model is more common where

LLL is managed through continuing education units operating on cost-recovery principles.

- *Career Progression and Recognition* - A few institutions mentioned the inclusion of LLL activities in academic performance evaluations or promotion criteria, although this remains rare.
- *Non-Monetary Incentives* - These include access to training programs, networking opportunities, or institutional visibility (i.e., awards and public recognition). Some partners provide pedagogical support or digital tools to ease the workload for LLL course development.
- *No Formal Incentives* – Some institutions and their relevant units explicitly stated that no specific incentives exist for staff involvement in LLL. Participation is often driven by personal motivation or departmental arrangements, which can lead to inconsistent engagement and over-reliance on a few committed individuals.

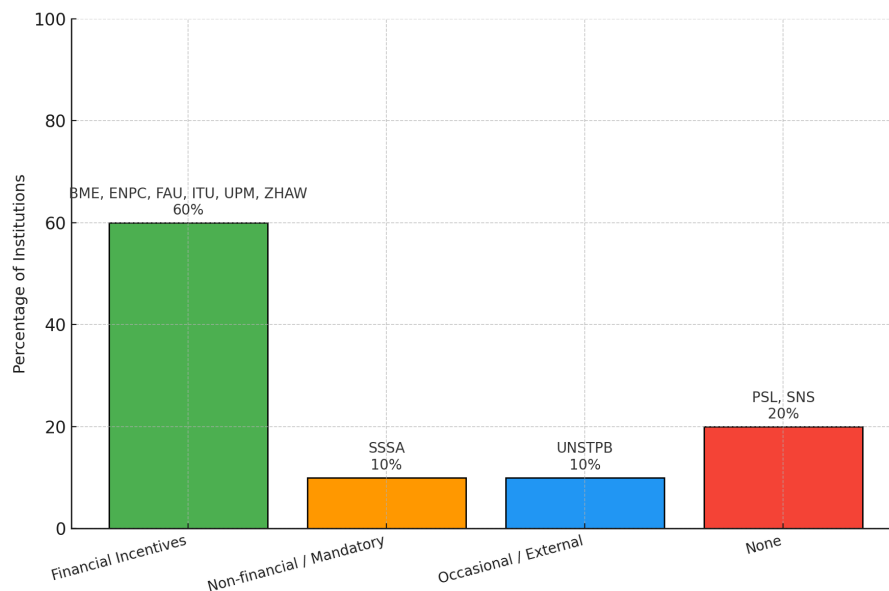


Figure A2.2.3 Distribution of Incentive Models across EELISA Institutions

Table A2.2.2 Institutional Incentive Mechanisms for Staff Participation in LLL

Institution	Incentive Type	Description
BME	Project-based financial	Erasmus+/EDEN-funded
ENPC	Assignment-based financial	Additional compensation
FAU	Fee-based remuneration	Per training/assignment
ITU	Financial (Partial, center-based)	Paid by training hour (CEC)
PSL	None	No incentive structure
SNS	N/A	No information available
SSSA	Mandatory, non-incentivized	Ministry-required, not rewarded
UNSTPB	Occasional / External	Externally funded
UPM	Salary supplement	Paid in addition to regular salary
ZHAW	Comprehensive (Financial + Professional + Personal)	Integrated university-wide system



A2.3. Range and Purpose of LLL Programs

This section presents findings on the types of LLL offerings delivered by EELISA partner institutions and the learning purposes they are designed to serve.

A2.3.1 Types of LLL Offerings

All responding EELISA institutions offer multiple forms of LLL, with specific common categories emerging across the Alliance. Survey data indicate the following:

- *Diverse portfolios* - Most universities (ENPC, FAU, ITU, UNSTPB, ZHAW) offer a broad spectrum of LLL formats — including *Continuing Professional Development (CPD)*, *Executive Education*, and *Short Courses*.
- *CPD as a foundational format* - Nearly all institutions recognize CPD as the core pillar of their lifelong learning ecosystem. It reflects a strong alignment with workforce development and continuous upskilling.
- *Executive education and short courses as dominant modes* - *Executive Education* is offered at seven institutions (ENPC, FAU, ITU, PSL, SSSA, UNSTPB, ZHAW). *Short Courses* are reported by all institutions offering LLL, reflecting demand for modular, micro-credential-based learning.
- *Degree-linked offers are emerging selectively* - Degree-linked LLL offerings (ENPC, FAU, SSSA, UNSTPB, ZHAW) remain less common, likely due to structural and accreditation constraints at the national level.
- *Innovative “Other” formats* - FAU, UPM, and ZHAW report “Other” categories — such as *certificate programs*, *public science events*, or *non-credit participation programs* — showing local innovation beyond traditional degree boundaries.

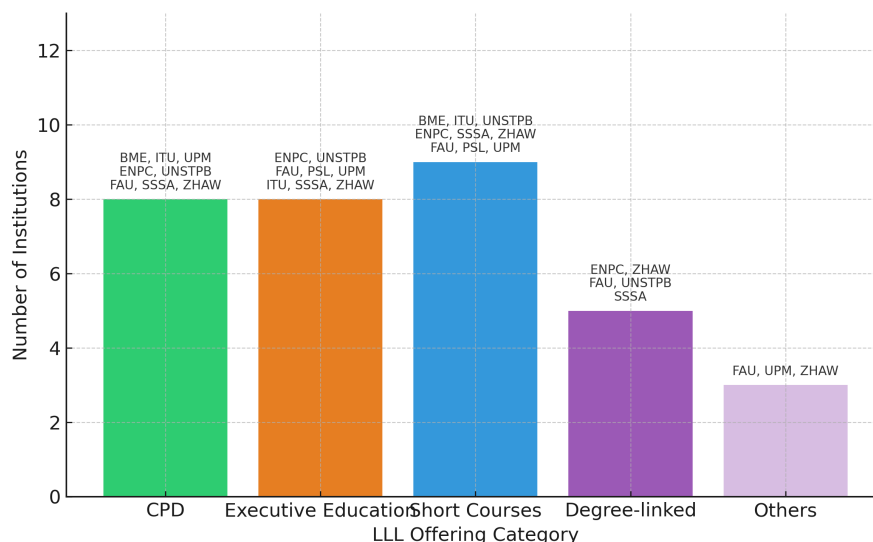


Figure A2.3.1 Distribution of LLL Offering Types Across EELISA Partner Institutions



Table A2.3.1 Types of LLL Offerings

Institution	CPD	Executive Education	Short Courses	Degree-linked	Other	Breadth of Offerings
BME	✓	–	✓	–	–	2
ENPC	✓	✓	✓	✓	–	4
FAU	✓	✓	✓	✓	✓	5
ITU	✓	✓	✓	–	(workshops)	4
PSL	–	✓	✓	–	–	2
SNS	–	–	–	–	–	0
SSSA	✓	✓	✓	✓	–	4
UNSTPB	✓	✓	✓	✓	–	4
UPM	✓	✓	✓	–	✓	4
ZHAW	✓	✓	✓	✓	✓	5

A2.3.2 Learning Purposes

Partner institutions identified a broad set of purposes for their LLL offerings. Most institutions pursue multiple goals, ranging from employability to personal growth. Common themes include upskilling, reskilling, career change, personal interest, and community engagement.

Survey data indicate the following:

- *Strong focus on employability-oriented learning* - Nearly all institutions include upskilling and career change among their core purposes.
- *Reskilling as a response to transformation* - Institutions like ENPC, FAU, ITU, UNSTPB, UPM, ZHAW emphasize reskilling to address digital and industrial transitions, showing a strategic adaptation to technological and labour market changes.
- *Personal development is well-recognized* - ENPC, FAU, ITU, UNSTPB, UPM, SSSA, ZHAW highlight personal interest as a learning driver — blending professional growth with self-fulfillment and lifelong curiosity.
- *Community and societal engagement* - ENPC, UNSTPB, UPM, and ZHAW include community development or networking purposes, which reflect social responsibility and collaboration beyond traditional upskilling.
- *Institutional diversity in scope*: Comprehensive, multi-purpose models (ENPC, UPM, ZHAW) are combined with balanced (FAU, ITU, UNSTPB) and focused models (BME, PSL, SSSA).

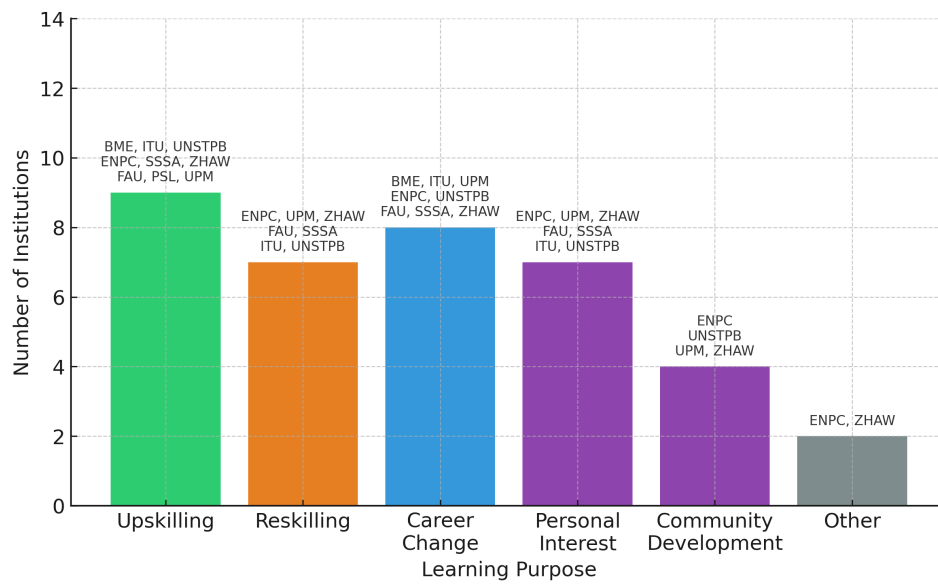


Figure A2.2.2 Diversity of Learning Purposes across EELISA Universities

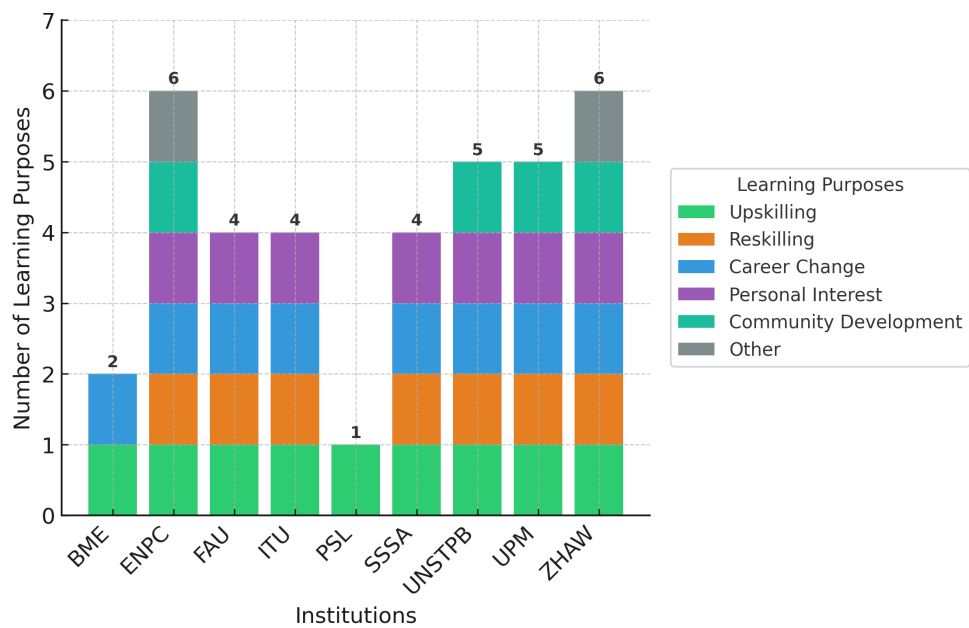


Figure. A2.2.3 Institutional Coverage of Learning Purposes across EELISA Universities

Table A2.3.1 Institutional Distribution of Learning Purposes

Institution	Upskilling	Reskilling	Career Change	Community Development	Personal Interest	Other	Model Type
BME	✓		✓				Professional orientation
ENPC	✓	✓	✓	✓	✓	✓ Network/ Professional Expansion	Broad societal focus
FAU	✓	✓	✓		✓		Open/civic learning
ITU	✓	✓	✓		✓		Academic– professional hybrid
PSL	✓						Focused upskilling
SNS							No information available
SSSA	✓	✓	✓		✓		Balanced academic model
UNSTPB	✓	✓	✓	✓	✓		Inclusive institutional scope
UPM	✓	✓	✓	✓	✓		Technical–community hybrid
ZHAW	✓	✓	✓	✓	✓	✓ Skilling	Whole-of-institution innovation

A2.4. Learners and Accessibility

This section presents findings on who benefits from LLL offerings at EELISA institutions, when and where learning is delivered, and how inclusion and digital equity are addressed. It highlights how partners adapt to diverse learner profiles—such as professionals, alums, migrants, and seniors—and explores the spatial and temporal flexibility of program delivery. The analysis also considers institutional efforts to reduce participation barriers through inclusive practices and digital accessibility. The findings reveal a broad commitment to learner-centered design, yet also underscore disparities in institutional capacity, outreach, and structured support mechanisms.

A2.4.1 Target Groups Reached by LLL

EELISA partner institutions report targeting a wide range of learner profiles through their LLL offerings. Across the responses, several groups consistently emerge:

- *Professionals as the core audience* - All reporting institutions (BME, ENPC, FAU, ITU, PSL, SSSA, UNSTPB, UPM, ZHAW) identify *professionals* as the main target group, confirming that LLL is primarily designed for career enhancement and upskilling in professional contexts.
- *Students as secondary but consistent target group* - Most institutions (BME, ENPC, ITU, SSSA, UNSTPB, UPM, ZHAW) include *students*, indicating that

LLL offerings are extending into higher education—blurring boundaries between degree education and lifelong learning.

- *Seniors as a growing demographic* - Institutions like ENPC, FAU, ITU, SSSA, UPM, and ZHAW include *seniors*, indicating a shift toward intergenerational and inclusive learning. In some cases (FAU) this group is often linked to public science, community engagement, and civic education initiatives.
- *Unemployed and migrants* – targeted but uneven inclusion: ENPC, ITU, UNSTPB, and UPM explicitly list *unemployed* and *migrants* among their target audiences. These are socially responsive practices that align with the EU's employability and inclusion priorities but remain underdeveloped in many institutions.
- *Emerging “Other” groups* - FAU highlights *retired and general public* audiences via open online and informal science programs. ZHAW adopts an open approach without labeling participants by employment or social status reflecting a rights-based model of access rather than deficit-based targeting.

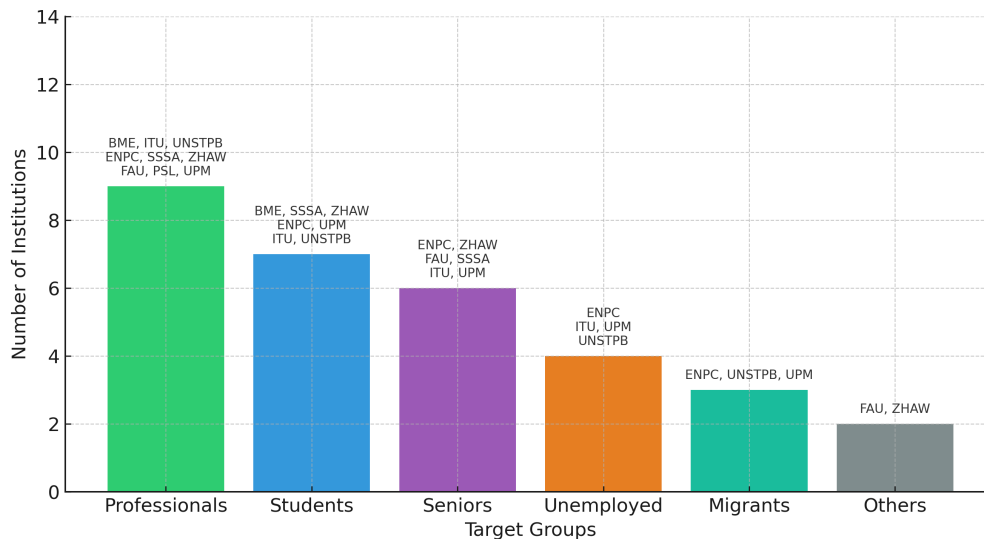


Figure A2.4.1 Distribution of institutions by target learner groups in LLL offerings

Table A2.4.1 Diversity of Target Groups Engaged by Each Partner University

Institution	Unemployed	Professionals	Seniors	Migrants	Students	Others
BME		✓			✓	
ENPC	✓	✓	✓	✓	✓	
FAU		✓	✓			✓
ITU	✓	✓	✓		✓	
PSL		✓				
SNS						
SSSA		✓	✓		✓	
UNSTPB	✓	✓		✓	✓	
UPM	✓	✓	✓	✓	✓	
ZHAW		✓	✓		✓	✓



A2.4.2 Time of Course Delivery

EELISA institutions adopt flexible scheduling strategies for delivering LLL programs, catering to the time constraints of adult learners. Across EELISA institutions, a clear pattern emerges—multi-time slot delivery (weekday + evening + weekend) is increasingly standard.

Common delivery timeframes include:

- *Weekdays* – Weekdays remain the dominant delivery mode. Almost all institutions (BME, ENPC, FAU, SSSA, UNSTPB, UPM, ZHAW) deliver LLL courses during *weekdays*, reflecting their integration into standard university operations and reliance on academic timetables.
- *Evenings* – Several institutions extend delivery into the evenings, addressing the needs of working professionals. Institutions such as ENPC, FAU, ITU, PSL, UNSTPB, UPM, and ZHAW offer evening courses, enabling participation by employed adults—highlighting flexibility and accessibility for professionals and continuing learners.
- *Weekends* – *Weekend options* are provided in BME, ENPC, FAU, ITU, SSSA, UNSTPB, and ZHAW, showing a strong commitment to *lifelong learning flexibility*.

Institutional strategies for the use of timeframes also emerges as follows:

- Professional-focused institutions (i.e., ENPC, FAU, ITU) use multi-time delivery models (*weekday + evening + weekend*) for maximum accessibility.
- Traditional academic institutions (i.e., SSSA) maintain weekday-only formats.
- Highly innovative models (i.e., ZHAW) include *collaborative time arrangements* linked to international or inter-university partnerships.

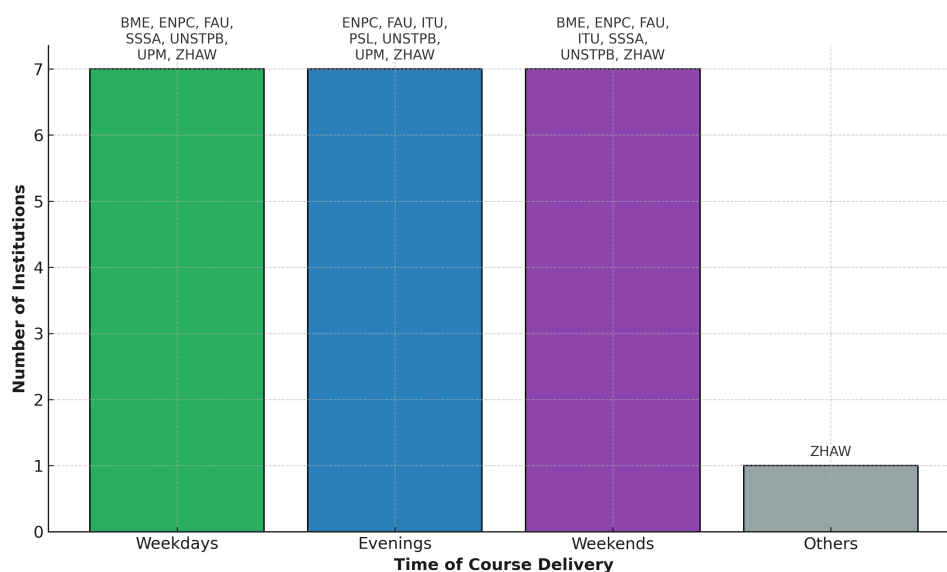


Figure A2.4.2 Course Delivery Time Options Offered by EELISA Partner Institutions



Table A2.4.2 Course Delivery Times by Institution

Institution	Weekdays	Evenings	Weekends	Others
BME	✓		✓	
ENPC	✓	✓	✓	
FAU	✓	✓	✓	
ITU		✓	✓	
PSL		✓		
SNS				
SSSA	✓		✓	
UNSTPB	✓	✓	✓	
UPM	✓	✓		
ZHAW	✓	✓	✓	✓

A2.4.3 Places of Courses

EELISA institutions demonstrate a broad and flexible approach to course delivery locations, enabling greater access and adaptability for diverse learner groups. The responses reflect hybrid and multi-site delivery ecosystems, with several modes co-existing:

- *Campus-based learning remains the core modality* - Nearly all institutions (BME, ENPC, FAU, ITU, SSSA, UNSTPB, UPM, ZHAW) continue to deliver LLL courses primarily *on campus*, confirming that traditional physical spaces remain central to identity and QA in higher education-based LLL.
- *Online and blended formats are now standard practice* - Institutions such as BME, ENPC, FAU, ITU, PSL, UNSTPB, UPM, and ZHAW offer *online* and *blended* modes.
- *Company-based learning marks growing university–industry collaboration* - ENPC, SSSA, UNSTPB, UPM, and ZHAW deliver programs *in-company*, representing a clear integration of workplace-based training and customized professional development programs.
- *Community spaces highlight social outreach* - ENPC, UNSTPB, UPM, and ZHAW deliver LLL courses in *community spaces*, reflecting a commitment to inclusive, socially responsive learning and extending LLL beyond university walls.
- *Collaborative and inter-university delivery emerging* (ZHAW) - ZHAW's additional format — *collaborations with other universities nationally/internationally* — represents the most advanced multi-institutional model, setting an example for EELISA-wide course co-delivery.

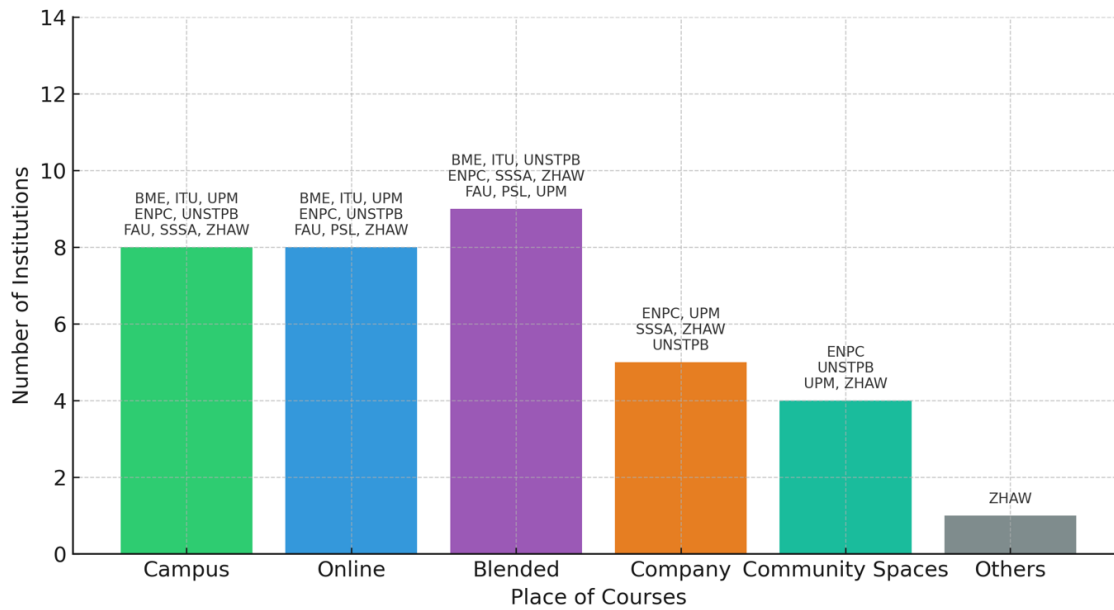


Figure A2.4.3 Course Delivery Location Options Offered by EELISA Partner Institutions

Table A2.4.3 Course Delivery Locations by Institution

Institution	Campus	Online	Blended	Company	Community Spaces	Others
BME	✓	✓	✓			
ENPC	✓	✓	✓	✓	✓	
FAU	✓	✓	✓			
ITU	✓	✓	✓			
PSL		✓	✓			
SSSA	✓		✓	✓		
UNSTPB	✓	✓	✓	✓	✓	
UPM	✓	✓	✓	✓	✓	
ZHAW	✓	✓	✓	✓	✓	✓

A2.4.4 Support for Inclusive Access

Data collected from the EELISA partner institutions indicate that support for inclusive access is a growing priority, though implementations remain uneven across the Alliance. Although promising practices exist, a coordinated strategy for inclusive access could enhance the equity and impact of EELISA's lifelong learning ecosystem. Survey data suggest that:

- *Digital Accessibility and Flexibility as Core Inclusion Strategies* - Institutions such as BME, FAU, PSL, and ITU emphasize *online and hybrid access* to reach learners with geographical, physical, or time constraints. BME, FAU, and PSL rely on online courses and recorded sessions (BME).
- *Policy-based Equality Frameworks* - ITU and ZHAW stand out for their institutionalization of inclusion. ITU has established dedicated policies on *equal*

opportunities, anti-discrimination, and gender equality (through the Gender Equality Plan and Disabled Student Unit). ZHAW integrates *diversity and inclusion* into its *institutional culture and governance*, representing a *comprehensive model* of inclusivity.

- *Financial Inclusion Mechanisms* - ENPC, SSSA, and UPM offer *scholarships, discounts, or grants* targeting underrepresented or economically disadvantaged groups. These mechanisms broaden access beyond the digital divide and provide *material support* for participation of underrepresented groups.
- *Physical Accessibility Improvements* - ENPC and SSSA highlight *campus adaptations* for ensuring physical inclusivity and compliance with disability laws. UNSTPB and ZHAW also ensure that *university facilities* support accessibility.
- *Gender Equality and Social Balance Efforts* - ITU, ENPC, SSSA, and ZHAW directly mention gender balance, diversity, or equal representation. ITU's *Anti-Discrimination and Anti-Harassment Directive* and SSSA's *gender-balanced classroom formation* provide structured operational practices.

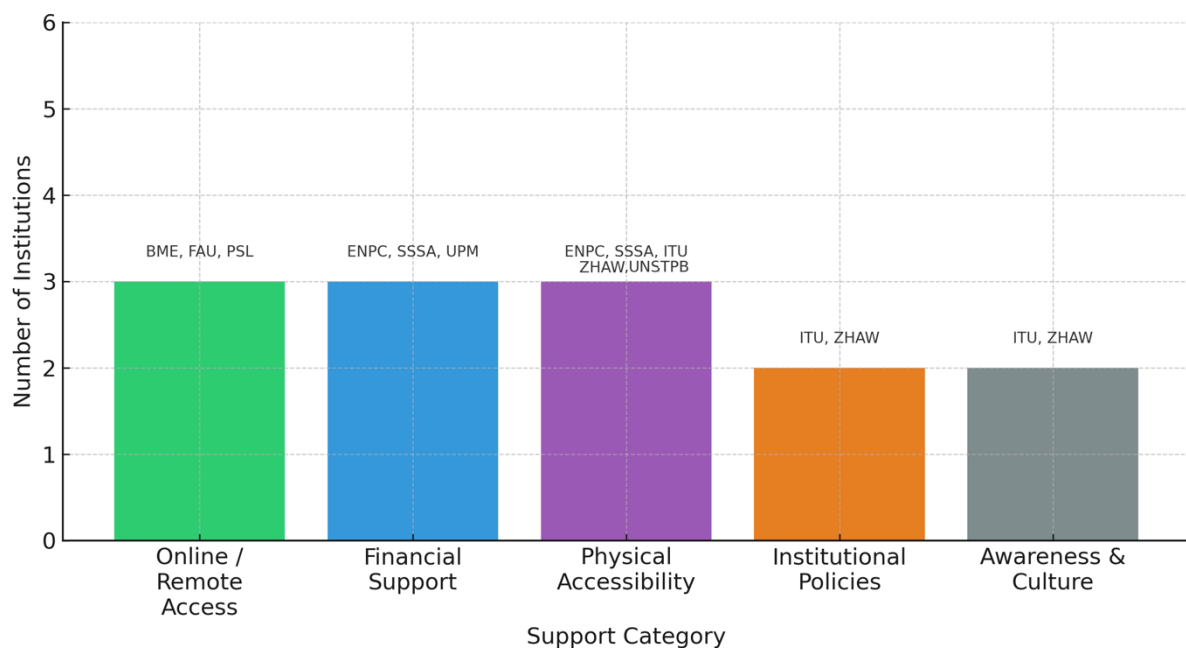


Figure A2.4.4 Institutional Mechanisms Supporting Inclusive Access



Table A2.4.4 Institutional Approaches to Ensuring Inclusive and Accessible Learning

Category	Description	Institutions
Online / Remote Access	Online courses, recordings, or hybrid learning options for accessibility	BME, FAU, PSL
Financial Support (Scholarships / Discounts)	Scholarships, grants, or reduced fees for underrepresented or disabled learners	ENPC, SSSA, UPM
Physical Accessibility / Infrastructure	Buildings, classrooms, or facilities adapted for disabled access	ENPC, ITU, SSSA, UNSTPB, ZHAW
Institutional Policies / Equality Frameworks	Written policies or official directives on equality, harassment, inclusion	ITU, ZHAW
Awareness and Cultural Integration	Embedding diversity and inclusion in institutional culture or strategy	ZHAW, ITU
N/A	No information available	SNS

A2.4.5 Addressing the Digital Divide

Bridging the digital divide is a critical enabler of inclusive and scalable LLL. Survey responses from EELISA partners indicate that although some efforts are underway to enhance accessibility, most institutions lack systematic strategies to ensure digital inclusion in LLL programs. Survey data indicate the following:

- *Digital Infrastructure and Equipment Provision* - BME, ENPC, UNSTPB directly address *hardware and infrastructure support*. BME provides *laptops and presentation technology* to teaching staff for online delivery. ENPC offers *computer labs and equipment access* for students lacking personal hardware. UNSTPB provides *equipment and network access* for both *staff and participants* during activities. These indicate institutional investment in physical technological capacity to bridge access gaps.
- *Pedagogical and Programmatic Responses* - ITU goes beyond infrastructure, embedding *digital literacy and competence* directly into training content (e.g., Data Science, AI-Assisted Management, BIM, Digital Transition Management). ITU's [Digital Learning Station Tool](#) represents *in-house innovation* — an advanced model integrating *technology, pedagogy, and inclusion*. UPM addresses the digital divide through *curriculum design*, offering IT-oriented courses at all levels and embedding digital skills rather than focusing merely on tools.
- *Specialized Digital Inclusion Projects* - ENPC participates in an *Erasmus+ KA2 project* creating *online mathematics resources for deaf and hard-of-hearing learners*, addressing *disability-related digital inclusion* — a leading example of *targeted accessibility innovation*.
- *Inclusive Digital Culture* - ZHAW addresses the integration of the institutional *diversity, inclusion, and equality* culture within working and study conditions, ensuring *equal access to digital environments* across genders and abilities.
- *Selective or Contextual Application* - SSSA does not directly address the digital divide due to its *target group profile* (professionals with existing digital literacy). FAU and PSL reported no specific actions, though both likely rely on general university infrastructure for access.

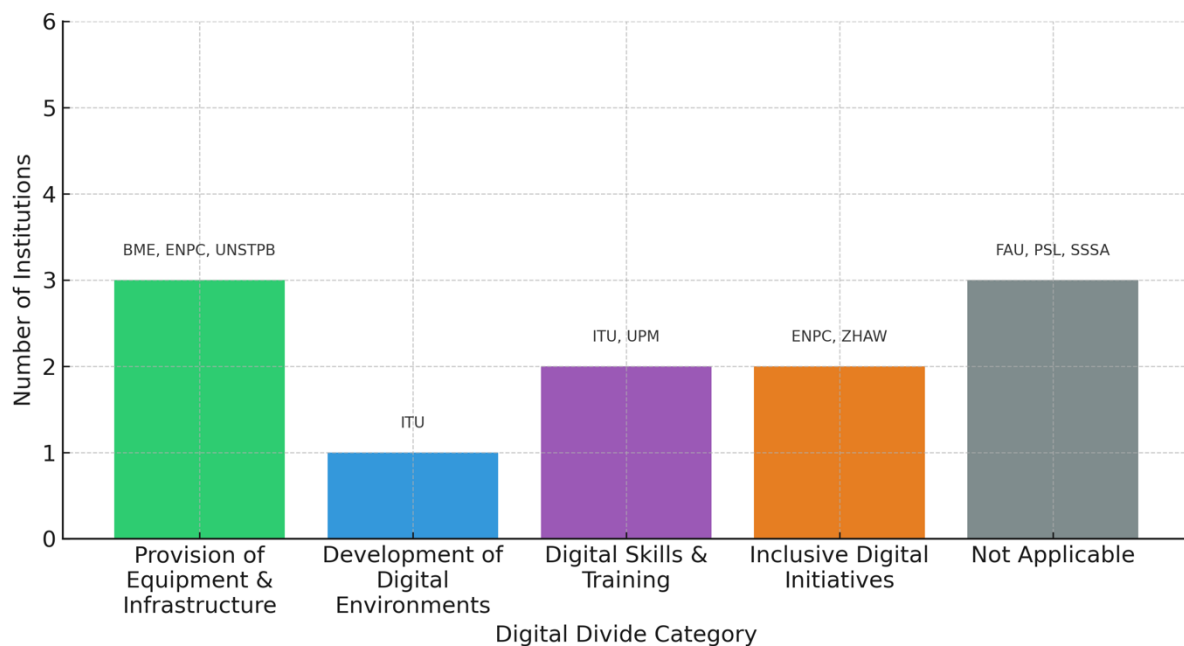


Figure A2.4.5 Distribution of Institutions by Strategies to Address the Digital Divide

Table A2.4.5 Institutional Approaches to Addressing the Digital Divide in Lifelong Learning

Category	Description	Institutions
Provision of Digital Equipment & Infrastructure	Supplying laptops, computer labs, or internet/network access to reduce digital barriers	BME, ENPC, UNSTPB
Development of Digital Learning Environments	Creating or enhancing institutional platforms, LMS tools, or ITU in-house digital tools for education	ITU
Digital Skills and Training Programmes	Offering courses directly related to digital technologies, IT skills, and data science	ITU, UPM
Inclusive Digital Initiatives	Designing programs for specific needs (e.g., for the deaf or disabled learners) or institutional frameworks	ENPC, ZHAW
Non-Applicable / Limited Relevance	Digital divide not directly addressed (N/A or not applicable)	FAU, PSL, SSSA
N/A	No information available	SNS

A2.5. Teaching and Pedagogical Approaches

This section presents findings on teaching methods, assessment strategies, and the degree to which adult learning principles are integrated into the LLL offerings across EELISA partner institutions. The findings reveal a consistent shift toward learner-centered and practice-oriented approaches, particularly through project- and challenge-based learning. However, there is significant variation in the extent to which adult education theory, inclusive pedagogies, and local or cultural knowledge are intentionally embedded. This suggests both the maturity of certain pedagogical practices and the need to systematically develop shared standards and frameworks within the EELISA LLL model.

A2.5.1 Teaching Methodologies

EELISA institutions use a diverse set of teaching methodologies in their LLL programs, with a strong emphasis on experiential and active learning approaches that are well-suited to adult learners. Survey data suggest that:

- *Traditional Foundations* - Lectures remain the common core - All reporting institutions (BME, ENPC, FAU, ITU, PSL, SSSA, UNSTPB, UPM, ZHAW) use lectures as a core instructional method — providing structure and theoretical grounding, especially in technically oriented LLL programs.
- *Active and Experiential Learning Dominance* - Project-based learning appears in 8 institutions, marking it as the *most widespread and defining LLL methodology across EELISA*. Challenge-based learning (ENPC, FAU, SSSA, UNSTPB, UPM, ZHAW) aligns closely with *real-world problem-solving, interdisciplinarity, and entrepreneurial skills*.
- *Interactive and Participant-Centred Approaches* - Flipped classroom models (ENPC, SSSA, UNSTPB, ZHAW) are increasingly adopted to promote autonomy and engagement. Gamification (SSSA, UNSTPB, UPM, ZHAW) and outdoor training (SSSA) indicate a growing focus on *motivation, creativity, and embodied learning experiences*.
- *Diverse and Innovative Formats and Interventions* - FAU introduces multi-modal, cross-sector learning culture, integrating a *broad mix*: Online Simulation, Real Business Cases, Guest Lectures, Fireside Chats, Group and Individual Work — suggesting an *ecosystem, a learning culture* combining academia, industry, and practice. ITU stands out for linking pedagogy with its institutional innovation model — [ITU CEE Learning Station](#), which operationalizes *modular, hands-on, and co-learning approaches*. SSSA introduces an experience-centred approach through *outdoor training*.

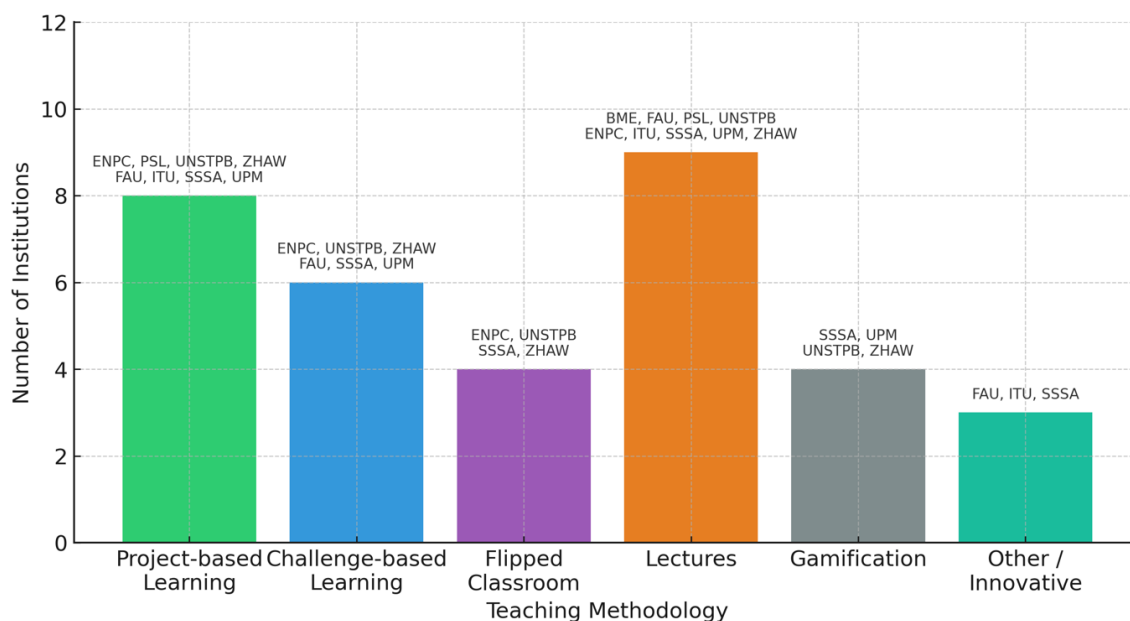


Figure A2.5.1a Distribution of Institutions by Teaching Methodology in Lifelong Learning / OR/ Teaching Methodologies across EELISA Institutions

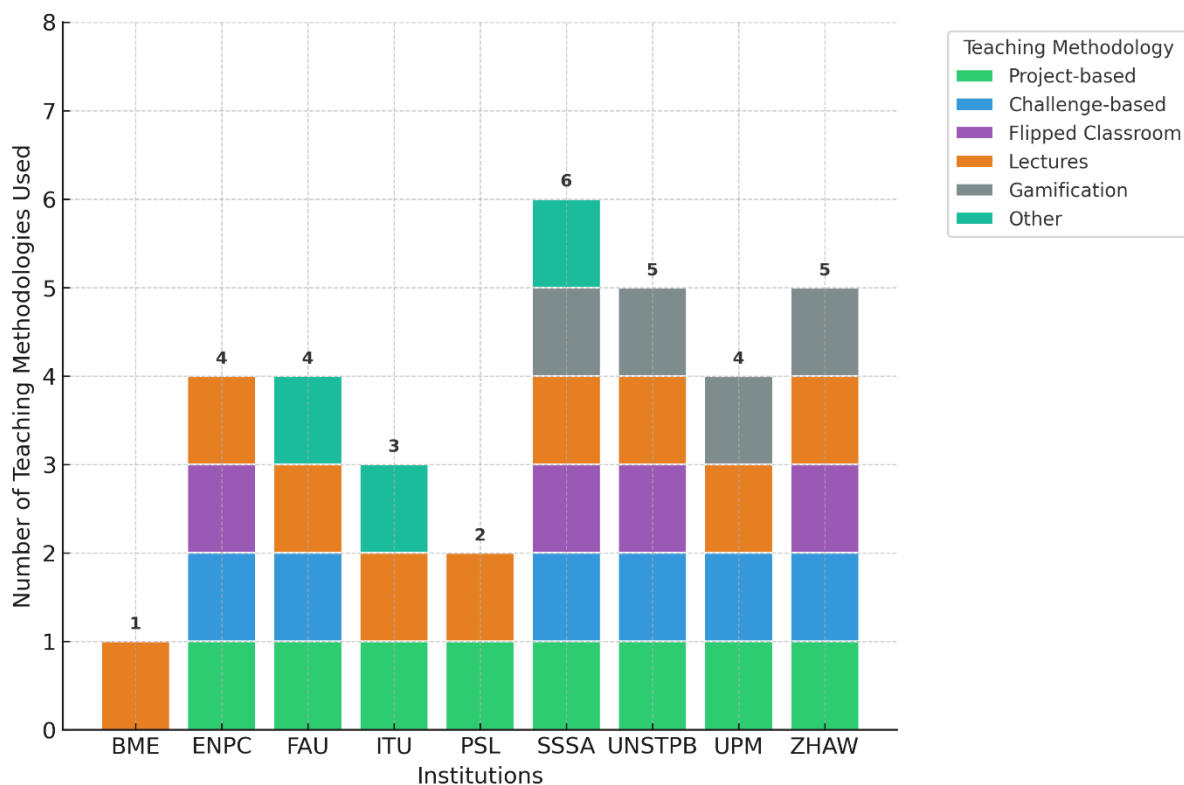


Figure A2.5.1b Diversity of Teaching Methods Across Institutions

Table A2.5.1 Teaching Methodologies Applied by Institutions in Lifelong Learning Offerings

Teaching Methodology	Description	Institutions
Project-based Learning	Learners engage in real-world projects or design-based activities.	ENPC, FAU, ITU, PSL, SSSA, UNSTPB, UPM, ZHAW
Challenge-based Learning	Students solve real-life or industry-inspired challenges collaboratively.	ENPC, FAU, ITU, SSSA, UNSTPB, UPM, ZHAW
Flipped Classroom	Content delivery before class, with active learning during sessions.	ENPC, SSSA, UNSTPB, ZHAW
Lectures	Traditional, instructor-led sessions, often complemented by other methods.	BME, ENPC, FAU, ITU, PSL, SSSA, UNSTPB, UPM, ZHAW
Gamification	Use of game-like activities or motivation-based scoring systems.	ITU, SSSA, UNSTPB, UPM, ZHAW
Other / Innovative Approaches	Specialized formats such as <i>online simulation</i> , <i>guest lectures</i> , <i>group work</i> , <i>outdoor training</i> , <i>Learning Station Model</i> .	FAU, ITU, SSSA
N/A	No information available	SNS



A2.5.2 Most commonly used evaluation and assessment elements of LLL programs

EELISA partner institutions use a variety of assessment methods in their LLL offerings. These methods aim to evaluate both the individual learner's progress and the overall effectiveness of LLL programs. However, practices vary significantly in formality, frequency, and alignment with institutional frameworks:

- *Traditional Academic Assessments Remain Core* - Many institutions (i.e., BME, ITU, UPM) rely on exams, written papers, and project work to evaluate learning outcomes. BME: Final papers, oral exams, and project presentations form the foundation of assessment. UPM: Uses exams and written assignments, supplemented by student satisfaction surveys. These reflect *input- and performance-based evaluation traditions* typical in higher education.
- *Comprehensive QA and Continuous Improvement* - ENPC and FAU demonstrate *structured institutional QA* and feedback cycles: ENPC: Applies a standardized evaluation procedure across all executive master's programs. The process involves *students, faculty, and academic inspectors* in a semester-based review system, emphasizing *continuous improvement* and *student feedback integration*. FAU: Operates under a *system accreditation framework*, performing module-level and end-program evaluations, with formal *committee reviews* and *external stakeholder engagement* (academia, industry, graduates).
- *Competence- and Learning Outcome-Based Evaluation* - ITU and SSSA assess learners' competence acquisition and application rather than only knowledge retention. ITU: Uses project-based and target-oriented assignments within LLL trainings. SSSA: Conducts *training needs assessments* of pre-course, and *continuous evaluation* during and after programs (written tests, project work, and panel presentations).
- *Institutionalized Internal QA* - UNSTPB: Implements a *multi-layered QA system* including *content validation, financial viability checks, and post-action evaluations* by *participants, teaching teams, and management* — a notable model of *integrated quality governance*.
- *Minimal or Basic Evaluation Structures* - PSL and UPM conduct simpler evaluations (e.g., *attendance tracking, tests, satisfaction polls*), showing early-stage or program-level QA integration.

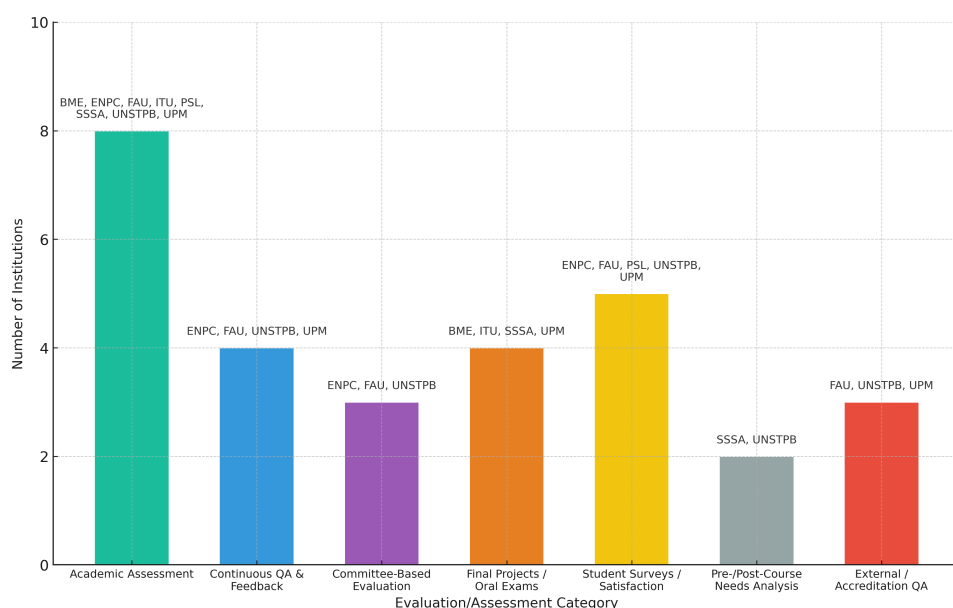


Figure A2.5.2 Most Common Evaluation and Assessment Elements across EELISA Institutions

Table A2.5.2 Categorized Overview of Evaluation and Assessment Elements in LLL Programs

Institution	Academic Assessment	Continuous QA & Feedback	Committee-Based Evaluation	Final Projects / Oral Exams	Student Surveys / Satisfaction	Pre-/Post-Course Needs Analysis	External / Accreditation QA
BME	✓			✓			
ENPC	✓	✓	✓		✓		
FAU	✓	✓	✓		✓		✓
ITU	✓			✓			
PSL	✓				✓		
SNS							
SSSA	✓			✓		✓	
UNSTPB	✓	✓	✓		✓	✓	✓
UPM	✓	✓		✓	✓		✓
ZHAW							

A2.5.3 Adaptation of teaching practices to adult learners

EELISA partner institutions show a significant awareness of tailoring the teaching practices to the needs of adult learners, though the extent and formalization of such adaptations vary remarkably. Additionally, EELISA institutions face particular challenges such as several institutions acknowledged that while they offer LLL programs, specific pedagogical training for adult learning (andragogy) is lacking for teaching staff, inclusion of learner feedback in instructional design is inconsistent, and rarely systematized across the alliance, and finally institutions vary in their use of formative assessment and reflection tools, which are key for adult learning.

Survey findings reveal that:

- *Adult Learning Orientation Is Strong But Uneven* - Highly mature adaptation models are observed at ENPC, FAU, and BME, which explicitly integrate adult learning principles (flexibility, self-direction, experiential learning). ZHAW also demonstrates institutional-level awareness of adult learning design, tailoring MAS/DAS/CAS programs to professional and personal development goals. SSSA shows targeted andragogical training for trainers, institutionalizing adult-centered instructional design.
- *Practice- and Experience-Based Learning as a Core Principle* - BME: Courses allow learners to address real problems from their own companies, ensuring direct relevance and application. ENPC: ME310 and Mastères Spécialisés programs are 80% practice, grounded in industrial collaboration and experiential learning. FAU: Systematically embeds real-life case studies, simulations, and problem-solving tasks. UNSTPB: Adjusts content, timing, and delivery tools to participants' prior education and needs.
- *Flexibility and Accessibility for Working Adults* - ENPC and FAU: Provide part-time, evening, and weekend formats for working professionals. ZHAW: Offers a wide range of flexible modular programs (MAS, CAS, seminars). These reflect institutional sensitivity to adult learners' time constraints.
- *Self-Directed and Collaborative Learning* - ENPC: Explicitly includes self-directed team projects and peer learning in multidisciplinary settings. FAU: Emphasizes a learner-centered approach, where trainers act as facilitators, not lecturers.
- *Andragogical Design Capacities Are Emerging* - SSSA and UNSTPB reveal a shift toward faculty awareness and adaptation — e.g., “training the trainers” and tailoring methods to learner backgrounds. UPM and ITU mention adaptation in general but lack explicit institutionalized frameworks.

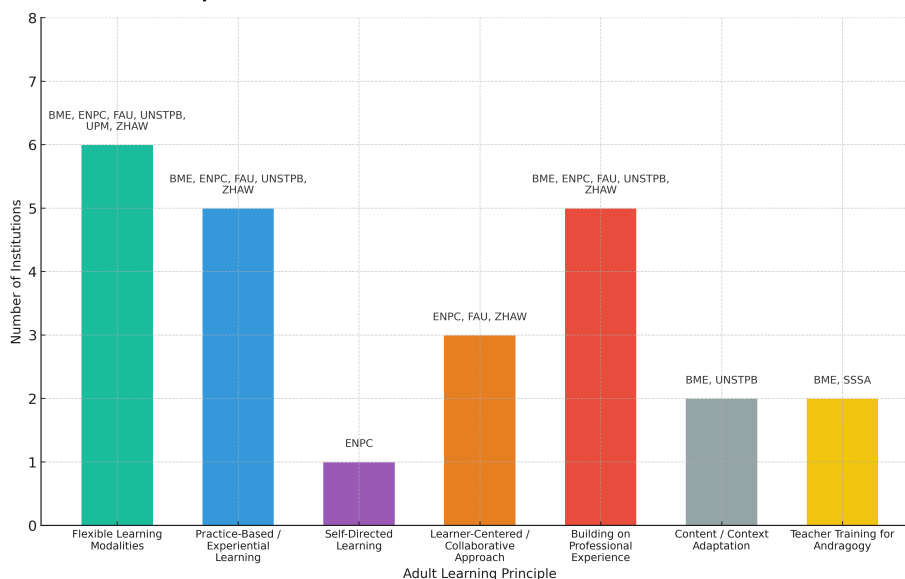


Figure A2.5.3a Frequency of Adult Learning Adaptation Themes across EELISA Institutions

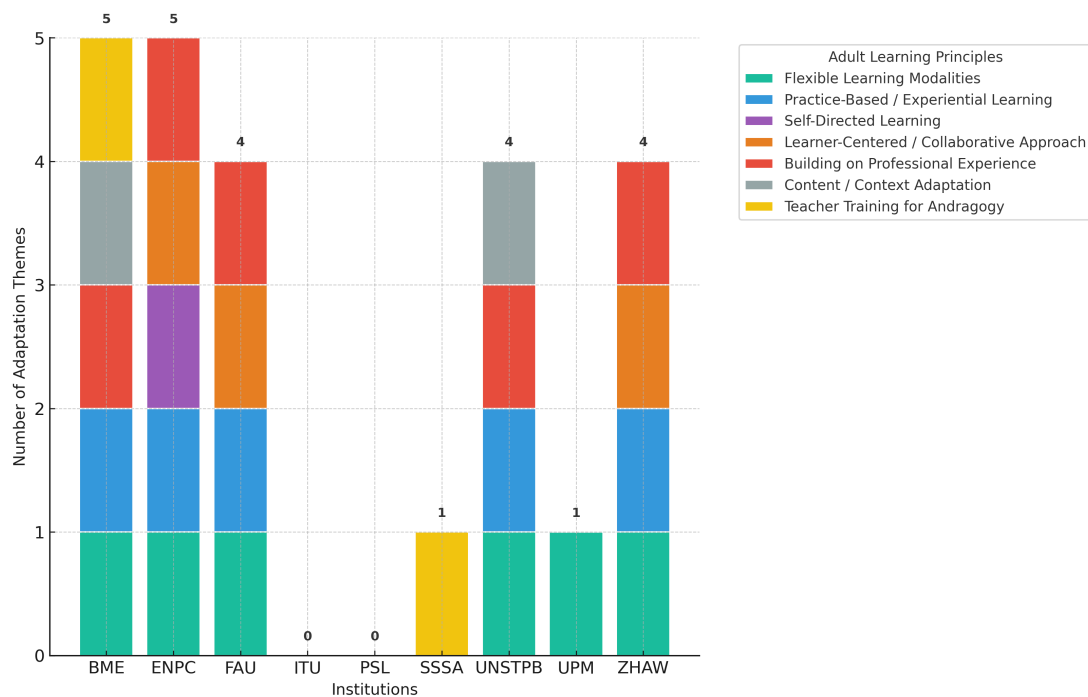


Figure A2.5.3b Distribution of Adult Learning Adaptation Strategies by Institution

Table A2.5.3 Adaptation of Teaching Practices to Adult Learning Principles in EELISA Institutions

Institution	Flexible Learning Modalities	Practice-Based / Experiential Learning	Self-Directed Learning	Learner-Centered / Collaborative Approach	Building on Professional Experience	Content / Context Adaptation	Teacher Training for Andragogy
BME	✓	✓			✓	✓	✓
ENPC	✓	✓	✓	✓	✓		
FAU	✓	✓		✓	✓		
ITU							
PSL							
SNS							
SSSA							✓
UNSTPB	✓	✓			✓	✓	
UPM	✓						
ZHAW	✓	✓		✓	✓		



A2.5.4 Integration of local knowledge, cultural practices, or indigenous wisdom into LLL curricula

Survey data indicate the following:

- High Localization and Regional Integration (ENPC, FAU, SSSA) - ENPC is the strongest example of local and regional integration in EELISA, focusing on public action in Morocco and Africa, while embedding *African and Maghreb cultural, economic, and social contexts* through programs like MAPAM and MS TAU. Programs co-designed with *local universities, public authorities, and regional businesses* (e.g., Université Mohammed VI Polytechnique, Africa Business School). Reflect local design — merging international quality standards (CGE accreditation) with *locally grounded curriculum*. FAU integrates *local knowledge* through regional industry collaborations — notably in the Erlangen-Nuremberg area — leveraging partnerships with major corporations to include *real-world cases, technologies, and mentoring*. SSSA applies cultural awareness selectively, particularly in human rights programs, reflecting *ethical and societal contexts* in curriculum.
- Applied Contextualization (ZHAW, UNSTPB) - ZHAW: Emphasizes *applied, context-sensitive instruction*; many trainers are *industry professionals or applied researchers*, ensuring *local technological and professional relevance*. UNSTPB: Customizes content based on *participants' prior education, local teaching conditions, aligning with teaching tools and methods*.
- Partial or Indirect Integration (ITU, UPM) - ITU and UPM mention limited or no explicit institutional mechanisms to embed local or cultural perspectives.
- Emergent Pattern: Global partnerships (ENPC–Africa) and university–industry ecosystems (FAU, ZHAW) demonstrate how LLL can become *local-based and globally relevant* simultaneously.

Table A2.5.4 Integration of Local Knowledge and Cultural Practices in Lifelong Learning Programs

Institution	Mechanism Type	Local/Regional Stakeholders	Nature of Integration
ENPC	Co-designed programs	African universities, public/private sector	Deep cultural and contextual integration
FAU	Industry collaboration	Regional companies	Applied, practice-based integration
SSSA	Curriculum alignment	Human rights & cultural studies	Thematic inclusion
UNSTPB	Custom delivery	University/community	Responsive customization
ZHAW	Practitioner-led	Local professionals, applied researchers	Applied contextualization
ITU, UPM	Policy-level	Internal staff, inclusivity units	Indirect potential
BME, PSL, SNS	N/A	No information available	No information available



A2.5.5 Encouragement of Learners to Apply Their Learning to Practice

Survey results present that across EELISA, most LLL programs encourage learners to apply their learning through project-based, experiential, or company-linked formats. Findings indicate the following:

- BME – Corporate-driven application model - Delivers CPD training requested by companies for their staff — learning outcomes are directly applied at the organizational level. No need for additional incentives because implementations are built into a demand-driven design.
- ENPC – Model of integrated practice-based learning - Demonstrates exemplary alignment between theory and application through industry co-design, fieldwork, and real business challenges. The ME310 and Mastères Spécialisés programs exemplify: Continuous collaboration with industrial and public-sector partners; assessment through prototype creation, user testing, and business model validation, replacing traditional exams. Learner autonomy via project-based and ethnographic research, fostering reflective professional practice.
- FAU – Fast-track practical transfer - Focuses on experiential and reflective learning, with immediate skill transfer to workplaces. Uses business cases, simulations, and weekend intensives, enabling learners to apply knowledge immediately after post-training. Demonstrates a mature system for short-cycle learning and reflection.
- ITU – Competence-based learning through Learning Stations - Encourages learners to achieve “*able-to-perform*” competence through hands-on, modular station learning. Embeds task-based and outcome-focused teaching, while adapting active learning in technical education.
- SSSA – Embedded professional practice - Integrates internships and applied projects as part of all long-format programs. Encourages learners to apply skills in their workplace context, linking back to reflection and mentoring.
- UNSTPB – Self-driven professional application - Learners are mostly working professionals who self-direct the application of their learning. Highlights autonomous, learner-led motivation to apply skills.
- UPM – In-company learning culture - Encourages skill application through embedded activities within companies.
- ZHAW – Deep integration of research and professional practice - Offers VR simulation, active learning formats, and continuous feedback to ensure real-world relevance. Fuses research, teaching, and professional practice, emphasizing *experiential learning ecosystems*.

Table A2.5.5 Integration of Practice Application in LLL

Competence-based learning Institution	Application Mechanism	Description
BME	Employer-driven, CPD-based	Practice integrated through organizational demand
ENPC	Industry projects, professional thesis, applied prototypes	Systematic project-based structure linking academia & industry
FAU	Case studies, simulations, weekend reflection	Immediate skill transfer to workplace
ITU	Learning Stations, task-based learning	“Able-to-perform” competence development
SSSA	Internships and applied projects	Encouraged during programs
UNSTPB	Learner-directed	Self-motivated professionals apply learning independently
UPM	In-company learning, embedded tasks	Applied context, company-linked
ZHAW	VR simulations, applied coaching, real-world feedback	Research-teaching-practice integration
PSL, SNS	N/A	No information available

A2.6. Recognition, Certification and Quality

This section examines the institutional frameworks for the recognition of LLL outcomes, national and international relevance of QA mechanism of LLL activities, involvement of stakeholders to the validation of LLL activities and strategies for multi-scale legal alignment of LLL processes at EELISA institutions.

A2.6.1 Recognition of LLL outcomes

EELISA partner institutions report diverse mechanisms for recognizing LLL activities. Findings are as follows:

- Comprehensive Recognition Frameworks (ZHAW, UPM, BME) - ZHAW is the most advanced in terms of recognition diversity — offering micro-credentials, certificates, academic credits, badges, and alignment with both EQF (European Qualifications Framework) and NQF (National Qualification Framework). UPM and BME similarly provide multi-dimensional recognition (micro-credentials, certificates, EQF/NQF alignment). Both show institutional commitment to *formalization and cross-recognition* of skills, especially relevant for modular or stackable LLL offerings.
- Strong Academic & Institutional Recognition (ENPC, FAU, SSSA) - ENPC: Issues certificates and academic credits aligned with NQF, reflecting a *formalized executive education model* integrated into the higher education qualification system. FAU and SSSA: Recognize outcomes through *academic credits and certificates*; closely linked to *continuing education units and accreditation processes*.
- Emerging and Modular Recognition (ITU, UPM, ZHAW) - ITU, UPM and ZHAW adopted micro-credentials.

- Basic or Limited Recognition (PSL, UNSTPB) - PSL limits recognition to traditional certificates only, so does UNSTPB provide certificates but also aligns with EQF/NQF standards but lacks diversity in format.

Table A2.6.1 Recognition of LLL Outcomes

Recognition Format	Reported by
Certificates of Completion	Universally issued across all institutions for non-credit LLL programs
Academic Credits (ECTS)	Offered by FAU, ENPC, UPM, and BME, particularly for modular or stackable courses
Badges / Micro-credentials	Issued at ITU and BME; some exploration at ZHAW and UPM
European Qualifications Framework (EQF) Alignment	Present at BME, UNSTPB, UPM, ZHAW

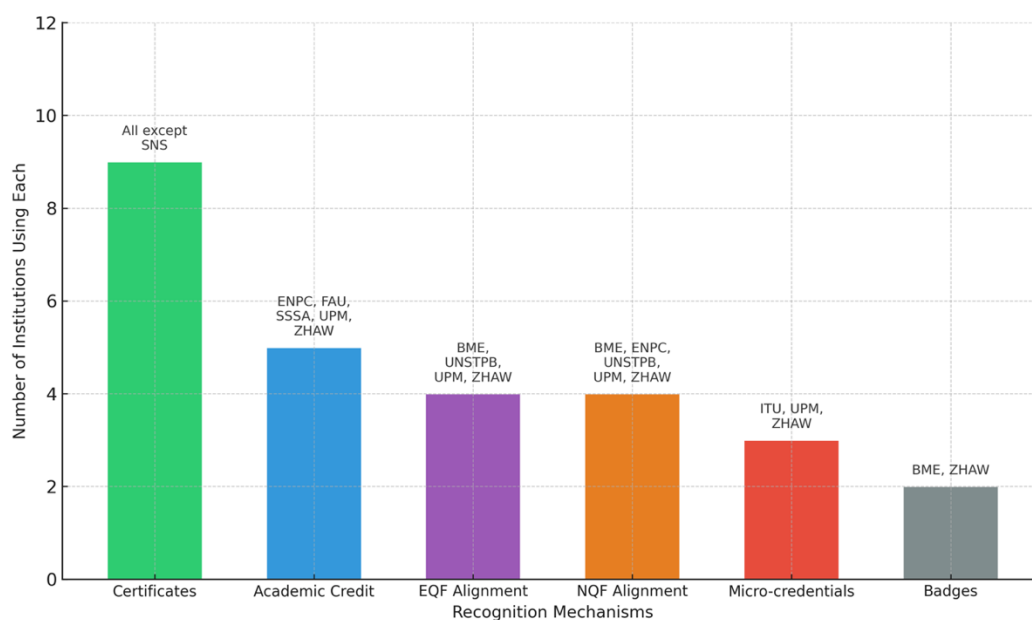


Figure A2.6.1 Distribution of Recognition Mechanisms across EELISA Institutions

Table A2.6.2 Recognition Mechanisms by Institution

Institution	Certificates	Academic Credit	Micro-credentials	Badges	EQF Aligned	NQF Aligned
BME	✓	—	—	✓	✓	✓
ENPC	✓	✓	—	—	—	✓
FAU	✓	✓	—	—	—	—
ITU	✓	—	✓	—	—	—
PSL	✓	—	—	—	—	—
SNS	—	—	—	—	—	—
SSSA	✓	✓	—	—	—	—
UNSTPB	✓	—	—	—	✓	✓
UPM	✓	✓	✓	—	✓	✓
ZHAW	✓	✓	✓	✓	✓	✓



A2.6.2 Alignment of micro-credentials with European Qualifications Framework (EQF)

Key findings include:

- Full EQF Alignment (ITU, UPM, ZHAW) - ZHAW requires all micro-credentials to *explicitly reference an EQF level*. This indicates *mature institutional integration* with European standards and strong compliance with Swiss–EU qualification transparency principles. UPM aligns its framework with the European Council Recommendation 9237/22, showing *systematic national integration and commitment to EQF mapping*. ITU has developed a *formal institutional micro-credential framework aligned with EQF and Bologna Process standards*. The framework is *visible, accessible, and operational* (mikrokredi.itu.edu.tr). However, cross-university recognition barriers remain, due to the lack of *joint EELISA credentialing or mutual validation agreements*.
- Partial / Planned Alignment (BME) - EQF alignment exists *only in newly developed Erasmus+ project courses*, not in the institute's *main CPD provision*.
- No Alignment / Early Discussion Stage (ENPC, SSSA, UNSTPB, PSL) - These institutions currently *do not align* micro-credentials with EQF. ENPC relies on internal or national frameworks for LLL recognition (e.g., NQF or professional certifications). UNSTPB and PSL show *traditional certificate-only* recognition, not EQF-referenced.
- Definition Gap (FAU) - FAU *does not yet implement EQF alignment*, because there is *no federal-level definition of micro-credentials* in Bavaria or Germany.

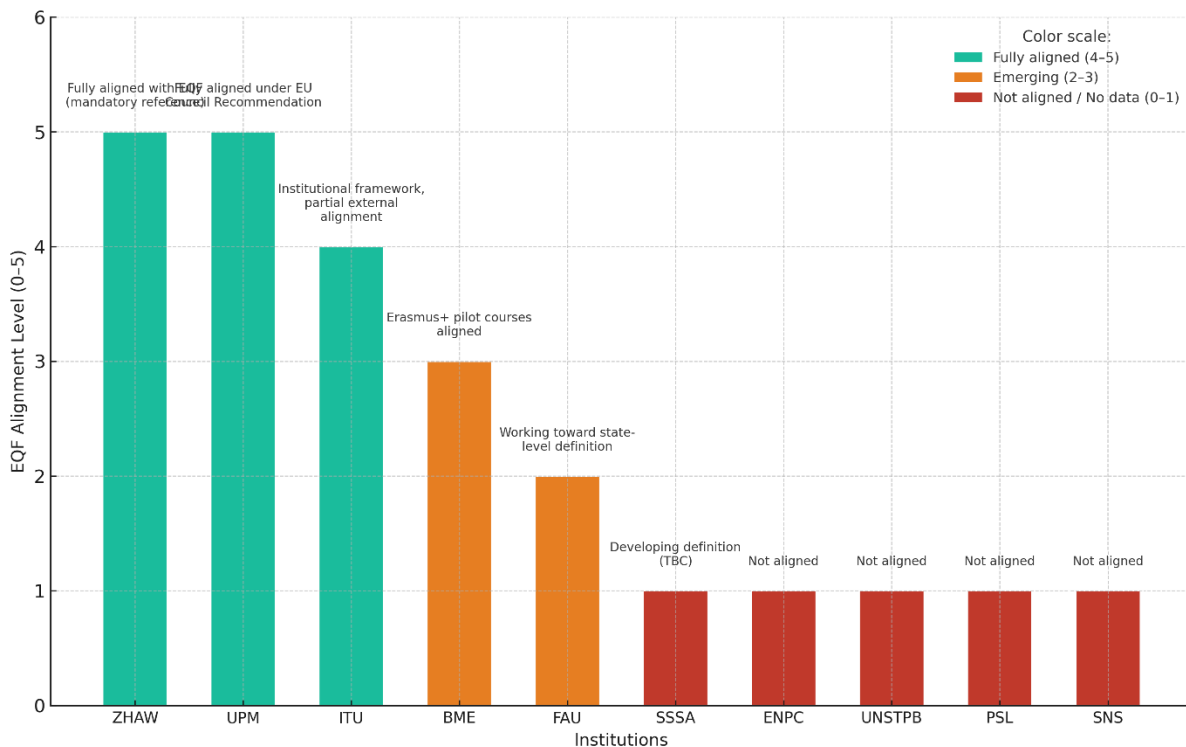


Figure A2.6.2 EQF Alignment Level of Micro-Credentials by Institution



The open-ended explanations regarding the alignment of LLL programs and micro-credentials with the European Qualifications Framework (EQF) reveal both emerging practices and persistent barriers across the Alliance. Emerging alignments include:

- A few institutions (e.g., ITU, BME, ENPC) reported that selected micro-credentials or short programs are aligned with their national qualification frameworks (NQFs), which in turn are linked to the EQF. In these cases, EQF-level mapping is embedded in internal approval workflows for credit-bearing courses.
- Where ECTS is awarded, alignment with EQF is more likely to be implicit—especially in formally accredited programs.

Challenges and uncertainties include:

- Many institutions highlighted the absence of institutional policy or regulatory frameworks governing micro-credential alignment.
- Respondents noted low awareness or institutional capacity to perform EQF-level mapping, especially for non-formal or continuing education units.
- Some partners are exploring national pilot projects or awaiting formal policy guidance to proceed with EQF-referenced credentialing.

A2.6.3 Quality Assurance (QA) mechanisms

Findings are as follows:

- BME – Process-based QA with adult learning sensitivity - QA follows a *university-wide framework adapted for LLL* that includes course leaders responsible for content and reviewed by LLL experts for adult-education compliance; post-course satisfaction surveys and a complaint handling plan. The strength is its clear operational workflow but limited strategic QA framework.
- ENPC – Comprehensive and multi-layered QA - Combines internal validation, national alignment, and external accreditation. Internal QA: Needs analysis with employers and public authorities; validation by the Academic and Research Council. Participant evaluation after each course. External QA: Alignment with NQF and RNCP registry; and accreditation under Conférence des Grandes Écoles (CGE) label. Strong dual system (academic + professional quality standards). Example of a systemic and institutionalized QA ecosystem, also *compliant with European Standards and Guidelines (ESG)*. This could be addressed as a benchmark model for multi-level QA integration.
- FAU – multi-layered, system-accredited QA - QA embedded in the German “System Accreditation” model, ensuring continuous program-level monitoring. Courses extracted from accredited programs automatically inherit QA mechanisms. Incorporates faculty-level evaluations, online module feedback, and external professional reviews.
- ITU – Structured, transparent institutional QA - Monitors both academic and administrative quality, aligned with Turkey’s Higher Education Quality Board

standards. The ITU Quality Coordination Office oversees QA strategy. The ITU Continuing Education Center (ITU SEM) applies process-based QA mechanisms, documented in public flowcharts and process maps. Combines *policy-level oversight* and *process-level management* — a model of institutional consistency.

- PSL – In transition toward recognized QA certification - Currently in process of obtaining Qualiopi (France’s official QA certification for training providers). Indicates commitment to formalized national compliance, though not yet fully implemented.
- SSSA- Universally accepted QA structure- QA aligns with UNI EN ISO9001 2015
- UNSTPB – QA aligned with national HE system - QA fully integrated into national higher education quality frameworks - Mechanism based on predefined university-level QA processes — consistent, but not specifically tailored to LLL.
- UPM – Dual accreditation system - Combines ISO 9001 certification and internal QA aligned with ESG standards. Regular external audits by local *European Quality Assurance Register for Higher Education (EQAR)* affiliated agency ensure transparency and accountability. Example of internationally harmonized QA architecture.
- ZHAW – Mature, culture-driven QA system - Defines QA as part of institutional culture and ethical responsibility. Covers *governance, resources, and performance domains* — holistically beyond teaching quality. Promotes a “learning organization” philosophy and continuous improvement cycle. Exemplifies quality as an embedded institutional value.

Table A2.6.3 Institutional QA Mechanisms for LLL

Institution	QA Structure	External Alignment	Key Features
BME	Course-based QA with surveys	Internal only	Adult learning checks + feedback
ENPC	Multi-layered (internal + external)	CGE, RNCP, NQF	National accreditation + employer feedback
FAU	Systemic QA (system-accredited)	NQF	Continuous program evaluation
ITU	Central QA + process mapping (ITU SEM)	National QA Board	Policy-driven & transparent
PSL	In process (Qualiopi)	National (France)	Developing formal QA
SNS	N/A	N/A	No information available
SSSA	ISO9001 framework	International accreditation	Global standards
UNSTPB	QA integrated with HE framework	National QA	Institutional alignment
UPM	ISO 9001 + ESG-based internal system	EQAR affiliation	Dual assurance
ZHAW	Culture-embedded QA	National & ethical QA frameworks	Learning organization model



A2.6.4 Stakeholders Involvement in Validation

Survey results present that the stakeholder involvement in LLL validation across EELISA is broad but uneven. Institutions such as ENPC, FAU, ZHAW, and UPM have achieved mature, QA-integrated validation systems, while BME, ITU, and UNSTPB operate on practice-based but effective models. Findings are as follows:

- BME – Stakeholders are involved through industry-linked continuing professional development (CPD) programs. Most courses are company-initiated, so validation occurs through employer input rather than formal QA.
- ENPC – Employs multi-stakeholder validation within its executive and specialized master's programs. Employers, public authorities, and industry representatives participate in evaluation committees and feedback rounds.
- FAU – Validation includes external representatives (from professional practice, academia, graduates, and employers) as part of the system-accredited QA framework.
- ITU – Stakeholder input is received mainly through collaboration with industry and alums in course design and feedback collection at the ITU Continuing Education Center (ITU CEC) and ITU Center for Excellence in Education (ITU CEE).
- PSL – No stakeholder participation in validation is currently reported.
- SNS – No information available
- SSSA – No explicit involvement; programs are primarily academic and internally validated.
- UNSTPB – Stakeholders are engaged via national QA structures (ARACIS) and project-level partnerships.
- UPM – Validation involves industry and public-sector representatives, particularly in externally funded or in-company training programs.
- ZHAW – Stakeholder participation is built into QA, emphasizing industry-academia collaboration and professional accreditation of programs.

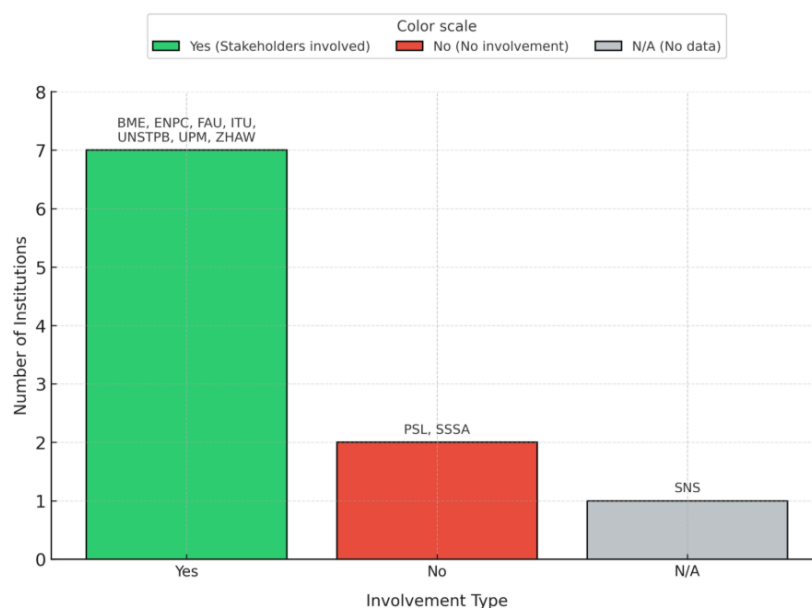


Figure A2.6.4 Level of Stakeholder Involvement in Validation



A2.6.6 Legal Constraints to be Considered

The survey results depict that the EELISA Alliance operates across a highly fragmented legal landscape for LLL, where national regulations define different standards for accreditation, certificate of issuance, taxation and financial approach. Findings indicate the following:

- BME – National adult education compliance required. Governed by *Act LXXVII of 2013 on Adult Education (Hungary)*. All LLL programs must be registered and compliant with national adult learning legislation, which defines licensing, monitoring, and certification requirements. Yet this procedure may emerge as a key constraint to a rigid national regulatory environment, limiting flexibility for international collaboration or modular recognition.
- ENPC – Strong but complex national regulation in France. Dual distinction between *initial* and *continuing education* — affects funding, taxation, and delivery. France Compétences oversees regulation of micro-credentials, requiring registration in RNCP or Répertoire spécifique. Certification must pass through national qualification structures (*Établissements Publics à caractère Scientifique, Culturel et Professionnel EPCS*) for diplomas, creating institutional constraints for cross-border issuance. Highly formalized environment, ensuring quality but limiting agility for joint or co-branded programs.
- FAU – Structured under *Bavarian Higher Education Innovation Act (BayHIG)* - Articles 77–78 define categories of degree and non-degree continuing education (certificate, modular, professional). Strong legal basis for *dual, module-based, and foreign partnership* formats — allowing flexibility for EELISA joint programs. Requires notification to State Ministry for any new or substantially modified program.
- ITU – Highlights the need for system-level interoperability - Points out the absence of a national mechanism for joint LLL credit recognition. Stresses the need for: Synchronized teaching and assessment standards. Shared QA and credit transfer systems across partner institutions. Recognition of competencies via national higher education information systems.
- SSSA – Bound by joint-degree legal frameworks: Follows national and EU joint degree regulations and frameworks.
- UNSTPB – Governed by Romanian ARACIS national accreditation body requirements: Provides structured oversight but may slow down approval of international or experimental programs.
- UPM – University and financial compliance requirements - Micro-credentials must comply with internal regulations concerning: Teaching staff participation (academic contracts and load). Financial sustainability (no deficit allowed). Emphasizes economic and administrative constraints more than pedagogical ones.
- PSL, ZHAW – No specific constraints reported, but operates within national and federal regulations, emphasizing institutional autonomy and accountability.

Table A2.6.5 National Legal Constraints for LLL Joint Services

Institution	Legal Basis / Framework	Key Constraints
BME	Act LXXVII of 2013 on Adult Education	Strict registration & monitoring requirements
ENPC	France Compétences, RNCP/Répertoire spécifique, EPCS rules	Separation of initial & continuing education, national oversight
FAU	Bavarian Higher Education Innovation Act (BayHIG)	State-level approval for new programs; structured framework
ITU	National QA & HE systems via YÖKAK	No joint-LLL recognition mechanism yet; need interoperability
PSL	Institutional reflection process	No major legal barriers reported
SSSA	Joint-degree legal framework	Joint accreditation process required
UNSTPB	ARACIS national QA system	Compliance with national accreditation standards
UPM	University internal regulations	Financial and staff participation restrictions
ZHAW	Institutional autonomy under national and federal law	No major legal barriers reported

A2.6.7. Strategies for aligning the EELISA LLL model with regional / national / international legal frameworks

The survey results indicate the following:

- ENPC – Most advanced alignment strategy - Main components include: Mapping & mutual recognition of national QA systems and qualification frameworks. Modular course architecture allowing transferability between LLL, degrees, and certificates. Alignment with EU 2022 Recommendation on Micro-Credentials. Compliance with VAT, taxation, and GDPR rules, showing awareness of implementation-level constraints. Co-certification and co-branding models explored for EELISA-wide issuance.
- PSL, SSSA– Reflection phase – PSL indicates awareness and ongoing discussion but no operational strategy yet. SSSA expresses the urgency of strategy alignment towards the EELISA LLL model with SSSA legal framework and the re-design of SSSA LLL courses requirements for issuing EELISA micro-credentials.
- UNSTPB – Institutional engagement underway - The Management Board and University Senate are currently analyzing LLL framework alignment. Early-stage but demonstrates institutional governance involvement, ensuring top-down legitimacy for future EELISA integration.
- UPM – Focused legal adaptation - Emphasizes compliance with Spanish micro-credential law (≤15 ECTS). Indicates a clear but limited regulatory adaptation, reflecting national focus over transnational strategy.
- ITU, FAU, ZHAW, SNS – No concrete strategies reported

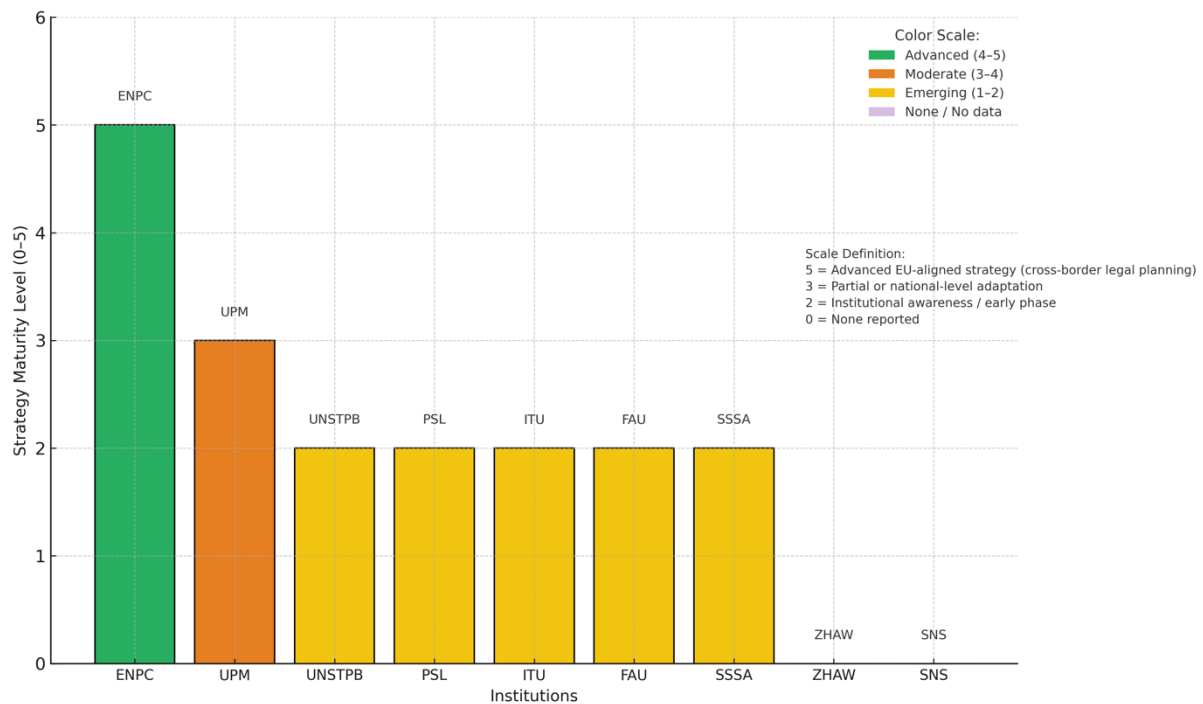


Figure A2.6.7 Maturity of Legal Alignment Strategies for EELISA LLL

Table A2.6.6 Institutional Strategies for Legal Alignment

Institution	Strategy Maturity	Key Actions or Focus	Alignment Level
ENPC	Advanced	Mapping QA & NQF systems; modular ECTS design; EU micro-credential alignment; GDPR & VAT compliance	European + National
FAU	Early Stage	No formal strategy reported; embedded compliance possible	Institutional
ITU	Early Stage	No active plan yet; internal QA already EU-aligned	Institutional
PSL	Emerging	Reflection phase; no formalized roadmap yet	Institutional
SNS	N/A	No information available	N/A
SSSA	Early Stage	Reflection phase; awareness of institutional strategy alignment and re-design of courses requirements for issuing joint -credentials.	Institutional
UNSTPB	Emerging	Ongoing analysis by university board and senate	Institutional
UPM	Intermediate	Adapting to Spanish law (≤ 15 ECTS for microcredentials)	National
ZHAW	N/A	—	—



A2.7. Resources and Tools

This section examines the financial, human, and technological resources that support LLL activities at EELISA institutions.

A2.7.1 Approximate annual budget allocated to LLL programs

The financial landscape of LLL within EELISA institutions appears uneven and fragmented. The survey results indicate the following:

- BME – Structured and moderate funding ($\approx$ €500,000) - Funding originates from MTI Staff and Rector's Cabinet, specifically allocated to LLL operations, development, and staff. Indicates visible institutional, while suggesting an embedded budget line within the university's core financial planning. However, compared to larger systems (e.g., UPM), it remains modest in scale.
- ENPC – No information is available.
- FAU – No dedicated LLL budget (revenue-based model). FAU clarifies that it operates without a formal central LLL budget, as LLL activities are faculty-led and financed by fees or external grants.
- ITU – No information is available.
- PSL – Defined institutional allocation (€100,000)
- SSSA- No dedicated budget allocated for LLL programs. Each course is self-financed by participants' subscription fees and partnerships with sponsors.
- UNSTPB – No information is available.
- UPM – Very high investment ($\approx$ €10 million) - Represents the largest LLL financial commitment among EELISA partners. Includes enrollment fees and external subsidies, demonstrating a mixed funding model.
- ZHAW – No information is available.

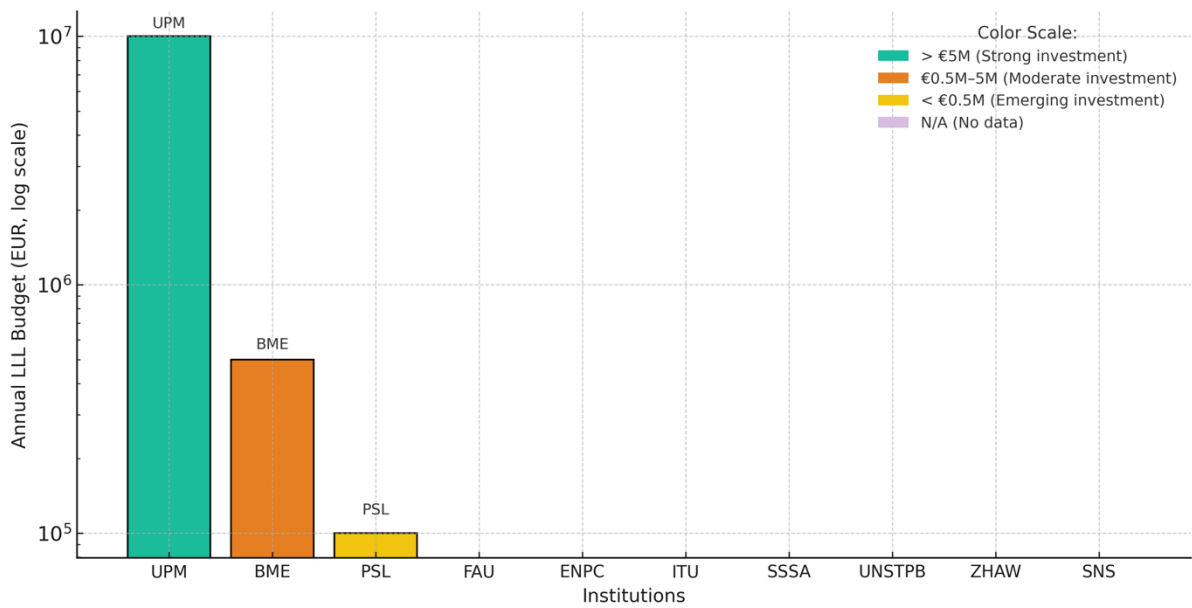


Figure A2.7.1 Annual LLL Budget Allocation Across EELISA Institutions

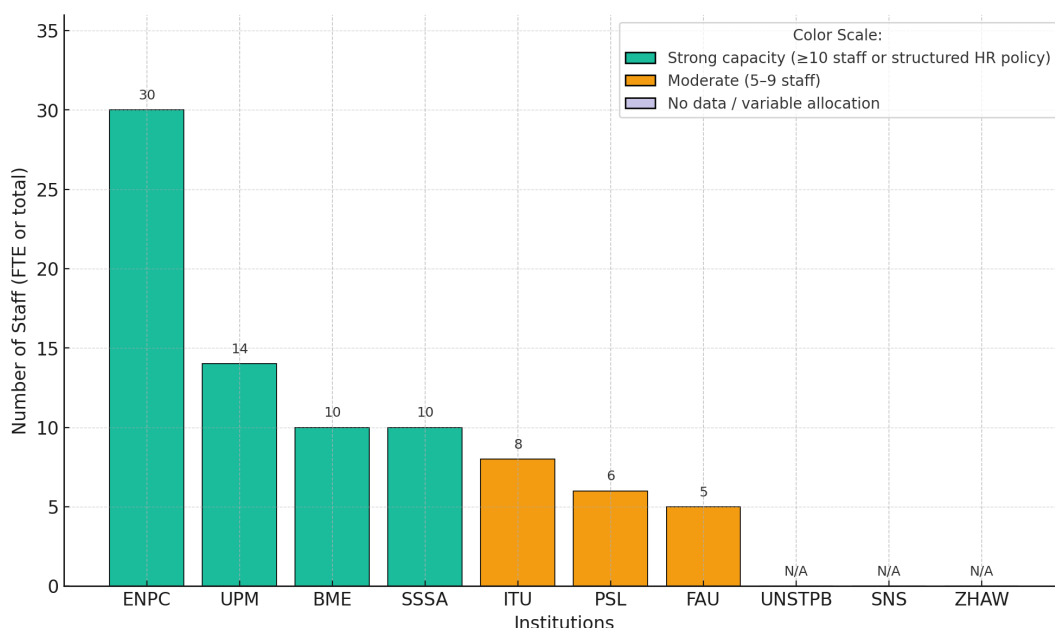
Table A2.7.1 Annual LLL Budget Allocation (EUR)

Institution	Approx. Budget (EUR)	Funding Model	Budget Type	Remarks
BME	500 000	Centralized	Institutional allocation	Core funding + staff
ENPC	N/A	Decentralized	Self-financed	Fee-based executive programs
FAU	N/A	Decentralized	Revenue-based	Faculty-managed
ITU	N/A	Hybrid	Self-financing via centers	Revolving fund model
PSL	100 000	Centralized	Institutional	Limited but structured
SNS	N/A	N/A	N/A	No information available
SSSA	No dedicated budget	Integrated revenue (fees + sponsors)	Self-financed	Fee-based and sponsor-based programs
UNSTPB	N/A	Project-based	N/A	No central allocation
UPM	10 000 000	Integrated revenue (fees + subsidies)	Institutional + External	Mature LLL ecosystem
ZHAW	N/A	Distributed	N/A	Likely faculty-embedded

A2.7.2 Human resources allocated to LLL

EELISA institutions display **high variability in human resource capacity** for LLL — from large dedicated teams (ENPC, UPM, BME) to small hybrid structures (ITU, FAU, SSSA, PSL). Findings are as follows:

- BME – Structured, medium-scale team (10 experts) - Clear distribution across functions: Vice-Rector for Education (strategic); Quality Manager (QA oversight); Dedicated LLL administration, IT, and development staff.
- ENPC – Large-scale and specialized allocation (30 staff) - Represents the highest dedicated HR capacity among EELISA partners.
- FAU – Mixed central-decentralized structure (5 staff) - Central unit: 1 full-time + 4 part-time administrative staff (management, participation, consulting, and accounting). Additional faculty-level allocations not centrally recorded due to decentralization.
- ITU – Dual-center model (CEC + CEE) (8 staff) - ITU Continuing Education Center (ITU CEC): 5 full-time staff (director, 3 front office, 1 finance). ITU Center for Excellence in Education (ITU CEE): 3 staff (director, deputy director, senior administrative). Additional project-based personnel added per training or externally funded project.
- PSL – Compact specialized team (6 staff) - 2 in marketing and sales, 1 project manager, 1 supervisor, 2 pedagogical experts (CIP). Clearly role-divided, emphasizing innovation, pedagogy, and market alignment. Strong connection to pedagogical innovation rather than administrative volume.
- SSSA – Medium-scale, leadership-linked allocation (10 staff) - 9 administrative staff + 1 pro-rector. The presence of leadership-level involvement indicates strong institutional prioritization.
- UNSTPB – Flexible, ad hoc allocation - Staff assigned “depending on the action”; no pre-set structure. Suggests limited institutionalization and reactive HR allocation.
- UPM – Dual management-financial structure (14 Staff) - 9 people in LLL management + 5 in financial operations. Teaching staff excluded, indicating dedicated administrative/management HR base of 14. Among the most institutionally embedded LLL teams.
- ZHAW, SNS – No data available



Figure

A2.7.2 Institutional Human Resources Allocated to LLL

Table A2.7.2 Human Resource Allocation for LLL

Institution	Staff Count	Structure Type	Key Features
BME	10	Centralized	Defined roles under Vice Rector
ENPC	30	Centralized	Specialized executive program units
FAU	5 (central) + faculty allocations	Decentralized	Embedded in faculties
ITU	8 + project staff	Dual-center hybrid	Flexible and scalable
PSL	6	Compact & innovation-driven	Focus on pedagogy and marketing
SSSA	10	Linked to Rectorate	Leadership oversight
UNSTPB	Flexible / ad hoc	Action-based	Staff allocated per activity
UPM	14	Centralized	Management + Finance split
ZHAW, SNS	N/A	No information available	No information available

A2.7.3 Digital tools or platforms used for LLL

The EELISA institutions show uneven but promising digital readiness for lifelong learning. Findings are as follows:

- BME – Basic but reliable tools (Moodle, Adobe Connect) - Uses Moodle for asynchronous learning and Adobe Connect for synchronous sessions. Represents a solid foundational setup, widely compatible with other EELISA partners' learning systems.
- ENPC – Highly digitalized, multi-platform ecosystem - Educnet (Moodle-based LMS) as the central infrastructure for course management. MOOCs on Coursera, expanding outreach beyond enrolled learners. Wooclap for interactive learning and real-time engagement. Dedicated digital pedagogy support center (“Pédagothèque”) and recording studios for content creation. MS Teams for synchronous teaching.
- FAU – Digital fragmentation / lack of unified LLL platform - Acknowledges the absence of a centralized digital platform for LLL course management. Current tools not fully adapted to LLL needs (payment, flexible access, or modularity).
- ITU – Integrates MS Teams, Zoom, and MS Project for delivery and coordination. Employs advanced technical platforms such as AWS, Apache Spark, Hadoop, and Autodesk Construction Cloud, supporting AI, big data, and engineering applications. Developed its own Learning Station Design Tool—an in-house pedagogical innovation platform.
- PSL – Recently implemented Moodle-based LMS - Enables hybrid and flexible learning delivery
- SNS _ No information available
- SSSA – Moodle-based environment - Simple, scalable, interoperable solution; aligned with other EELISA partners.
- UNSTPB – Multi-tool approach (Moodle + Teams + specialized tools) - Uses both Moodle (LMS) and Teams (synchronous learning). Adapts additional engineering-specific software tools, depending on program needs.

- UPM – Mature and standardized digital model - Moodle as central LMS; MOOCs for open education delivery. No adoption of AI-driven adaptive systems.
- ZHAW – Digitally advanced, multi-layered structure - Uses Moodle as LMS, edX/OpenLearntity for MOOCs, and SanaLabs (AI-based) for adaptive learning.

Table A2.7.3 Digital Tools and Platforms for LLL

Institution	LMS / Core System	Additional Tools	AI / Adaptive Learning	MOOCs
BME	Moodle	Adobe Connect	No	No
ENPC	Educnet (Moodle-based LMS)	Wooclap, Teams, Studios, Pédagothèque (digital pedagogy center)	No	Coursera (ENPC MOOCs)
FAU	No	No centralized system yet	No	No
ITU	No	MS Teams, ZOOM, MS Project, Learning Station Tool, Autodesk Construction Cloud, Hadoop HDFS, MapReduce, Apache Spark, AWS	Partial (AI/Data-driven tools)	—
PSL	Moodle	—	No	—
SNS	N/A	N/A	N/A	N/A
SSSA	Moodle	—	No	—
UNSTPB	Moodle	Teams, Microsoft tools, IT engineering tools	No	—
UPM	Moodle	—	No	Yes (MOOCs)
ZHAW	Moodle	edX, OpenLearntity, SanaLabs	Yes	Yes

A2.7.4 Promotion of Digital Inclusion

EELISA institutions collectively demonstrate strong commitment to digital access but uneven progress in accessibility and inclusivity. The findings are as follows:

- BME – Access expansion via online delivery - Promotes inclusion geographically by providing online courses accessible to learners outside Budapest. Focuses on spatial accessibility, though not yet on digital accessibility (e.g., disability adaptation).
- ENPC – Comprehensive, multi-dimensional approach - Integrates digital accessibility, pedagogical inclusion, and faculty digital upskilling. *Accessibility compliance*: Built into Educnet (Moodle-based) and Wooclap for interactive participation. *Flexible modalities*: Offers hybrid and self-paced formats for diverse learners. *Faculty support*: Through S2iP, ensures inclusive design and digital pedagogy training, contributions to EELISA Joint Pedagogical Support Programme by addressing the concepts of digital accessibility, inclusion, and differentiation for teachers' training.

- FAU – Community-driven inclusion - Uses online and hybrid events across continuing education programs. Fosters digital peer communities where learners can exchange ideas beyond the classroom.
- ITU – Identified accessibility gaps - Acknowledges lack of adaptive tools for visually, aurally, and cognitively impaired learners. Recognizes the need for platform updates and local interventions for accessibility (e.g., dyslexia, color-blindness).
- PSL – Digital inclusion through communication and outreach - Uses HubSpot CRM and multiple communication channels (social media, press, internal networks). Focuses more on digital visibility and engagement than on accessibility.
- SNS – No information available.
- SSSA – Limited relevance - States that digital divide not applicable due to target group (professionals already digitally equipped).
- UNSTPB – Basic inclusion practices - Provides online access to courses and teaching materials.
- UPM – Strong focus on digital literacy - Offers dedicated courses to enhance digital skills at all levels. Promotes inclusion through capacity-building rather than infrastructure.
- ZHAW – Digital inclusion through global access and outreach - Uses MOOCs (edX) as an open-access international channel. Promotes inclusion through social media, partnerships, and global marketing.

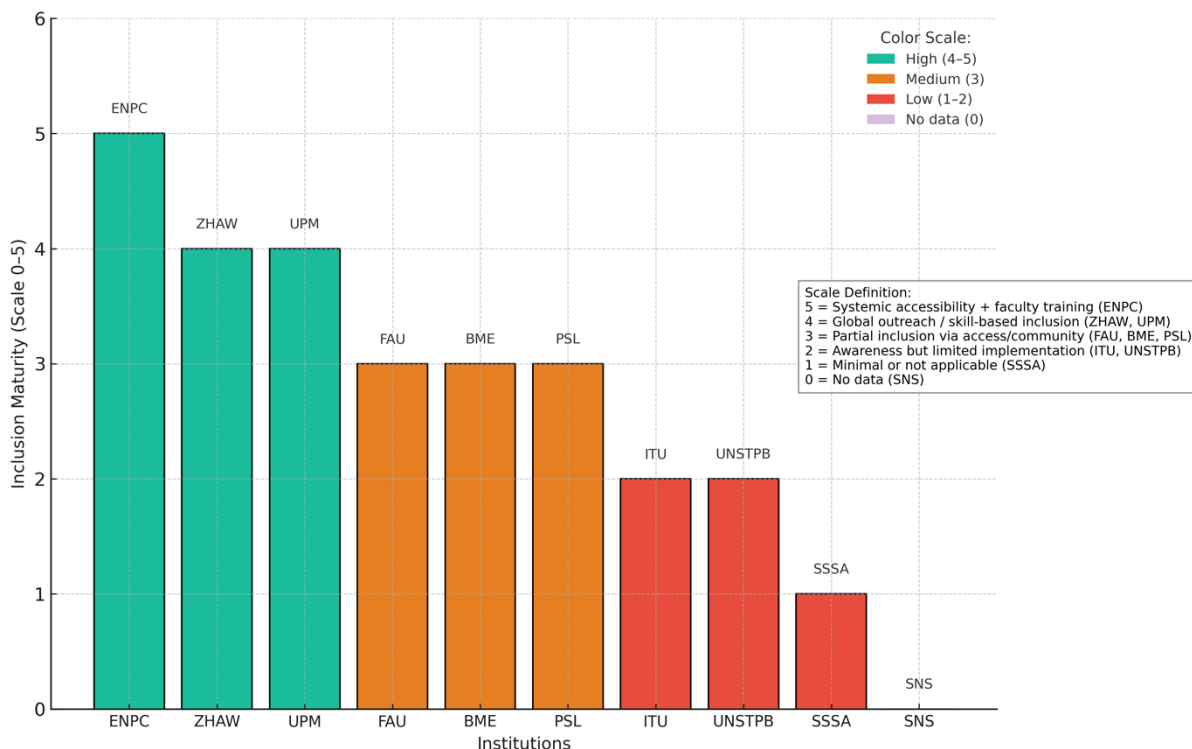


Figure A2.7.4 Digital Inclusion Maturity Across EELISA Institutions



Table A2.7.4 Digital Inclusion Strategies

Institution	Inclusion Focus	Key Tools/Actions	Inclusion Type
BME	Access extension	Online course delivery	Geographic access
ENPC	Accessibility & pedagogy	Moodle (Educnet), Woodclap, hybrid design	Accessibility + Flexibility
FAU	Community inclusion	Hybrid learning, digital forums	Community-driven
ITU	Awareness of accessibility gaps	Internal LMS, Teams, etc.	Infrastructure gap
PSL	Digital engagement	CRM (HubSpot), media outreach	Outreach-based
SNS	N/A	No information available	N/A
SSSA	Targeted audience only	Professional learners	Not applicable
UNSTPB	Basic digital access	Online materials	Access
UPM	Digital literacy	Digital skills courses	Skills-based
ZHAW	Global openness	MOOCs (edX), marketing, partnerships	Global Access

A2.8. Stakeholder Perspective and Partnerships

A2.8.1 Internal Units Collaborating LLL

The analysis reveals that most EELISA institutions already operate under multi-unit collaborative structures for LLL, integrating faculties, research centers, and central units.

- BME – Faculty-led model - Collaboration primarily limited to faculties, with minimal central coordination. Reflects a decentralized academic autonomy model—each faculty manages its own LLL activities.
- ENPC – Fully integrated multi-actor structure - Involves faculties, central units, and subsidiaries, creating a multi-layered LLL ecosystem. Central coordination allows joint management of quality assurance, administration, and outreach.
- FAU – Academic–research synergy - Collaboration across faculties, research centers, and central units. Indicates balanced integration of academic expertise and research-based innovation in LLL.
- ITU – Comprehensive institutional model - Collaboration includes faculties, research centers, and central units such as ITU CEE and ITU CEC. Enables both academic and administrative alignment, integrating LLL into institutional strategy.
- PSL – Dual-axis model (faculties + research centers) - Collaboration between faculties and research centers; lacks reference to a central LLL office. Suggests semi-decentralized governance, where innovation is driven by academic units.
- SSSA, UNSTPB, UPM, ZHAW – Fully integrated collaboration - All include faculties, research centers, and central units in LLL governance. Indicates institutional maturity and functional inter-unit alignment.
- SNS – No information available

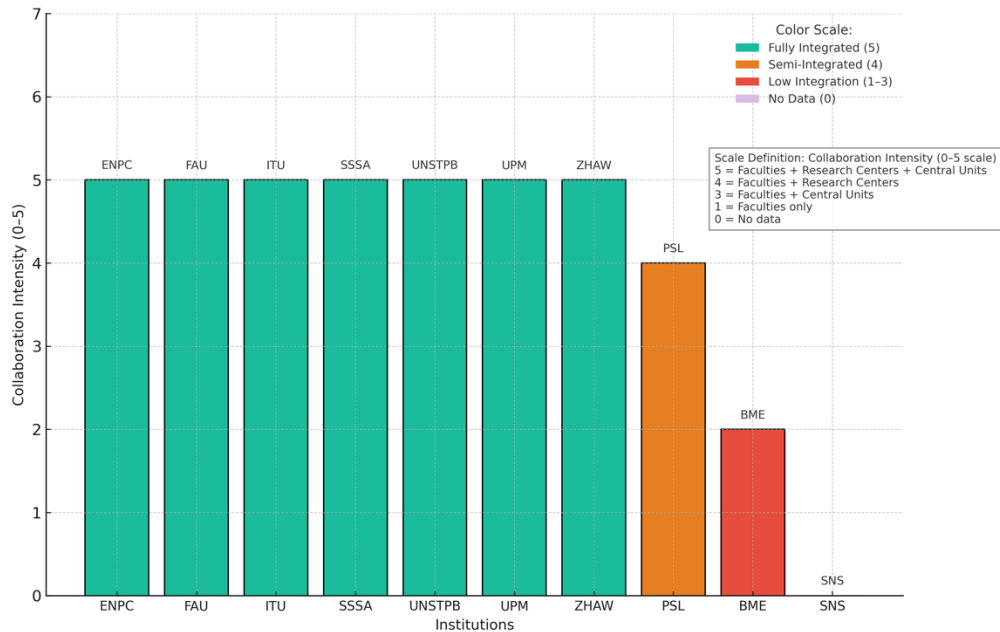


Figure A2.8.1 Institutional Collaboration for LLL

Table A2.8.1 Internal Collaboration Structures for LLL

Institution	Faculties	Research Centers	Central Units
BME	✓		
ENPC	✓	✓	✓ (Subsidiaries)
FAU	✓	✓	✓
ITU	✓	✓	✓
PSL	✓	✓	
SNS			
SSSA	✓	✓	✓
UNSTPB	✓	✓	✓
UPM	✓	✓	✓
ZHAW	✓	✓	✓

A2.8.2 External partners for LLL

The EELISA institutions collectively display strong external collaboration ecosystems, with clear variation in scope and maturity. ENPC, ZHAW, UNSTPB, UPM, and SSSA stand out as *multi-stakeholder leaders*, while BME, PSL, and FAU exhibit *focused but narrower partnerships*.



- BME – Limited yet targeted partnerships - Engages primarily with industry and NGOs. Indicates a sector-focused approach to LLL (professional, applied learning).
- ENPC – Broadest partnership spectrum across the alliance - Collaborates with industry, NGOs, public bodies, universities, community groups, and alumni. Demonstrates a mature ecosystem model, integrating both institutional and societal stakeholders.
- FAU – Research-based and institutional collaboration - Engages mainly with industry and universities, showing strong academic–industry linkage.
- ITU – Balanced and diverse partnership structure - Works with industry, NGOs, public bodies, and universities. Reflects strategic institutional openness and societal engagement.
- PSL – Institutional–public focus - Engages primarily with industry and public bodies.
- SNS – No information available
- SSSA – Multi-level, inclusive partnership network - Engages with industry, NGOs, public bodies, universities, and community groups. Reflects high institutional openness and awareness of social responsibility.
- UNSTPB – Market-embedded partnership model - Works with industry, NGOs, public bodies, universities, community groups, and “market participants.”
- UPM – Inclusive and structured partnership network - Collaborates with industry, NGOs, public bodies, universities, and community groups. Reflects a comprehensive and balanced partnership model.
- ZHAW – Highly networked, innovation-oriented approach - Mirrors UNSTPB with industry, NGOs, public bodies, universities, community groups, and market participants.

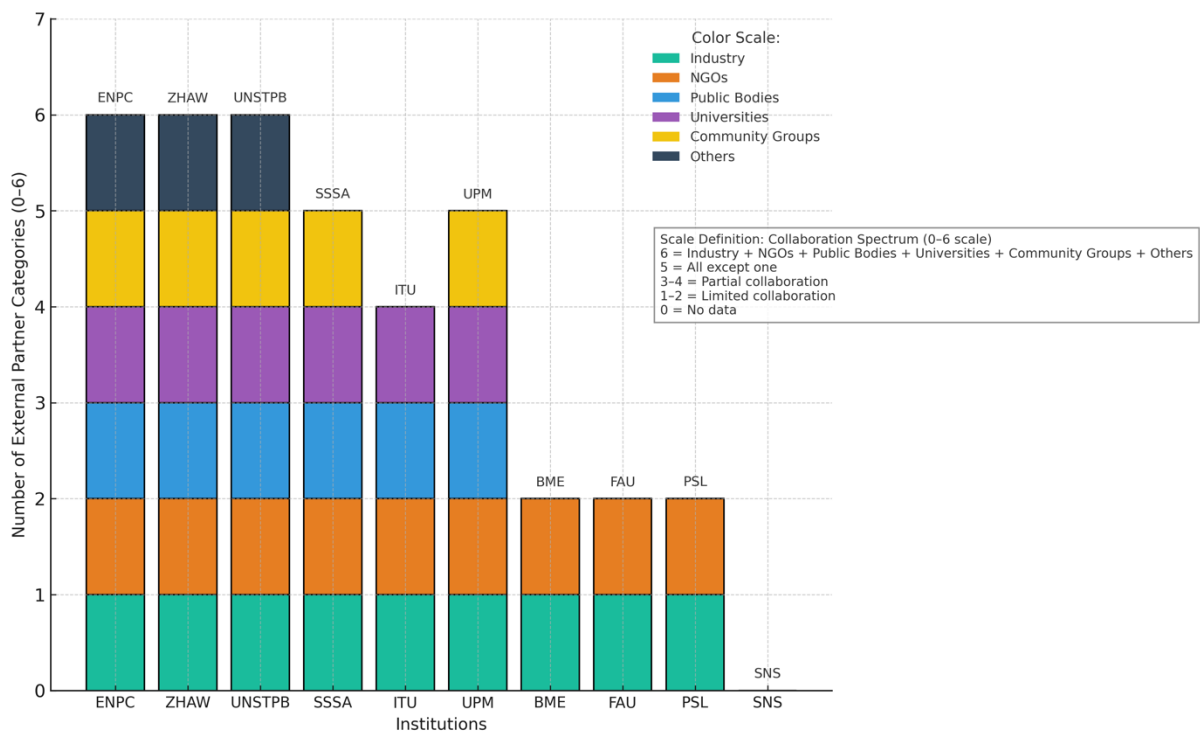


Figure A2.8.2 External Collaboration Spectrum for LLL

Table A2.8.2 External Partners in LLL

Institution	Industry	NGOs	Public Bodies	Universities	Community Groups	Others
BME	✓	✓				
ENPC	✓	✓	✓	✓	✓	✓ Alums
FAU						
	✓			✓		
ITU	✓	✓	✓	✓		
PSL			✓			
SNS						
SSSA	✓	✓	✓	✓	✓	
UNSTPB	✓	✓	✓	✓	✓	✓ Market participant
UPM	✓	✓	✓	✓	✓	
ZHAW						
	✓	✓	✓	✓	✓	✓ Market participant



A2.8.3 Most active and influential external partners and the Formalization of Relationships

Findings relating to the prevalence and effectiveness of LLL collaborations across the EELISA universities are as follows:

- BME – Professionally anchored partnerships (Formalized) - Collaborates mainly with sectoral associations (engineering, architecture, quality assurance). Partnerships are formally established through professional bodies.
- ENPC – Multi-sectoral ecosystem (Formalized) - Engages with a wide range of industrial sectors: energy, transport, civil engineering, construction, supply chain. Partnerships are formalized, often under agreements supporting co-designed curricula and internships.
- FAU – Global-industry and academic collaborations (Partially Formalized) - Collaborates with international companies, partner universities, and public institutions (e.g., museums). Partial formalization — many partnerships are ongoing but not under binding agreements.
- ITU – Policy–industry–academy collaboration (Partially Formalized) - Key partners: *Turkish Ministry of Industry and Technology* (public body), *PMI Türkiye* (professional network), *buildingSMART International* (global industry consortium). Partial formalization — some MoUs exist, others operate project-by-project.
- PSL – Targeted and fully formalized partnerships - Works with *2050 La Maison* and *One Point* on marketing and program development. Fully formalized partnerships — focused but strategically managed.
- SNS – No information available.
- SSSA – Strong regional governance links (Formalized). Partners include *Tuscany Region*, *Italian Ministries*, and *sectoral companies*. Fully formalized, typically through regional government contracts or memoranda.
- UPM – Institutionalized multi-level partnerships (Formalized). Partners: industry and public bodies at national, regional, and local levels. Formalized within Spanish regulatory frameworks.
- UNSTPB – Ad-hoc and informal collaborations - No formal partnerships reported; partnerships depend on project funding or external sponsors.
- ZHAW – Applied partnership model (Formalized) - Collaborates mainly with industry and public bodies. Partnerships are formally established, reflecting Switzerland's applied university model.

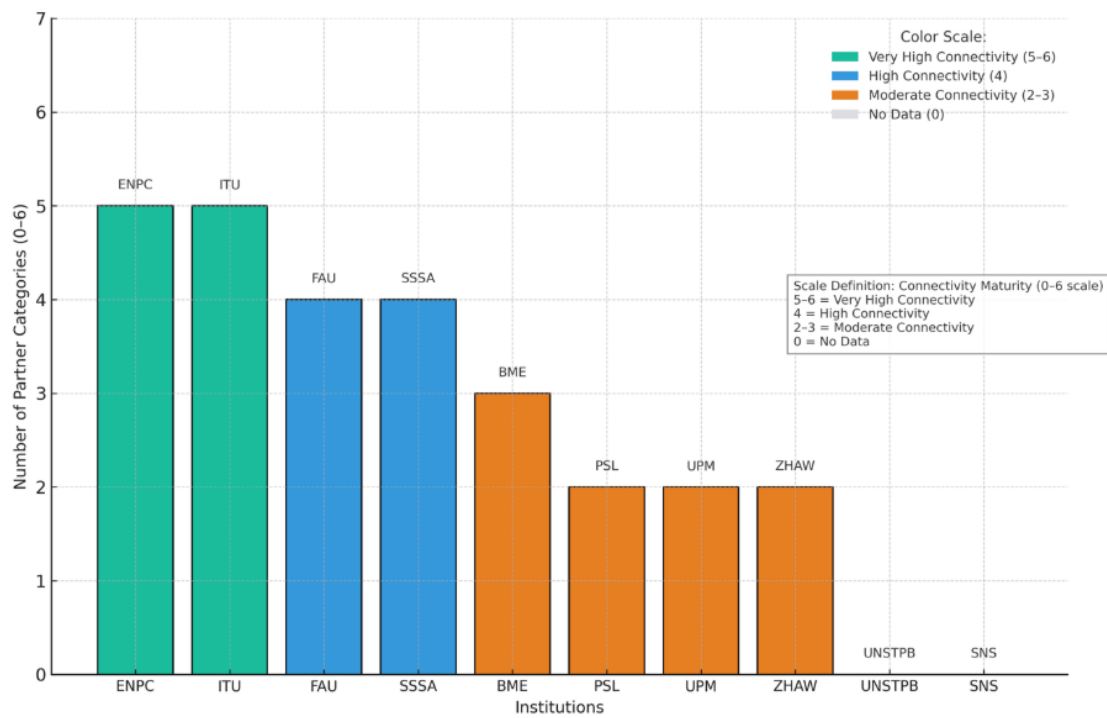


Figure A2.8.3a Prevalence of External Partnership Networks LLL

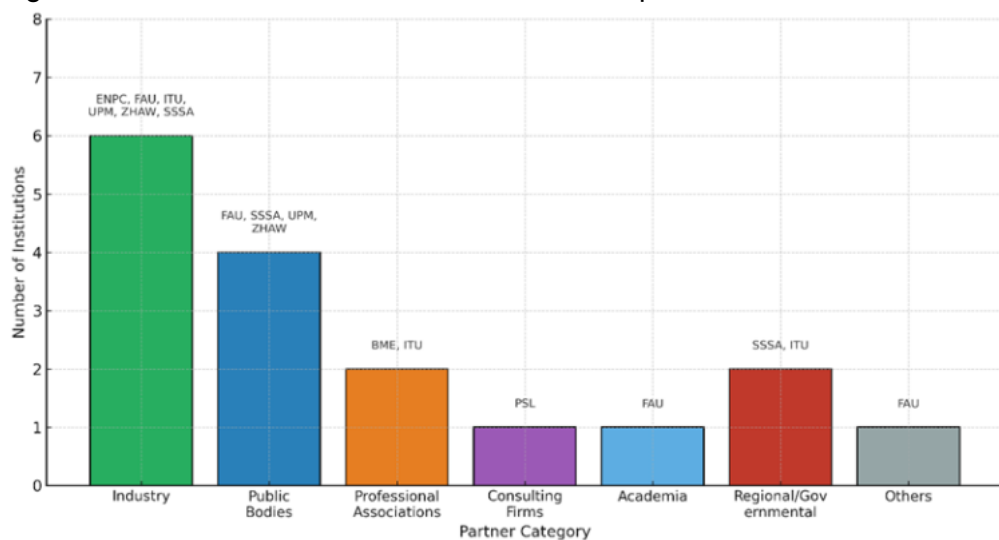


Figure A2.8.3b Active External Partner Categories across EELISA Institutions



Table A2.8.3a Key External Partners per Institution

Institution	Industry	Public Bodies	NGOs	Academia / Universities	Professional Associations	Community / Cultural
BME	✓		✓		✓	
ENPC	✓	✓	✓	✓		✓ Alums
FAU	✓	✓		✓		✓ Museums
ITU	✓	✓	✓	✓	✓	
PSL	✓	✓				
SNS						
SSSA	✓	✓	✓	✓		
UNSTPB						
UPM	✓	✓				
ZHAW	✓	✓				

Table A2.8.3b External Partnerships and Formalization

Institution	Main External Partners	Partnership Type	Formalization Level	Partnership Breadth
BME	Professional associations	Sectoral	Formal	Narrow
ENPC	Industry (multi-sector)	Cross-sector	Formal	Broad
FAU	Global industry + academia	Multi-actor	Partial	Broad
ITU	Ministry, PMI, buildingSMART	Mixed	Partial	Broad
PSL	Business partners (2050 La Maison, One Point)	Strategic	Formal	Narrow
SNS	N/A	N/A	N/A	N/A
SSSA	Ministries, regions, companies	Public–Private	Formal	Broad
UNSTPB	Various (project-based)	Ad-hoc	No	Narrow
UPM	Industry + public bodies	Multi-level	Formal	Broad
ZHAW	Industry + public bodies	Applied	Formal	Broad

A2.8.4 Management of Partnerships

Partnership management for LLL across EELISA universities reflects varying degrees of institutional maturity: ENPC and PSL demonstrate systematic customer relationship management (CRM) based governance models. BME, FAU, ITU, and SSSA follow relational and protocol-based approaches. UNSTPB and others manage partnerships ad-hoc, showing room for structural support. The survey findings indicate that:

- BME – Frequent-informal interaction model- Partnerships managed through *informal but regular engagement mechanisms* by deploying annual newsletters, visiting trips,

faculty “business breakfasts,” invitations to exam boards. Emphasizes personal relationships and sectoral community building.

- ENPC – Fully institutionalised and data-driven model - Formal agreements define partner roles in program design, resource allocation, revenue share, and QA, where the CRM tool systematically tracks interactions with industry and NGO partners. Regular program-level review meetings ensure performance-based governance. Industry partners integrated into orientation committees, contributing to skill alignment and CSR goals.
- FAU – Hybrid academic–personalized approach - Managed through formal cooperation agreements and dedicated contact persons, yet professor networks remain central.
- ITU – Protocol-driven, network-based - Uses formal protocols (MoUs) and personal networks for partnership management.
- PSL – Market-driven contractual governance - Partnerships initiated through market studies and tenders, sustained via joint actions and regular meetings.
- SSSA – Conventional legal framework - Manages partnerships through formal conventions and contracts.
- UNSTPB – Agreement-based but limited in scope - Partnerships managed case-by-case via specific agreements tied to activities.
- UPM – Pre-course agreement governance - Requires signed agreements among all parties during course design, prior to approval.
- SNS, ZHAW – No information available.

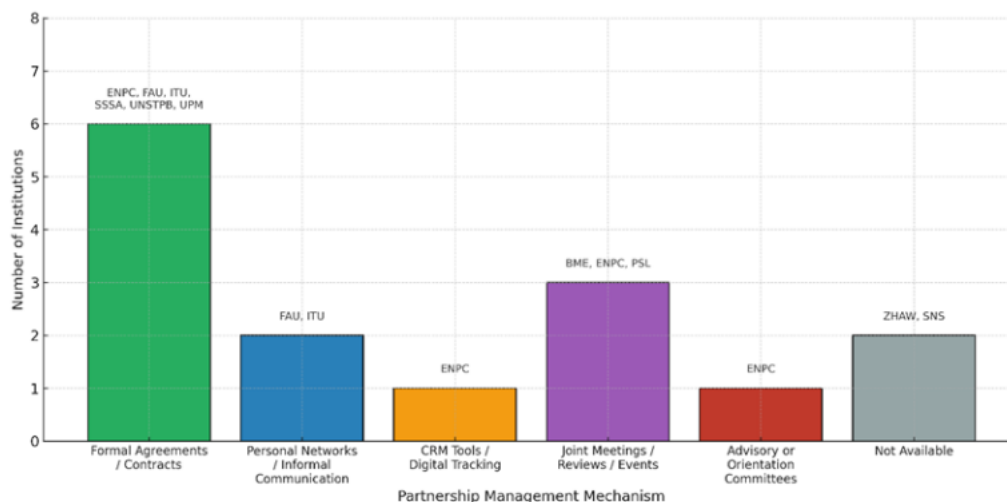


Figure A2.8.4a Partnership Management Mechanisms



Table A2.8.4 Partnership Management Typologies

Institution	Partnership Management Mechanism	Type	Formalization Level
BME	Newsletters, visits, events, exam board invitations	Relational	Partially Formal
ENPC	Agreements, CRM system, regular reviews, orientation committees	Strategic & Data-driven	Fully Formal
FAU	Personal networks + formal agreements	Hybrid	Partial
ITU	Protocols & personal networks	Hybrid	Partial
PSL	Contractual agreements, joint marketing & review meetings	Business/Contractual	Formal
SNS	N/A	—	—
SSSA	Conventions and contracts	Legal–Administrative	Formal
UNSTPB	Ad-hoc agreements	Project-based	Partial
UPM	Agreement required at course design approval stage	Procedural	Formal
ZHAW	N/A	—	—

A2.8.5 Involvement of disadvantaged groups in shaping LLL content

Across EELISA, inclusive access is widely recognized, but co-design participation remains limited. Only a few institutions actively engage disadvantaged groups in shaping learning content. The survey findings show that:

- BME – No involvement- No engagement mechanisms for disadvantaged groups for co-design of their learning experience.
- ENPC – Financial inclusion through merit-based support - Provides scholarships for learners with financial difficulties.
- FAU – Indirectly inclusive approach - Disadvantaged groups are considered target beneficiaries, not co-creators. Programs are designed for these learners, but not with them.
- ITU – Active needs-based inclusion - The ITU Center for Excellence in Education (CEE) identifies and integrates the needs of special learners (e.g., disabled, disadvantaged). Activities are organized based on feedback and consultation with these groups.
- PSL – Reflective and institutionalized approach under development - Has an inclusion department responsible for university-wide accessibility. Currently in a reflective stage — plans to consult the department for LLL design.
- SNS – No information available
- SSSA – Research-based participatory inclusion - Disadvantaged groups engaged through applied research projects (e.g., *Proximity Care* project).
- UNSTPB – No information available.
- UPM – Inclusive offerings but non-participatory design - Offers specific courses for vulnerable groups (migrants, refugees, unemployed, rural learners). Needs considered in course design, but no direct co-design mechanisms.
- ZHAW – No information available.



Table A2.8.5 Involvement of Disadvantaged Groups in LLL Content

Institution	Type of Involvement	Approach	Inclusiveness Scope
BME	None	—	None
ENPC	Merit-based scholarships	Financial inclusion	Economic
FAU	Target-group awareness	Indirect design	Programmatic
ITU	Needs-based consultation (via ITU CEE)	Participatory	Disability, diversity
PSL	Inclusion department (planning phase)	Institutional planning	Policy readiness
SNS	N/A	—	—
SSSA	Research fieldwork with vulnerable groups	Applied participatory research	Social & health
UNSTPB	N/A	—	—
UPM	Courses for vulnerable groups (no co-design)	Inclusive access	Migrants, unemployed, rural
ZHAW	N/A	—	—

A2.8.6 Co-creation practices in place

Co-creation in LLL activities is widely practiced but unevenly formalized across EELISA universities. Findings indicate that:

- BME – Demand-driven co-creation - Course content explicitly shaped by industry needs. Represents a responsive co-creation model between academia and the private sector.
- ENPC – Continuous stakeholder dialogue - Maintains ongoing feedback loops with: industry partners, professional organizations, and partner institutions. Embedded co-creation culture ensures programs remain practice-oriented and adaptive.
- FAU – Multi-stakeholder co-creation ecosystem - Involves industry, students, alumni, and universities in regular dialogue to refine content. Co-creation is used as a quality assurance and innovation mechanism.
- ITU – Structured institutional model - The ITU Center for Excellence in Education (CEE) operates a dedicated co-creation model. Based on *Learning Station methodology*—a participatory instructional design model combining student, academic, and industry inputs.
- PSL – No data
- SNS- No information available
- SSSA – Applied, participant-centered co-creation. Co-creation embedded in internships and adult training: Learner–employer matching, Pre-course interviews and surveys, Feedback from HR managers.
- UNSTPB – No data
- UPM – Industry-integrated co-creation - In-company courses co-designed with firms. Microcredentials co-developed with industry, showing forward-thinking alignment with European standards.
- ZHAW – Global collaborative co-creation - Leading example of international co-production: Developing a MOOC with associations and organizations worldwide.

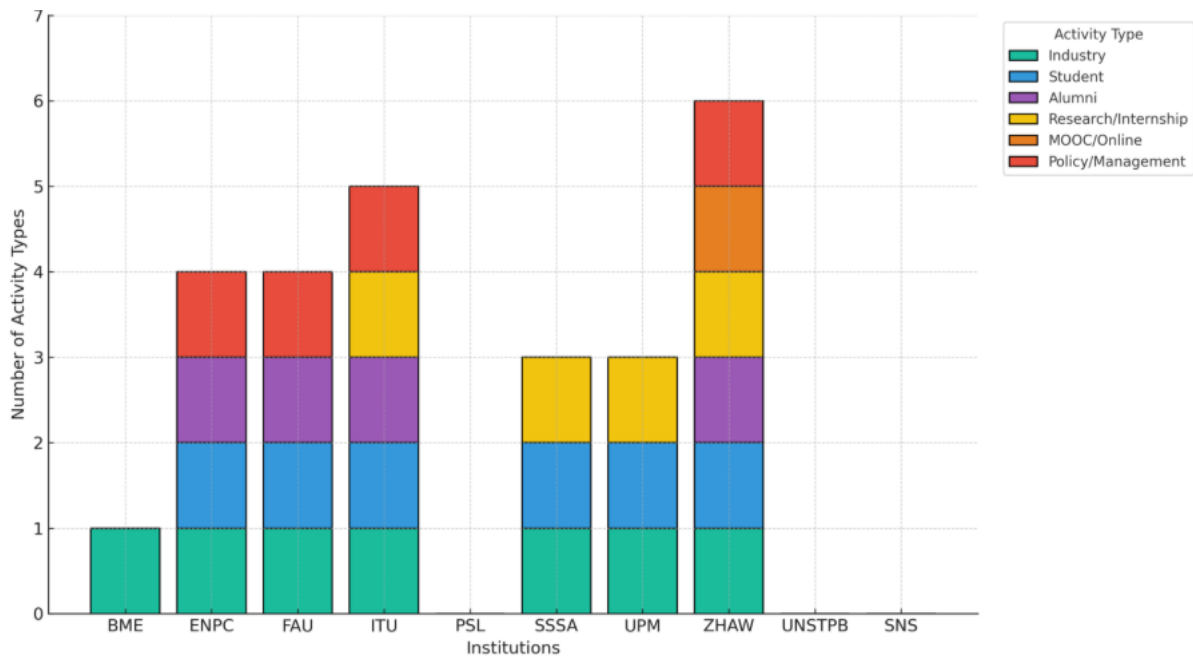


Figure A2.8.6a Type of Co-creation Activities across EELISA

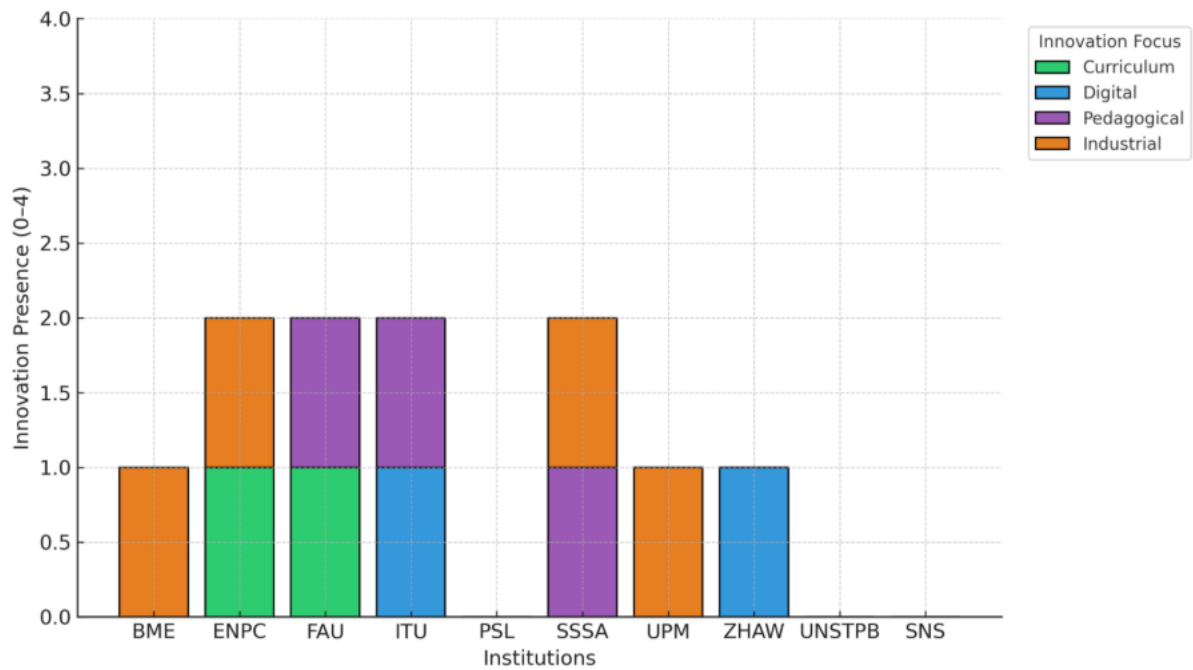


Figure A2.8.6b Multi-Dimensional Innovation Co-creation EELISA



Table A2.8.6 Co-creation Practices in EELISA Partners

Institution	Description (summary)	Innovation Focus (derived)
BME	Course content is based on <i>industry needs</i> .	Industrial
ENPC	Continuous dialogue with <i>industry and partners</i> to keep programmes relevant.	Curriculum / Industrial
FAU	Dialogue and feedback with <i>industry, students, alumni</i> → to align content.	Pedagogical / Curriculum
ITU	Has a <i>special co-creation model</i> (Learning Station – blended + AI + industry links).	Pedagogical / Digital
PSL	Empty / reflection stage.	None
SNS	N/A	—
SSSA	Matching <i>students and companies</i> through HR-based analysis & feedback.	Industrial / Pedagogical
UNSTPB	N/A	—
UPM	Co-created <i>in-company microcredentials</i> (industry interest).	Industrial
ZHAW	Producing <i>international MOOC</i> with associations and organizations.	Digital

A2.9. EU and Cross-Border Integration

This section explores how EELISA institution's LLL activities align with European Union priorities and frameworks, and the extent of cross-border collaboration. It covers participation in EU-funded initiatives, involvement in European University alliances, and the provision of joint or virtual learning opportunities. The results support the development of a cohesive and internationally connected EELISA LLL model.

A2.9.1 Addressing EU Priorities in LLL

EELISA partner institutions reported various ways in which their LLL offerings align with key EU policy frameworks, particularly the European Skills Agenda, the Digital Education Action Plan, the European Pillar of Social Rights, and the Green Deal. However, the degree of strategic alignment varies—some institutions intentionally embed EU priorities into their program design, while others reference them indirectly through broader thematic relevance.

- BME – Dual focus: green & digital transition - Integrates sustainability (green skills, energy efficiency) and digitalization (e-learning tools, digital badges, online training). Participation in Erasmus+ projects (DISCO SMS, D-RESKILL@U) for developing digital micro-credentials and open badges.
- ENPC – Domain-specific EU priority integration - Addresses EU priorities through subject content: *Digital construction, smart and green buildings, public action for sustainable development*.
- FAU – Sustainability-focused higher education pathway - Offers an MBA in Sustainability Management, integrating business and sustainable development principles. Fully aligned with the EU's Green Competences Framework (GreenComp) and SDG 9 / SDG 13 (industry & climate action).
- ITU – Institutional alignment with EU green & digital priorities - ITU CEC and CEE provide: *Sustainability Performance Indicators Carbon, Water, Energy Calculation & Reporting* and *3D Printing & Digital Fabrication* trainings. These directly support green transition and digital transformation priorities.

- PSL – Focusing on digital transformation - Presently emphasizes digital transition in training portfolio; plans to expand toward other EU priorities (green, inclusion).
- SNS– No information available.
- SSSA – Systematic SDG integration - Explicitly references Sustainable Development Goals (SDGs [AGENDA 2030](#)) as guiding principles for LLL course design.
- UNSTPB – EU topic integration at design phase - Incorporates EU priorities during course topic definition.
- UPM – Project-based integration - EU priorities reflected indirectly through EU-funded projects (e.g., *Green@You*). No general institutional policy but strong project implementation capacity.
- ZHAW – No information available.

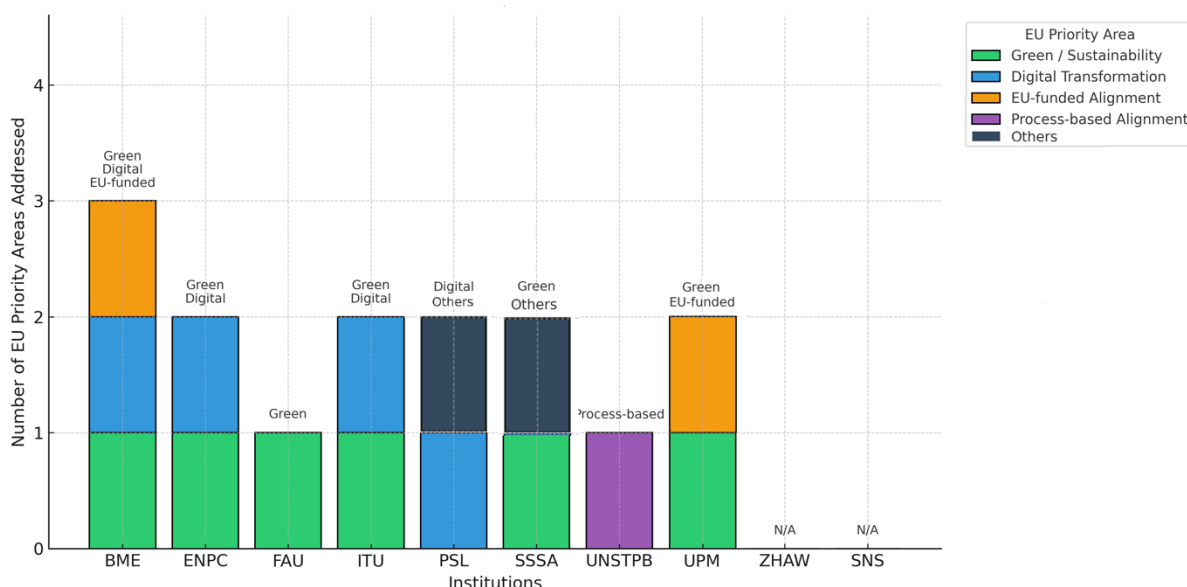


Figure A2.9.1 LL EU Priorities

Table A2.9.1a EU Priorities in LLL Programmes

Institution	Focus Areas	Alignment Type	EU Priority Addressed
BME	Green & Digital (Energy, Facility Mgmt, Digital Badges)	Project-based	Green Deal, Digital Skills Agenda
ENPC	Smart & Green Building, Public Action	Curriculum content	Green Deal, Digital Transition
FAU	MBA in Sustainability Mgmt	Institutional programme	Green Skills, SDGs
ITU	Sustainability Certificates, 3D Printing	Institutional & applied	Green Deal, Digital Skills
PSL	Digital Transformation	Emerging	Digital Education Plan
SNS	N/A	—	—
SSSA	SDG-oriented design	Curriculum principle	SDGs-AGENDA 2030
UNSTPB	Topic definition phase	Project inception	Green Skills
UPM	EU-funded sustainability projects	Project-based	Green Deal
ZHAW	N/A	—	—



A2.9.2 EU funding for LLL work

EELISA institutions report widespread but uneven access to EU funding to support their LLL activities. While many partners benefit from programs such as Erasmus+, Horizon Europe, and Digital Europe, the use of these funds is often project-based and not yet structurally embedded in institutional LLL strategies. Findings indicate the following:

- BME - Erasmus+ leadership in project-based LLL - Major reliance on Erasmus+ KA2 Cooperation Partnerships for LLL innovation.
- ENPC – Digital Europe programme alignment - Participates in Digital Europe funding, notably for the *Executive Master in Digital Twins for Infrastructures and Cities*. Integrates advanced EU digital priorities in postgraduate LLL offers.
- FAU, ITU, PSL, ZHAW – No information or direct reference to current EU-funded LLL projects.
- SSSA – EU research-funded digital education - Active in EU health workforce, human rights and conflict resolution, disaster and risk management projects, e.g., *H-PASS* (Health Workforce Digital Skills), Jean Monnet Chair (International Human Rights Standards In Conflicts And Disaster), EUMA (European Higher Education Network For Masters's Programmes). Uses research-oriented funding to integrate training components within digital transformation fields.
- UNSTPB – EU project involvements - References participation in different EU projects supporting LLL.
- UPM – Diversified and structured EU funding portfolio - Receives European Social Funds (ESF) and EU Resilience and Recovery Facility (RRF) funding since 2023. Combines research-oriented and skills-oriented EU projects under the LLL umbrella.

Table A2.9.2b EU Funding Engagement for LLL

Institution	Main EU Funding Source(s)	Type of Engagement	Thematic Focus
BME	Erasmus+ (KA2 Cooperation Partnerships)	Project-based	Digital & Green Skills
ENPC	Digital Europe Programme	Programme-based	Digital Transition (Smart Infrastructure)
FAU	—	None	—
ITU	N/A	N/A	N/A
PSL	N/A	N/A	N/A
SNS	N/A	N/A	N/A
SSSA	Research (Horizon, H-PASS, Jean Monnet, EUMA)	Project-based	Digital Health, Workforce Skills, Human Rights and Conflict Resolution, Disaster and Risk Management.
UNSTPB	Various EU Projects	Project-based	Reskilling & Upskilling
UPM	ESF, RRF, Research Funds	Systemic / multi-source	Green & Social Inclusion
ZHAW	N/A	N/A (non-EU country)	N/A

A2.9.3 Offers for virtual mobility or joint credentials

EELISA institutions report growing interest and early experimentation with virtual mobility and joint credentialing in the context of LLL, though fully implemented models remain limited. While some partners have piloted cross-border courses or shared digital badges, most initiatives are still in the developmental or pilot stage. Findings indicate that:

- BME – Pioneering in digital credential interoperability - Offers digital badges and micro-credentials designed for *cross-border recognition*. Emphasizes stackability and joint learning pathways, aligning well with EU micro-credential standards.
- ENPC, UPM – Digital Europe-driven virtual mobility and joint EELISA micro-credentials - The *Executive Master in Digital Twins for Infrastructure and Cities* is funded under Digital Europe, linking digital transition and cross-university learning. The joint-programme provides online learning across institutions, representing virtual mobility in practice and delivering joint micro-credentials.
- FAU, ITU, PSL, SSSA – No virtual mobility or joint credential - Currently offers independent institutional certificates and degree programmes.
- UNSTPB – Erasmus-based virtual mobility - Implements ERASMUS mobility and joint learning mainly through traditional student exchanges. Not fully extended to micro-credentials or stackable LLL offers.
- ZHAW – Full spectrum of international digital delivery - Offers online-only courses, joint, and double degrees with global partners. Combines virtual mobility and joint credential interventions extensively.

Table A2.9.3 Virtual Mobility and Joint Credentials

Institution	Offers (Y/N)	Description	Type
BME	Yes	Digital badges & micro-credentials; cross-border recognition	Digital Credentialing
ENPC	Yes	EM-Executive Master in Digital Twins for Infrastructures & Cities with virtual mobility and joint micro-credentials (with UPM)	Joint Virtual Programme and joint Credentials
FAU	No	—	—
ITU	No	—	—
PSL	No	—	—
SNS	N/A	No information available	—
SSSA	TBC	Possibly within professional programmes	Potential
UNSTPB	Yes	Erasmus-based virtual mobility	Exchange Mobility
UPM	Yes	Executive Master in Digital Twins for Infrastructures & Cities with virtual mobility and joint micro-credentials (with ENPC)	Joint Virtual Programme and joint Credentials
ZHAW	Yes	Online, joint, and double degrees with partners	Extensively integrated ecosystem

A2.10. Financial Models and Sustainability

This section examines the funding structures, cost-sharing approaches, and long-term sustainability strategies for LLL at your institution. It aims to understand how LLL activities are financed, what financial barriers exist, and how institutions plan for continuity beyond project-based funding.

A2.10.1 Funding sources

EELISA institutions report varying and complex funding sources to support their LLL activities, reflecting national higher education financing models, institutional strategies, and project-based innovation. Findings are as follows:

- BME - Funding primarily through EU projects and learner fees - Reflects project-dependent sustainability and market-based orientation.
- ENPC, SSSA, UNSTPB, UPM, ZHAW - All operate under multi-source models integrating *public*, *private*, *EU*, and *learner-based* revenue streams, while demonstrating the institutional strength in multi-actor collaboration and financial flexibility.
- FAU - Fully learner-fee-based model.
- ITU - Mix of learner fees, project-based income, and executive level institutional funding. Shows a semi-centralized hybrid model, with internal support for quality assurance.
- PSL - Public-private mixed model supported by learner contributions. Represents a balanced national funding scheme typical for French universities.
- SNS - No information available.

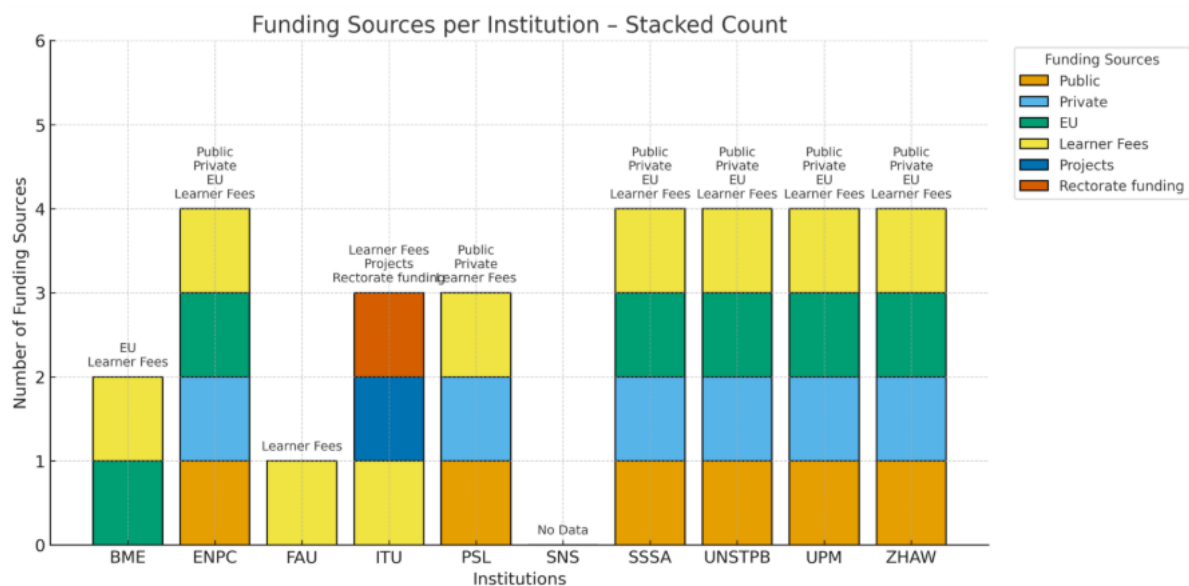


Figure A2.10.1 Funding by Institution

Table A2.10.1 LLL Funding Source Distribution

Institution	Public	Private	EU	Learner Fees	Internal / Projects	Model Type
BME	–	–	✓	✓	–	EU + Market
ENPC	✓	✓	✓	✓	–	Fully Diversified
FAU	–	–	–	✓	–	Fee-Based
ITU	–	–	–	✓	✓	Hybrid Institutional
PSL	✓	✓	–	✓	–	Public–Private
SNS	–	–	–	–	–	N/A
SSSA	✓	✓	✓	✓	–	Multi-Source
UNSTPB	✓	✓	✓	✓	–	Multi-Source
UPM	✓	✓	✓	✓	–	Multi-Source
ZHAW	✓	✓	✓	✓	–	Multi-Source

A2.10.2 Budget Structure

The financial management of LLL activities across EELISA institutions varies widely, with most institutions lacking a dedicated or standardized budget structure for LLL. Budgets are generally fragmented across faculties, continuing education units, and externally funded projects. Findings are as follows:

- BME – Structured and transparent LLL cost architecture - Operates an independent budget where budget items include; staff costs (internal & external instructors), IT infrastructure (videoconferencing, LMS), project/development costs, general overheads.
- ENPC – Balanced income-expenditure structure - Budget composed of: Revenues: Registration fees (main source). Expenses: Temporary staff, team salaries, operations, overheads.
- FAU – Full cost-recovery principle - All degree and certificate programmes must achieve financial self-sufficiency after a specific period.
- ITU, SNS, ZHAW – No information is available.
- PSL – Mixed public-private co-financing - 75% public funds and 25% private or learner fee revenue.
- SSSA – Course-level cost recovery - Institutional model where: The school provides physical infrastructure (classrooms, facilities). Each course's budget includes internal withdrawal for these services.
- UNSTPB – Funding tied to source
- UPM – Strict no-deficit model - Courses must be self-financing, with no deficit allowed. Revenue derived from: Student fees and external partnerships (industry, institutions).

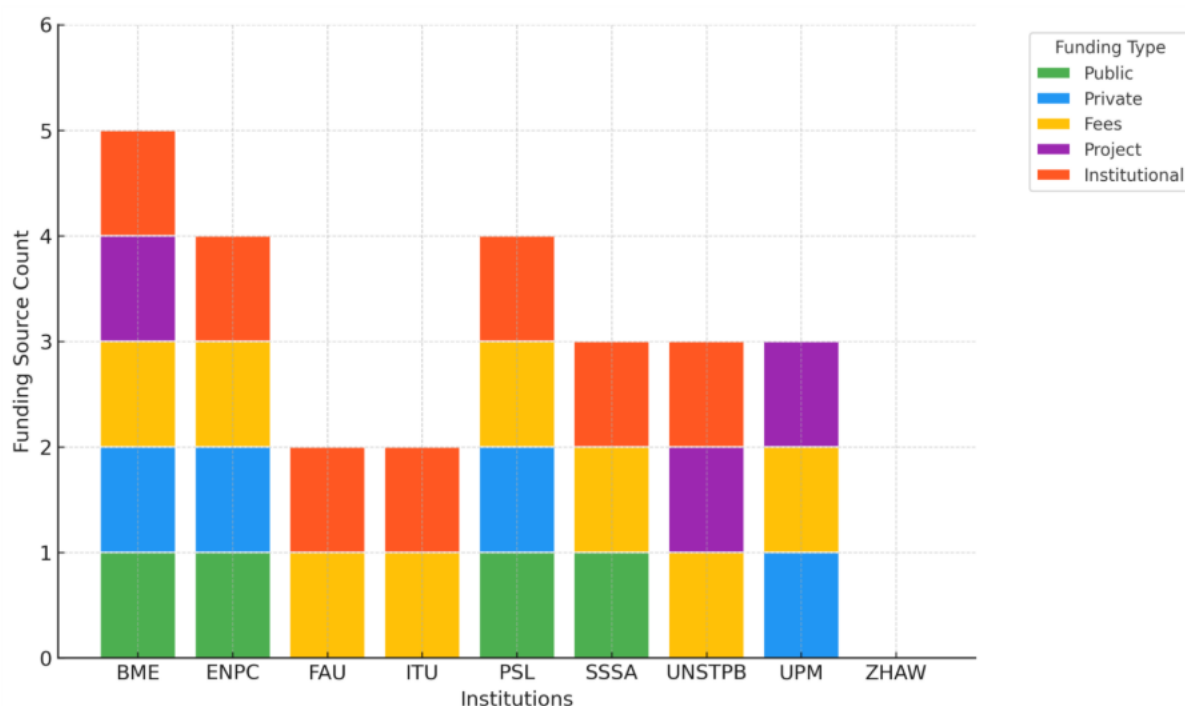


Figure A2.10.2 Funding Model by Institution

Table A2.10.2 LLL Budget Structures

Institution	Funding Model	Main Sources	Financial Autonomy	Notable Details
BME	Mixed (Institutional + Project-based)	Rectorate Budget, External Teachers, IT, Projects	Medium–High	Structured internal budgeting model
ENPC	Fee-based + Salary-cost	Registration Fees, Temporary Staff, Salaries, Overheads	Medium	Balanced revenue–expense model
FAU	Self-financed	Student Fees (post-startup phase)	High	All programmes must be self-sustaining
ITU	N/A	—	—	No information available
PSL	Public–Private Mix	75% Public, 25% Private/Fees	Medium	Defined split model
SNS	N/A	—	—	No information available
SSSA	Institutional + Course-level	Course revenues, Space usage deductions	Medium–Low	Overheads charged to courses
UNSTPB	External Project-based	EU or external sponsors	Medium	Dependent on project funding
UPM	Fee + Company Funding	Student fees, external agreements	High	Courses must break even
ZHAW	N/A	—	—	No information available



A2.10.3 Financial Challenges

Financial sustainability remains a major cross-cutting challenge for EELISA LLL. While most institutions pursue cost recovery and efficiency, market and enrollment pressures undermine long-term planning. Findings are as follows:

- BME – Cost–quality tension - Operates in a low-cost, price-competitive market, making it difficult to sustain high-quality training. LLL programs must remain affordable, but limited resources restrict innovation and digital transformation.
- ENPC – Budget equilibrium in public context - Faces tight public university regulations that constrain flexibility. Constant effort to balance revenues and expenditures while maintaining autonomy. Need to generate self-sustaining income without breaching public university rules.
- FAU – Uneven financial performance across programs - Some programs or cohorts are financially strong, others barely break even. Cross-subsidization between cohorts is required to maintain program continuity.
- ITU, PSL, ZHAW– No challenges are addressed in the survey.
- SNS- No information available
- SSSA – Student volume dependency - Challenge: Maintaining course viability by enrolling enough learners. The model depends on minimum participant thresholds to activate programs.
- UNSTPB – Weak financial sustainability
- UPM – Inflation and demand fluctuation - Rising operational costs (staff, materials, energy) and declining enrollments are main risks. Affects self-financing model — smaller class sizes threaten program continuity.

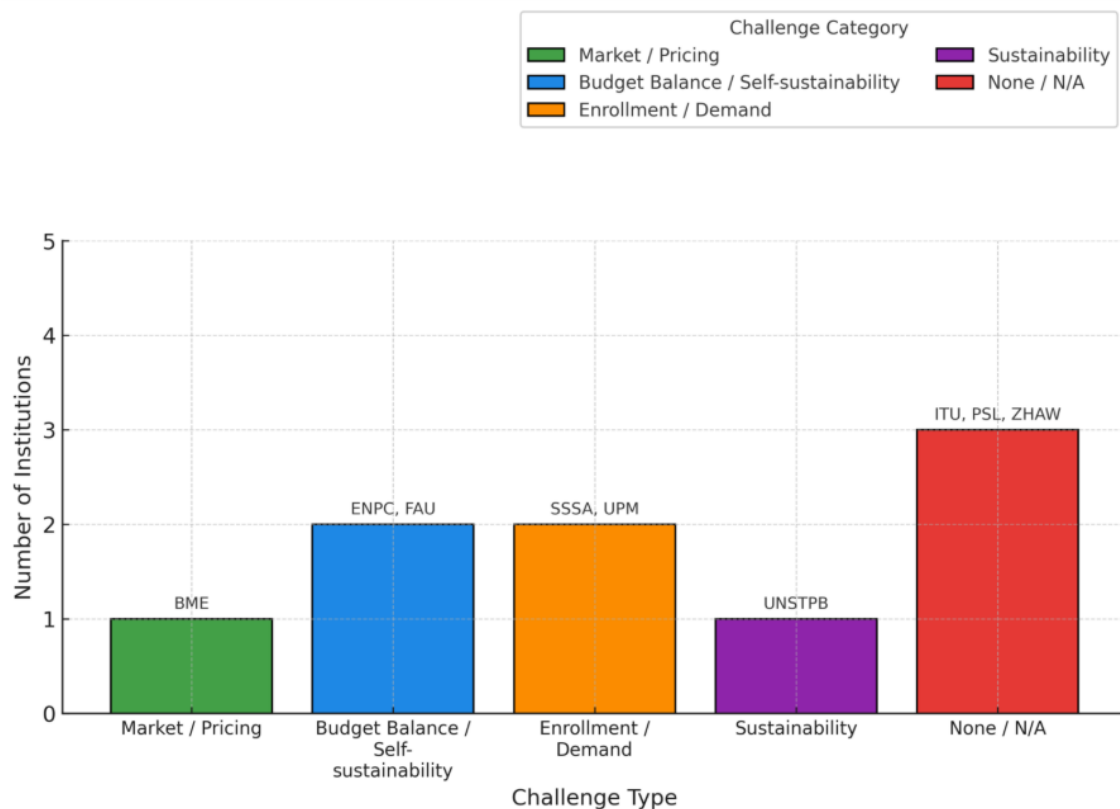


Figure A2.10.3 Financial Challenge Type

Table A2.10.3 Financial Challenges in EELISA LLL

Institution	Challenge Type	Description
BME	Market constraint	Hard to maintain quality in low-cost market
ENPC	Public sector regulation	Must balance revenue/expenditure under strict state rules
FAU	Internal income disparity	Uneven program performance, cohort dependency
SSSA	Enrollment dependency	Need sufficient students to activate programs
UNSTPB	Sustainability gap	Reliance on external short-term funding
UPM	Inflation/demand fluctuation	Increased costs, lower student numbers
ITU / PSL / ZHAW / SNS	N/A	Lack of structured data or financial risk tracking

A2.10.4 Use of Cost Sharing Models

Cost-sharing—where program costs are distributed among internal and/or external stakeholders—is a potentially powerful strategy for scaling and sustaining LLL initiatives. However, the data from EELISA institutions show that cost-sharing practices remain rare, informal, and underdeveloped. Findings are as follows:

- ENPC – Active cost-sharing practice - Yes, cost-sharing is practiced, most likely through: joint programmes with public/private partners, shared teaching resources and revenue allocation.
- SSSA- Case-based- Yes, cost-sharing exists on project-basis implementations.
- UNSTPB – Case based- Yes, cost-sharing exists, particularly in externally funded actions or multi-partner projects. The model is flexible, adapting to different financial sources.
- UPM – Structured model - Yes, clear cost-sharing between university, companies, and learners for courses and micro-credentials. UPM's model is sustainability-oriented — courses must be self-financing and supported by external partners.
- FAU & PSL – No cost-sharing - Funding relies primarily on learner fees and public funding. Indicates traditional, single-source financing, common in German and French public institutions.
- BME, ITU, SNS, ZHAW – Institutes lack information about structured cost-sharing mechanisms.

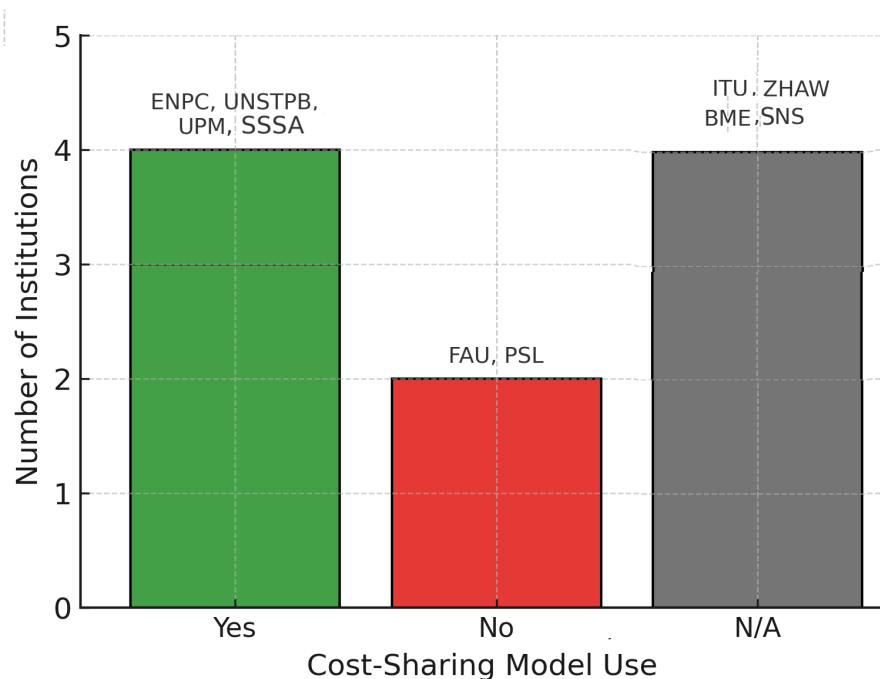


Figure A2.10.4 Cost Sharing Models

Table A2.10.4 Use of Cost-Sharing Models

Institution	Use of Cost-Sharing	Typical Model / Context
BME	N/A	No information available
ENPC	Yes	Joint executive programmes, partner co-funding
FAU	No	Self-financing model, no partner co-funding
ITU	N/A	No information available
PSL	No	Fully internal/public
SNS	N/A	No information available
SSSA	Yes	Project-based
UNSTPB	Yes	Project-based or multi-partner cost-sharing
UPM	Yes	Shared university–industry–learner cost structure
ZHAW	N/A	No information available

A2.10.5 Sustaining Post-Funding

Ensuring the long-term sustainability of LLL programs beyond the lifespan of project or seed funding remains a critical challenge for EELISA institutions. Only a few EELISA institutions have institutionalized post-funding sustainability (BME, FAU, ENPC, UPM).

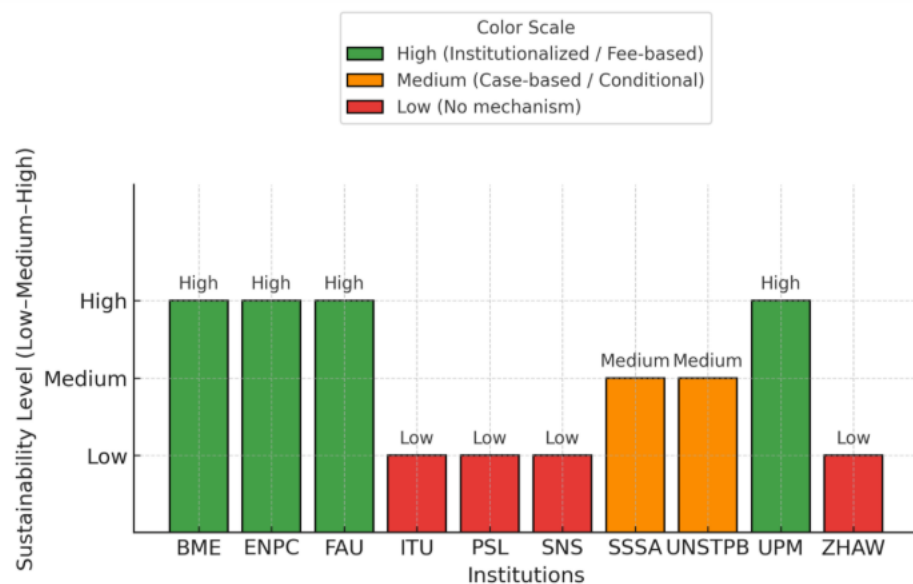
The majority rely on short-term or conditional continuity, risking discontinuity once projects end. Findings are as follows:

- BME – Long-term institutional integration of project outputs - Erasmus-funded programs remain publicly accessible for 5 years post-project through Moodle. Digital badges and platforms have been institutionally embedded and used beyond the project



scope. Maintenance and updates are covered by the Institute — ensuring tangible long-term impact.

- ENPC – Corporate partnership-based sustainability - Ensures continuity through multi-year corporate partnerships where self-sustained resources targeted and revenue generated from recurring industry collaborations replaces project funding.
- FAU – Fully self-sustaining model - LLL programs do not rely on third-party funding; instead, they are self-financing from the outset.
- SSSA – Conditional continuation model - Courses that prove successful are repeated with learner fees in subsequent editions.
- UNSTPB – Case-dependent sustainability - Post-funding model varies by program type and partner involvement. Some initiatives continue via institutional support, others do not. This effects flexible but inconsistent sustainability management.
- UPM – Transition to fee-based continuity - Recently most of the programs convert into fee-paying formats. Typical path: EU or institutional funded pilot towards a fee-paid LLL course. Combines innovation incubation (via funds) with long-term institutional uptake.
- ITU, PSL, SNS, ZHAW – No formal mechanisms for post-funding and sustainability of LLL programmes are reported, which addresses the limited institutionalization of LLL project results.



Insight: Around 45% of EELISA partners demonstrate high sustainability capacity, mainly through fee-based or embedded systems.

Figure A2.10.5 Post-Funding Sustainability Levels

Table A2.10.5 Post-Funding Sustainability Practices

Institution	Sustainability Approach	Mechanism
BME	Institutional embedding	LMS maintenance & badge integration
ENPC	Corporate partnerships	Multi-year co-funding with industry
FAU	Self-financed	Internal budget from inception
SSSA	Conditional repetition	Re-run courses via learner fees
UNSTPB	Flexible / project-based	Depends on program type
UPM	Fee-based continuation	Conversion of project results into paid courses
ITU, PSL, SNS, ZHAW	N/A	No structured system for post-funding reported

A2.11. Impact and Evaluation

This section focuses on how your institution measures the outcomes and broader impact of its LLL activities. It includes approaches to evaluating learner progress, employer and community feedback, and social or economic effects. The results help shape an evidence-based EELISA LLL model that is responsive to stakeholder needs and societal challenges.

A2.11.1 Methods to assess the impact of LLL

LLL impact assessment across EELISA is assessed as being fragmented and inconsistent, ranging from simple satisfaction forms to full mixed-method evaluation systems. Institutions like FAU and UPM exemplify good practices by integrating career tracking and employer feedback, while others rely only on operational metrics. Findings are as follows:

- BME – Quantitative performance monitoring - Employs clear quantitative indicators: Number of courses and learners; Income generated; Dropout and satisfaction rates; Returning client rates. Focuses on operational and financial impact, aligning with market-based LLL delivery.
- ENPC – Career-oriented impact tracking- Uses career surveys to evaluate learner outcomes after graduation. Measures employability, professional advancement, and skill utilization.
- FAU – Mixed quantitative and qualitative evaluation - One of the most comprehensive systems: Structured course and lecturer evaluations; Participant and employer feedback; Cohort and graduate surveys; Career impact tracking. Integrates data-driven monitoring with stakeholder dialogue.
- ITU – Satisfaction-based evaluation - Focuses on immediate learner satisfaction and feedback after each event. Provides insights into instructional effectiveness and relevance, but not long-term outcomes.
- SSSA – Program-specific evaluation - Uses case-based assessment, e.g., managerial training in hospital management.
- UNSTPB – Post-activity reflection model - Combines participant questionnaires with team debriefing discussions about post-activity. Provides qualitative insights into learning impact and team performance.

- UPM – Labour-market relevance evaluation - Measures employment outcomes and employer feedback as key indicators of success. For cases like in-company courses, direct feedback loops evaluate immediate impact on performance.
- PSL, SNS, ZHAW – No information is reported about the assessment methods of LLL impacts.

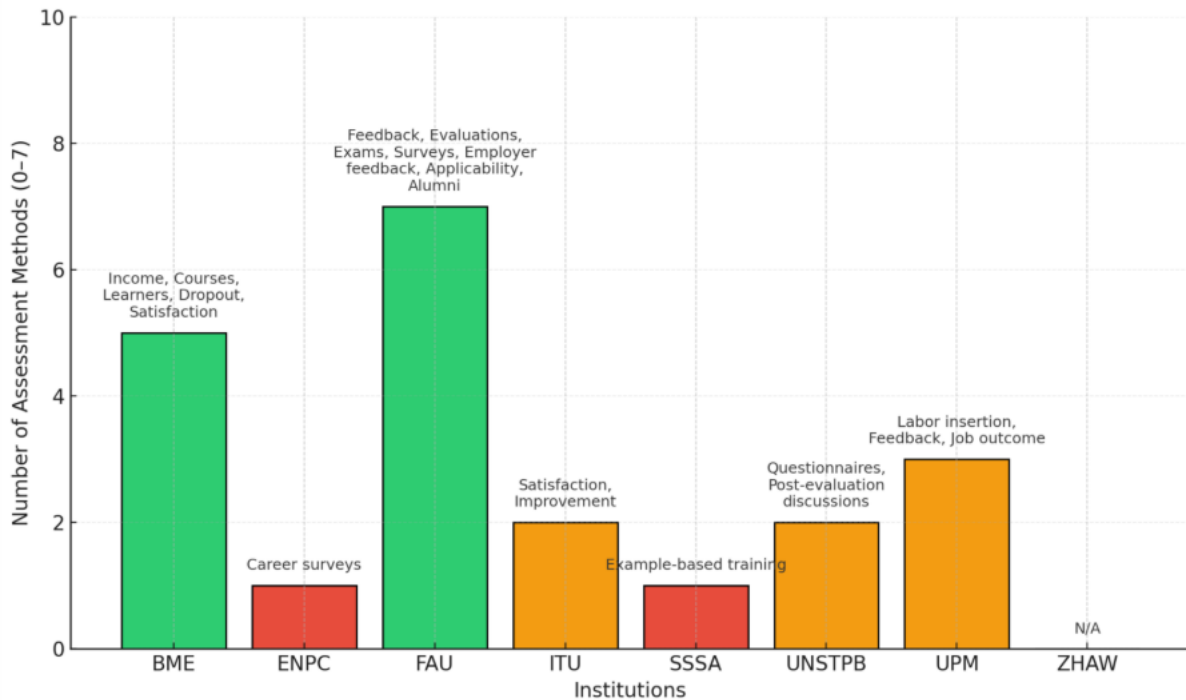


Figure A2.11.1 LLL Impact Assessment

Table A2.11.1 Impact Assessment Methods

Institution	Impact Assessment Methods	Focus
BME	Income, enrollments, dropout, satisfaction	Operational/Quantitative
ENPC	Career surveys	Employability
FAU	Mixed quantitative + qualitative tools (course evals, employer feedback)	Holistic quality + employability
ITU	Post-event satisfaction forms	Immediate feedback
SSSA	Case-specific evaluation (e.g. hospital management)	Sectoral impact
UNSTPB	Questionnaires + team discussions	Internal learning
UPM	Job outcomes, employer feedback	Employability & labor impact
PSL, SNS, ZHAW	N/A	No information available

A2.11.2 Methods to Assess Community Impact

EELISA partners currently lack a unified or systematic framework for community impact evaluation in LLL. Findings are as follows:

- ENPC – Systematic multi-scale needs assessment - Uses alumni networks and graduate employment surveys to track impact in: *Territorial level*: urban and regional development projects; *National level*: contribution to building renovation and

infrastructure; *European level*: training for sustainability, digitalization, and industrial competitiveness on engineering and materials. Approach aligns with EU cohesion and industrial strategies.

- SSSA – Local social benefit perspective- Acknowledges the practical impact of LLL to the local community through the relevant analysis.
- UPM – Acknowledges the institutional lack of explicit community impact assessment methods of the LLL.
- FAU, ITU, PSL, SNS, USTPB, ZHAW – No institutional methods mentioned to assess LLL and its impact in the community.

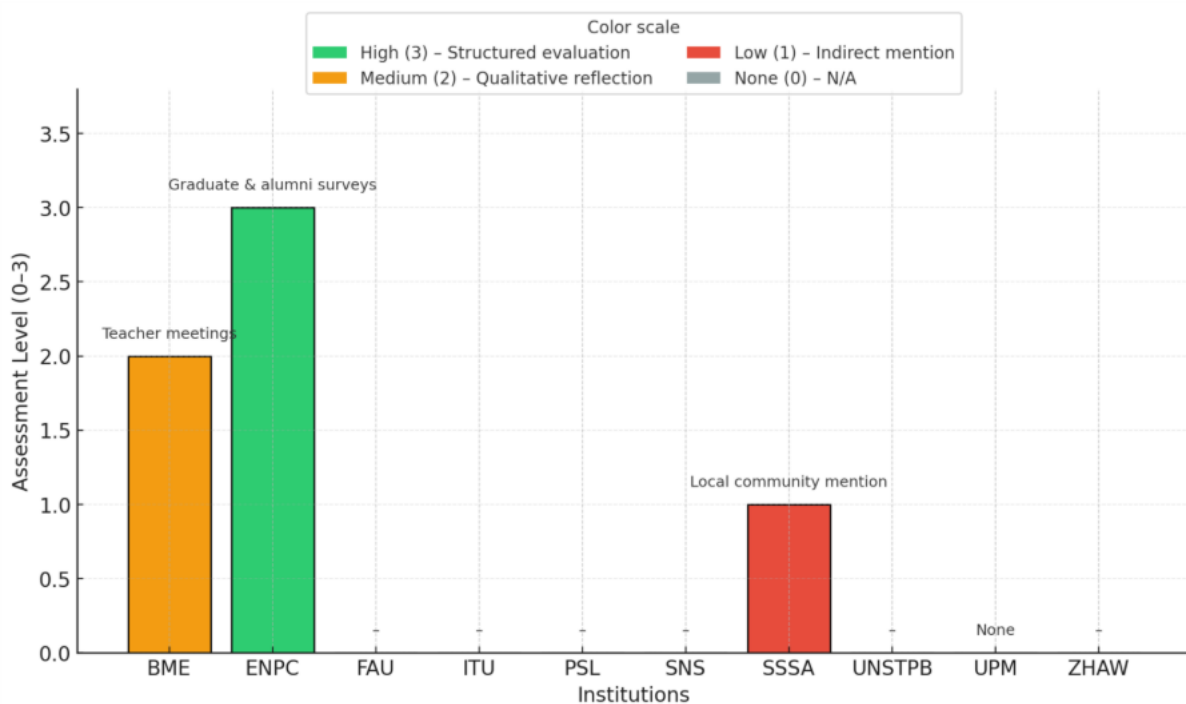


Figure A2.11.2 Presence of Community Impact Assessment

Table A2.11.2 Community Impact Assessment Methods

Institution	Method Type	Description Summary
BME	Qualitative – internal evaluation	Teacher evaluation meetings after larger courses.
ENPC	Quantitative & Qualitative – alumni and sector-based feedback	Graduate surveys, alumni networks, and national/European-level impact focus.
FAU	N/A	No information available
ITU	N/A	No information available
PSL	N/A	No information available
SNS	N/A	No information available
SSSA	Qualitative – local engagement	Mentions positive impact on local community.
UNSTPB	N/A	No institutional methods mentioned
UPM	No systemic evaluation	Community impact not explicitly evaluated.
ZHAW	N/A	No information available

A2.11.3 Community Ownership of LLL

Despite broad recognition of the importance of community engagement, long-term ownership of LLL initiatives by communities themselves is limited across EELISA institutions. Findings are as follows:

- BME - Internal “Train the Trainers” as ownership model - The MTI manages internal *Train-the-Trainers* programs. This approach focuses on capacity building of staff, which indirectly sustains institutional and community learning capacity.
- ENPC – Exemplary model of participatory and sustainable ownership - Ensures long-term community ownership through four integrated strategies of active governance participation, capacity building, sustainable financing mechanisms, participatory monitoring, community needs and programme adaptation. Represents a systemic and replicable model for LLL community sustainability.
- FAU – Limited but emerging community-based initiatives - Only specific programs achieve long-term community ownership — e.g. *Business Design Modeling and Train-the-Trainer Coach Programs* (by Orange Hills initiative). These foster innovative ecosystems and entrepreneurial learning communities in the start-up context.
- ITU – Not yet ensured - Community ownership structures are not in place yet.
- UPM – Not yet ensured - Acknowledges the lack of long-term ownership mechanisms.
- PSL, SNS, SSSA, UNSTPB, ZHAW – No information about the community ownership of LLL in the long-term.

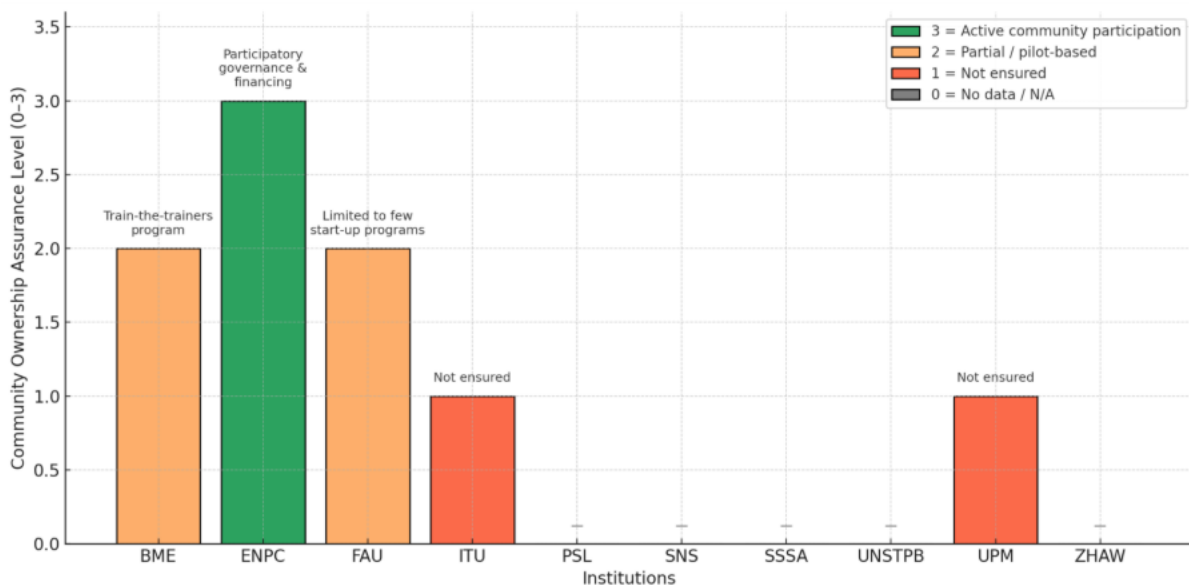


Figure. A2.11.3a Community Ownership Assurance of LLL Initiatives

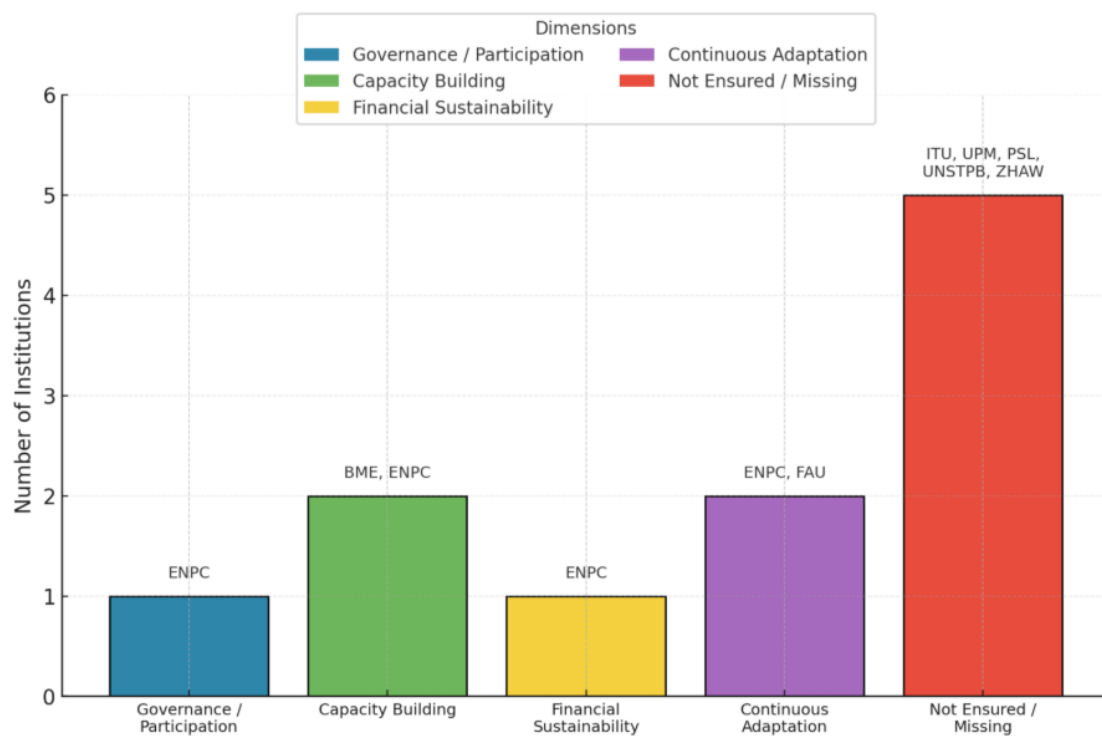


Figure A2.11.3b Approaches or Mechanisms in Long Term Community Ownership

Table A2.11.3 Forms and Approaches of Community Ownership

Institution	Ownership Type	Description Summary	Identified Approach /Mechanism
BME	Institutional / Internal Capacity	“Train the Trainers” program to build sustainability within the university.	Internal Train-the-Trainers program
ENPC	Full Community Co-governance	Participatory governance, sustainable financing, and adaptive monitoring with community input.	Participatory governance, capacity-building, sustainable financing
FAU	Partial / Case-based	Few programs achieve ownership, mainly in entrepreneurship and innovation contexts.	Entrepreneurial/start-up community initiatives
ITU	Not ensured yet	Acknowledged lack of long-term community ownership.	—
PSL	N/A	No community LLL ownership initiative mentioned	—
SNS	N/A	No institutional information available	—
SSSA	N/A	No community LLL ownership initiative mentioned	—
UNSTPB	N/A	No community LLL ownership initiative mentioned	—
UPM	Not ensured yet	Acknowledged lack of long-term community ownership	—
ZHAW	N/A	No community LLL ownership initiative mentioned	—

A2.11.4 Collection of Learner Case Studies

Learner case studies—narratives capturing individual learning journeys, motivations, and outcomes—can be a powerful tool for evaluating, communicating, and improving LLL initiatives. However, across EELISA institutions, the systematic collection and use of such case studies is rare and typically limited to externally funded or communication-focused projects.

- BME – No learner case collection yet - Learner feedback mechanisms exist (e.g., satisfaction surveys, dropout rates), but no structured learner case documentation is reported. Evaluation remains quantitative and internal, focused on operational performance rather than personal learning journeys.
- ENPC, FAU, ITU, UNSTPB – Institutionalized qualitative feedback collection - Systematic collection of learner feedback and outcomes.
- FAU – Institutionalized qualitative case collection - The Continuing Education Unit reports collecting participant feedback and structured examples of application in practice.
- SSSA, UPM – No learner case study mechanism reported. Feedback exists (e.g., job insertion or satisfaction data) but not case-based reflection. *Status: None.*
- PSL, SNS, ZHAW – No information about the collection of learner case studies.

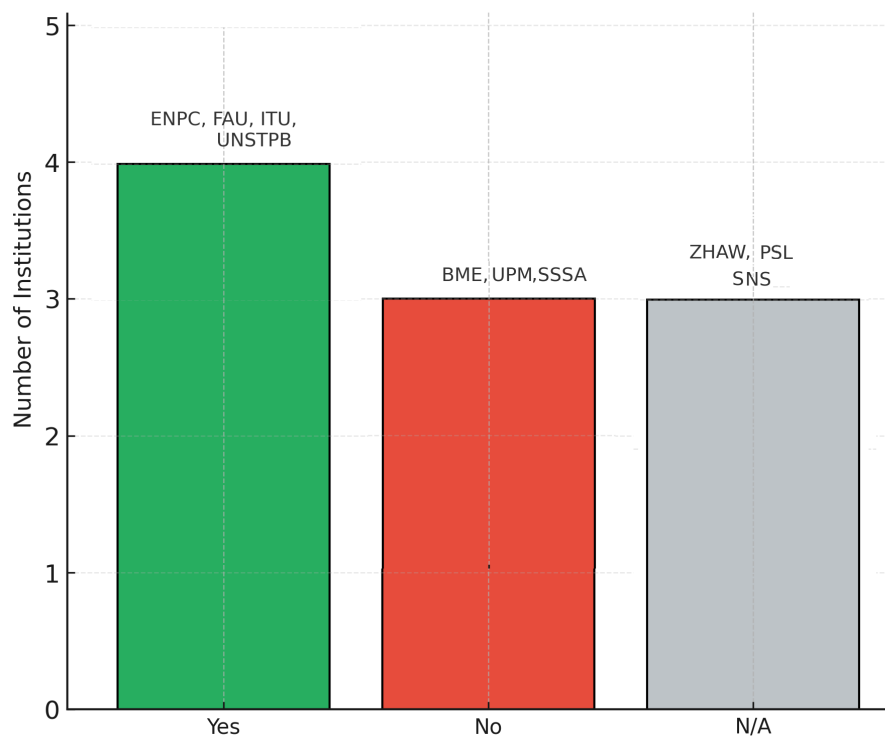


Figure A2.11.4 Frequency of Learner Case Study Collection



Table A2.11.4 Frequency of Learner Case Study Collection

Institution	Case Study Practice	Integration Level
BME	No information available	—
ENPC	Systematic collection through alumni and programs	Institutional
FAU	Integrated with QA and feedback systems	Faculty-level
ITU	Learning Stations generate learner case evidence	Pedagogical model
PSL	No information available	—
SNS	No information available	—
SSSA	No information available	—
UNSTPB	Post-project case documentation	QA framework
UPM	No information available	—
ZHAW	No information available	—

A2.11.5 Collection of Employer/Community Feedback

Employer and industry feedback are widely collected across EELISA universities, demonstrating strong alignment with professional relevance and QA processes. However, community-level engagement — measuring social value and civic outcomes — remains minimal. Findings are as follows:

- BME, ENPC, FAU, ITU, SSSA, UNSTPB, UPM – Identified mechanisms - Employer and community feedback are collected regularly through relevant institutional feedback mechanisms.
- PSL, SNS, ZHAW – No information about employer and community feedback collection.

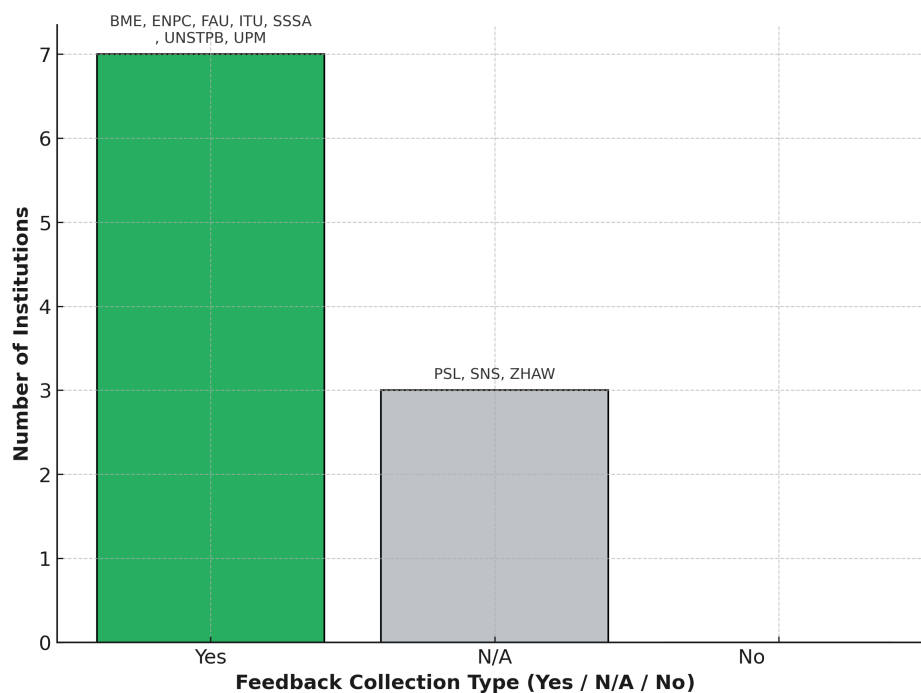


Figure A2.11.5 Employer Community Feedback

A2.12. EELISA Alignment and Recommendations

This section presents how institutions' LLL activities align with EELISA's mission, values, and strategic goals.

A2.12.1 Alignment of LLL offerings with EELISA's mission/SDGs

Alignment of LLL activities with EELISA's mission and the UN SDGs is emerging but uneven. Findings are as follows:

- BME – Strong SDG-oriented alignment - Clear and explicit alignment with SDGs 4, 7, 9, and 11, particularly through: Training in energy efficiency, facility management, quality engineering. Erasmus+ projects (DISCO SMS, D-RESKILL@U) supporting digital and inclusive education. Provides an institutional model for engineering-based sustainability training, open-badges and micro-credential integration.
- ENPC – Full strategic and operational alignment - ENPC explicitly connects all LLL activities to EELISA's mission pillars: *Reinventing the European engineer* (skills for ecological transition, CSR, digital innovation). *Democratizing access* (non-engineers, refugees, inclusive gender plan). *Fostering technology transfer* (co-designed with industry). *Stimulating citizenship & inspiration* (public lectures, ambassador programs, community weeks). Demonstrates a holistic and exemplary model of EELISA-driven LLL design.
- ITU – Thematic but partial alignment - Focuses on green and digital transition, core to SDG 4, 9, 11. Delivers microcredentials and applies active learning pedagogy via the Learning Station model.
- SSSA – Intentional but not yet implemented. Acknowledges lack of EELISA or SDG alignment in LLL course design, but plans to incorporate in future. *Status*: Planning stage.
- UNSTPB – Needs-based model - LLL offerings primarily shaped by partner and participant needs, rather than strategic frameworks.
- UPM – Mixed alignment - Only EELISA-based programs are fully aligned with EELISA mission and SDGs. Broader LLL portfolio remains decentralized.
- FAU, PSL, SNS, ZHAW – No direct reference to institutional alignment with EELISA values or SDGs.

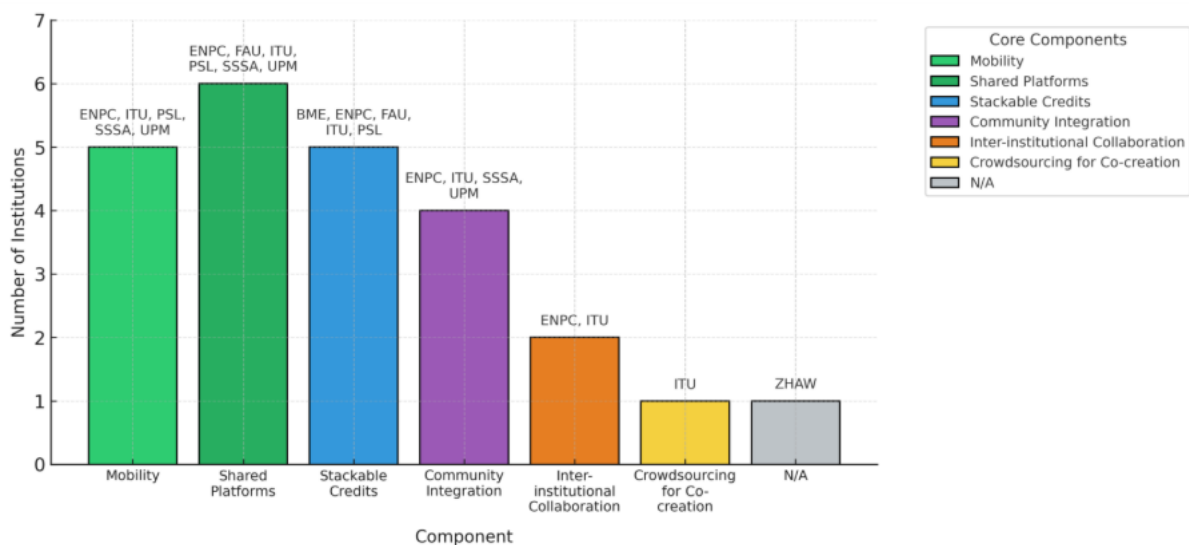
Table A2.12.1 Alignment of LLL with EELISA Mission/SDGs

Institution	Alignment Type	SDG Focus Areas
BME	Strong alignment through SDG-oriented programs and Erasmus+ projects	SDG 4, 7, 9, 11
ENPC	Fully aligned; integrated into mission, pedagogy, and community action	SDG 4, 5, 9, 10, 11, 13, 17
ITU	Partial; green & digital transition focus	SDG 4, 9, 11
FAU	Implicit through sustainability & innovation programs	SDG 4, 9
PSL	N/A	—
SNS	N/A	—
SSSA	Not yet aligned, but planning to integrate	—
UPM	Partial; only EELISA-linked programs aligned	Not specified in responses
UNSTPB	Based on partner needs, not SDG strategy	—
ZHAW	N/A	—

A2.12.2 Recommendations for EELISA's joint LLL Model Development

Most EELISA institutions envision a joint, modular, and digitally connected LLL system, built on *shared platforms*, *stackable credits*, and *mobility*. However, only a few (ENPC, ITU, UPM) extend this vision to include community integration and co-creation, which are essential to EELISA's societal mission. Findings are as follows:

- BME - Stackable Credits - Focuses on modularity and academic recognition. Prioritizes micro-credentials and accumulation of stackable learning units within formal education frameworks.
- ENPC - Comprehensive, multi-component model - Suggests integration of mobility, shared platforms, stackable credits, community integration, and inter-institutional collaboration. Represents a complete ecosystem approach shaped around joint training offers and recognition.
- FAU - Digital and modular focus - Emphasizes shared platforms and stackable credits.
- ITU - Co-creative and networked model - Suggests mobility, shared platforms, stackable credits, community integration, inter-institutional collaboration for joint training offers and crowdsourcing for co-creation. Adds the dimension of collective design and learner involvement.
- PSL - Mobility–Platform–Credit triad - Focuses on the operational pillars of European collaboration such as mobility, shared platforms, and stackable credits, but lacks explicit mention of community integration or recognition frameworks.
- SSSA – Integrated Model - Aligns institutional LLL structure with EELISA's mission for inclusive and collaborative learning, by integrating mobility, shared platforms, stackable credits, and community integration.
- UNSTPB - Mobility-Platform-Community Integration - Prioritizes mobility, shared platforms, and community integration, but less focus on credit recognition.
- UPM - Comprehensive, multi-component model - Suggests mobility, shared platforms, micro-credential stackability, and cross-sectoral community learning.
- SNS, ZHAW - No direct reference to EELISA joint LLL model.



"Shared Platforms" appears in 6 institutions, the most common joint model component.

Figure A2.12.2 Suggestions for EELISA's Joint LLL Model Core Components Frequency

Table A2.12.2 Desired Components of the EELISA Joint LLL Model

Institution	Mobility	Shared Platform	Stackable Credits	Community Integration	Inter-Institutional Collaboration	Co-creation / Other
BME	—	—	✓	—	—	—
ENPC	✓	✓	✓	✓	✓	—
FAU	—	✓	✓	—	—	—
ITU	✓	✓	✓	✓	✓	✓ (Crowdsourcing)
PSL	✓	✓	✓	—	—	—
SNS	—	—	—	—	—	—
SSSA	✓	✓	✓	✓	—	—
UNSTPB	✓	✓	—	✓	—	—
UPM	✓	✓	✓	✓	—	—
ZHAW	—	—	—	—	—	—

A2.12.3 Most impactful change to improve LLL at EELISA institutions

When asked to identify the single most impactful change that would enhance LLL at their institution, EELISA partners proposed a diverse yet converging set of priorities. The most transformative changes identified by EELISA institutions converge around digitization, modularity, and policy integration. Findings are as follows:

- BME – Institutional recognition and funding - Seeks formal authorization and financial support for LLL units. Current LLL services exist but lack official mandate or budgetary stability.
- ENPC – System-level scalability - Prioritizes: Scalable program architecture with credit accumulation (stackable learning). Multilingualism to reach wider European learners. Automated certification platforms for efficiency and transparency in recognition processes.
- FAU – Streamlining administration and digital processes - Calls for: Shorter administrative channels, reducing bureaucracy and efforts to launch new programs and certificates. Digitization of participant management (self-enrollment, e-contracts, digital invoicing).
- ITU – Institutional reform and ecosystem building - Focuses on: Developing LLL policy and implementation guidelines. Transforming the Continuing Education Center's structure and scope. Strengthening collaboration with industry and alums networks to develop an institutional LLL community. Identifying upskilling/reskilling needs collaboratively.
- PSL – Integration into EELISA's architecture -Emphasizes: Student mobility, shared digital platform, stackable credits for flexibility and recognition.
- SSSA – Resource and infrastructure development - Needs: Dedicated LLL personnel and permanent training catalogue, and improved infrastructure to deliver continuous programs.
- UNSTPB – Regulatory clarity - The most impactful change would be the clear national legislation governing LLL.
- UPM – Internationalization and multilingualism - Calls for teaching in multiple languages and internationalized programs to attract broader audiences.
- SNS, ZHAW – Not information about impactful changes to improve LLL at the institutions

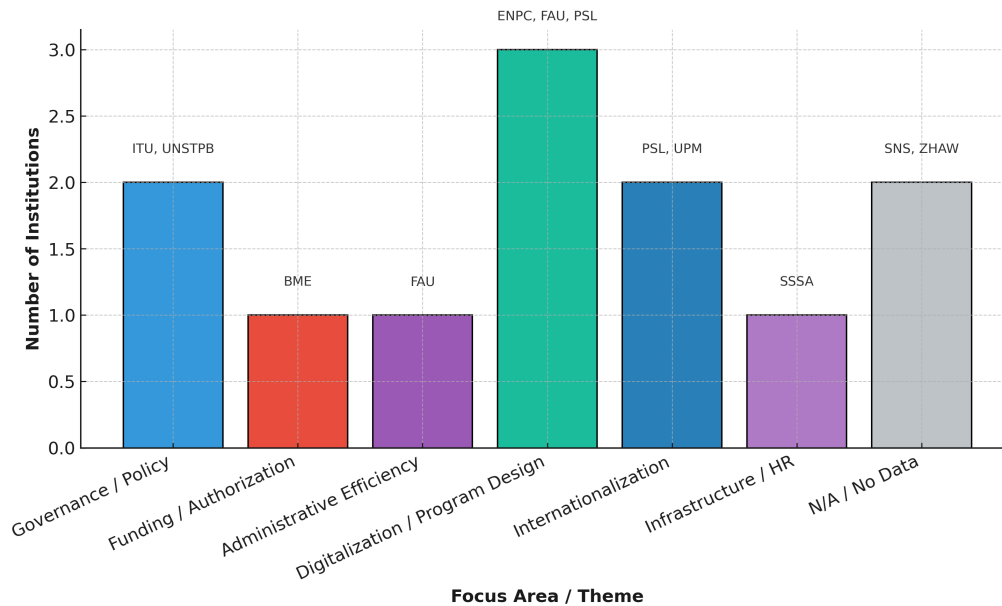


Figure A2.12.3 Focus Area of Most Impactful Change

Table A2.12.3a Most Impactful Changes for Improving LLL

Institution	Category	Key Focus
BME	Governance & Funding	Institutional authorization and budget allocation
ENPC	Digital Transformation	Scalable program design, multilingualism, automation
FAU	Administration & Efficiency	Less bureaucracy, digitized processes
ITU	Policy & Ecosystem	Institutional policy, stakeholder partnerships, alumni inclusion
PSL	EELISA Integration	Shared platforms, mobility, stackable credits
SNS	N/A	No information available
SSSA	Infrastructure & HR	Dedicated staff and infrastructure
UNSTPB	Legal Framework	National legislation for LLL
UPM	Internationalization	Multilingual, globally accessible programs
ZHAW	N/A	No information available

Table A2.12.3b Types of Institutional Change Proposed

Theme	Example Actions	Institutions
Policy & Governance	Institutional LLL policy, new organizational structure, clearer legislation	ITU, UNSTPB
Funding & Authorization	Formal authorization, financial support	BME
Administrative Efficiency	Reduce bureaucracy, faster processes	FAU
Digitization & Automation	Automated certification, digital participant management	ENPC, FAU
Internationalization / Mobility	International programs, multilingualism, mobility	ENPC, PSL, UPM
Infrastructure & Human Resources	Dedicated personnel, infrastructure, LLL offers catalogue	SSSA
Pedagogical / Lifelong Learning Innovation	Stackable credits, scalable program architecture, alumni inclusion, industrial collaboration	ENPC, ITU, PSL
N/A	No information available	ZHAW, SNS



A2.12.4 Additional Insights or Recommendations from Partners

In the final section of the survey, EELISA partners were invited to provide any further reflections, insights, or recommendations that had not been captured elsewhere. Findings are as follows:

- ENPC – Pragmatic, market-aligned strategy - Recommends starting with small-scale, employer co-developed pilot modules. Focus on dual recognition (national & European) and gradual scaling. Suggests market validation — tailoring European-level offerings to *local learner and employer needs*.
- UNSTPB – Socio-economic responsiveness - Suggests LLL design should start from local societal and economic needs. Reinforces the bottom-up logic of European lifelong learning — linking LLL content with local labour and inclusion agendas.
- BME, FAU, ITU, PSL, SNS, SSSA, UPM, ZHAW – No additional institutional insight or recommendation specified.

Table A2.12.4 Key Recommendations by Institution

Institution	Key Recommendation	Alignment Area
ENPC	Pilot co-developed modules, dual recognition, market validation	Digital & Market Integration
UNSTPB	Align programs with local socio-economic needs	Relevance / Impact
BME, FAU, ITU, PSL SNS SSSA, UPM ZHAW/SNS	No information available	N/A



Annex 3: Good-Practices Catalogue on LLL Practices in EELISA

EELISA partners were asked to describe LLL/ULL programs/initiatives (maximum 3) related to continuing education and provide details, which were analyzed as GOOD PRACTICES to develop the EELISA LLL/ULL model. Section 13B. Existing LLL Practices (non-formal or community-based LLL offerings). Partners were also asked to provide relevant links to websites, brochures, or reports.

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A3.1 Existing LLL Practices (LLL offerings embedded in degree programmes)

A3.1.1 BME-Budapesti Műszaki és Gazdaságtudományi Egyetem

A3.1.1.1 BME-Good practice #1

1. Program name	Building Energy Certification – Preparatory Course for Chamber Licensing Examination
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Continuing Professional Development (CPD)
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Engineers and architects seeking official chamber license to perform building energy certification activities.
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site (Budapest, BME campus)
5. Duration & Workload (e.g., total hours, ECTS, weeks)	Total: 60 contact hours (lectures and practice) Intensive short-course format, designed to prepare for licensing exam
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Periodically (several times per year, depending on demand and licensing exam schedule)
7. Language(s) of Instruction	Hungarian
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Provide up-to-date knowledge of building energy certification methodologies and regulations. Train participants in the practical application of energy performance assessment.



	Prepare participants for the official chamber licensing exam.
9. Learning Outcomes (<i>specify what the learner will know/be able to do upon completion</i>)	Upon completion, participants will be able to: -Conduct building energy audits and certifications in compliance with Hungarian and EU regulations. -Apply energy calculation methodologies in practice. -Demonstrate knowledge required for the professional chamber licensing examination.
10. Teaching methodologies used (<i>e.g., project-based learning, challenge-based learning, flipped classroom, etc.</i>)	Expert-led lectures Practical calculation exercises Case studies aligned with licensing requirements
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Attendance and active participation required Final written examination / test simulating chamber licensing conditions
12. Recognition / Certification (<i>Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree</i>)	Official Certificate of Completion issued by BME ICEE, which is required to register for the chamber licensing exam.
13. Alignment with EU Frameworks (<i>Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition</i>)	Supports the Green Transition (EU Green Deal, SDG 7 Affordable & Clean Energy, SDG 11 Sustainable Cities & Communities). Linked to EQF Level 6–7 (engineer-level competence).
14. Responsible Unit / Faculty (<i>Indicate the institutional owner for internal networking</i>)	Institute of Continuing Engineering Education
15. Delivery Platform or Format (<i>If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc</i>)	On-site training (classroom); digital resources and communication supported by BME platforms (Moodle/Teams if applicable).
16. Cost / Funding Model (<i>Notes if it is free, fee-based, or grant-supported</i>)	Fee-based programme (tuition fee paid by participants or their employers).
17. Stakeholder Involvement (<i>Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>)	Designed in cooperation with Hungarian Chamber of Engineers and aligned with national regulatory framework.
18. How do you support inclusive access	Open registration for all qualified engineers/architects. Clear information and guidance provided online.



	Affordable compared to international equivalents, enabling wider professional participation.
19. Contact Person / Website / Link	Website: https://www.mti.bme.hu/tanfolyam/epuletenergetikai-tanusito-kamarai-jogosultsagi-vizsgara-felkeszito-tanfolyam/



A3.1.2 ENPC- Ecole Nationale des Ponts et Chaussées

A3.1.2.1 ENPC-Good practice #1

1. Program name	ME310 – Mastère ME310 Innovation by Design — d.school Paris
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Master's degree / certified continuing education (RNCP Level 7 qualification), integrated into an engineering curriculum or accessible through initial and continuing education (equivalent to Master 2 level).
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Final-year engineering, design, management, or social sciences students (Master's level); graduates seeking to deepen their skills in innovation/design thinking (continuing education).
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Mainly on-site (at Marne-la-Vallée), with additional travel for events and scheduled international study trips.
5. Duration & Workload (e.g., total hours, ECTS, weeks)	Ten-month annual programme, from September to July; professional rhythm (80% practice, 20% theory); majority of the year dedicated to a real professional project entrusted by a partner company.
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Offered annually; admission through selection (application/interview); open days organised for future cohorts; maximum of 12 students (3 teams of 4).
7. Language(s) of Instruction	Courses taught in French, particularly for fieldwork in France with users; deliverables in English (notably as part of the international SUGAR Network partnership); translated examinations.
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Master a user-centred innovation approach through design thinking (inspiration, ideation, implementation). -Develop innovative solutions (prototyping, storytelling, business model). -Gain international, multidisciplinary experience on real projects with corporate partners.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Upon completion, learners will be able to: -Understand and analyse user needs. -Prototype and iterate tangible solutions. -Build and present a viable business model.



	-Collaborate effectively in multidisciplinary teams on real projects.
10. Teaching methodologies used <i>(e.g., project-based learning, challenge-based learning, flipped classroom, etc.)</i>	-100% project-based learning with systematic alternation between theory and practice. -Structured Design Thinking (inspiration, ideation, implementation). -Prototyping, storytelling, workshops, field trips, and regular presentations. -Collective intelligence methods.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	-Oral presentations (weekly reviews, keynotes, final presentations). -Written deliverables (brochures, project journals, "professional thesis"). -Prototypes and tangible demonstrations.
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	RNCP Level 7 qualification (equivalent to Master's degree), ME310 Master's certificate, 60 ECTS credits.
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	RNCP Level 7 aligned with EQF Level 7. Strong focus on innovation and transition (Sustainable Design, Design Fiction, user impact). Contribution to digital and green transitions (new disciplinary modules added since 2022).
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	d.school Paris / ENPC; Programme Director: Quentin Lagache; Head of Innovation and Design: Caroline Spiry.
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	On-site teaching; international study trips; some online modalities possible for certain events (e.g., open days via videoconference). No specific digital LMS (Moodle, etc.) reported.
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Tuition fees approx. €3,800 per year (all-inclusive). External funding and scholarships available.
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	Co-designed and delivered with corporate partners (2 to 4 per cohort); member of the international d.school network (Stanford, etc.); multidisciplinary and international student teams. Strong involvement of ME310 alumni and the SUGAR Network.



18. How do you support inclusive access	Public information limited. However, international scope and real-world projects promote disciplinary and cultural diversity. Further data available from institutional contacts.
19. Contact Person / Website / Link	-General contact: dschool@enpc.fr – +33 (0)1 64 15 38 55 -Programme information & brochure: official ME310 website (www.me310.paris), links to d.school Paris / École des Ponts (www.ds.school.fr).

A3.1.2.2 ENPC-Good practice #2

1. Program name	Executive Master in Digital Twins for Infrastructures and Cities
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Institutional Executive Master
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Professionals and engineers in digital transformation in civil engineering, smart cities and related fields
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Mainly online classes plus 3 onsite 2days-events along the year at ENPC (Paris), UPM (Madrid) and BME (Budapest)
5. Duration & Workload (e.g., total hours, ECTS, weeks)	Full 1 year master of 60 ECTS from September to July
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Yearly
7. Language(s) of Instruction	English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-LEAD: Identify business opportunities created by digital twins and develop the skills to lead digital transformation teams in companies. -LEARN: Learn the basic skills required for the development of digital twins, and the applications to the Built Environment. -NETWORK: Network with international professionals and with experts from the best European Universities and partners.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	-Key digital technologies used in digital twins for infrastructures (BIM, ML, Big Data, IoT)



	-Ability to conceive digital twins to address specific challenges in infrastructure planning, design, construction, operation, and management -Skills to identify business opportunities created by digital twins
10. Teaching methodologies used <i>(e.g., project-based learning, challenge-based learning, flipped classroom, etc.)</i>	Online theoretical classes with a group project-based approach, along with a main Capstone project to be developed throughout the year.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	-Home assignments -Defences of Capstone group projects -Live quizzes during classes
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	The diploma is equivalent to a “Máster en Formación Permanente” (Spain), “Diplôme d’établissement” (France), and an official qualification as an “Infrastructure and Urban System Information Technology Engineer” (Hungary)
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	NQF level 7 links to Digital transition
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	ENPC, UPM and BME
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Digital via UPM Moodle platform
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Tuition fees approx. €11,000 per year (depending if sponsored or not by a partner company).
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	
18. How do you support inclusive access	
19. Contact Person / Website / Link	https://ecoledesponts.fr/en/digital-twins-infrastructures-cities



A3.1.2.3 ENPC-Good practice #3

1. Program name	Mastère "Action publique avancée - Maroc" (MAPA-M)
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Executive education
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Professionals, managers in public administrations
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site (Morocco and France)
5. Duration & Workload (e.g., total hours, ECTS, weeks)	60 ECTS
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Every one or two years
7. Language(s) of Instruction	French
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Develop and communicate a strategic and shared vision for action -Translate this vision into operational measures at the relevant levels -Mobilise stakeholders in the development of action -Mobilise and analyse data as part of context-appropriate evaluation processes -Mobilise and strengthen scientific knowledge in the development of action.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Formulate policy recommendation based on a sound and thorough analysis
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Project-based learning, class and visits
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Exam, defence in front of a jury
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Master



13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	-
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Université Mohammed 6 Polytechnique (UM6P)
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	-
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	fee-based
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	Co-designed with UM6P
18. How do you support inclusive access	
19. Contact Person / Website / Link	https://ecoledesponts.fr/mastere-executif-action-publique-avancee-maroc



A3.1.3 FAU-Friedrich-Alexander-Universität Erlangen-Nürnberg

A3.1.3.1 FAU-Good practice #1

1. Program name	MBA in Business Management
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Part-time Master's Degree Programme, Master of Business Administration (MBA), Executive Education
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Professionals
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	3 semester, 60 ECTS, Weekend-Model (Fr/Sa)
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Continuously
7. Language(s) of Instruction	German
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	This degree programme for professional development increases graduates' employability and expands their range of qualifications, especially with respect to advanced skills in decision-making, leadership, management and personal development. This means that the MBA Business Management degree programme for professional development differs significantly from the other consecutive degree programmes offered by the University.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	The MBA in Business Management equips graduates with comprehensive management knowledge and interdisciplinary skills to make responsible, strategic decisions in complex and dynamic business environments. Through theory, real-world case studies, and collaboration with experts and peers, graduates develop: -Strong analytical and decision-making abilities -Practical leadership and project management skills



	-Intercultural and interdisciplinary competencies -The ability to solve complex problems using proven management tools -Skills for sustainable and responsible business practices -Effective communication, teamwork, and presentation abilities Scientific research competence demonstrated in the final thesis Graduates are prepared for higher-level managerial roles and can independently lead projects and teams, adapt to new contexts, and drive organizational transformation.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Project-based Learning, Challenge-based Learning, Lectures, Online Simulation, Real Business Cases, Guest Lectures by renowned practitioners, Fireside Chats, Group Work, Individual Work
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Fully accredited State University Degree, Master of Business Administration (MBA)
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	EQF Level 7
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	School of Business, Economics and Society
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	On-site, part-time weekend model
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	Fee-based
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	No



18. How do you support inclusive access	
19. Contact Person / Website / Link	https://www.mba-fau.com/

A3.1.3.2 FAU-Good practice #2

1. Program name	Master of Health Business Administration
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Part-time Master's Programme, Master of Health Business Administration (MHBA), Executive Education
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Healthcare Professionals
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Distance Learning Programme
5. Duration & Workload (e.g., total hours, ECTS, weeks)	4 semester, 60 ECTS
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Continuously
7. Language(s) of Instruction	German
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	The programme aims to develop and strengthen the skills of all potential specialists and managers in the healthcare sector, particularly in the field of business administration, through the part-time distance learning degree programme 'Master of Health Business Administration' at university level. This will be achieved through the rigorous teaching of relevant business administration elements in the healthcare sector.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	The course focuses in particular on the fundamentals of business administration and health management. Furthermore, participants gain a sound understanding of the institutions and their interaction within the healthcare system. An in-depth examination of the economic aspects of outpatient care, inpatient care and the pharmaceutical



	industry completes the programme. In their master's thesis, participants then take another in-depth look at a current issue in the healthcare system.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Lectures, project-based learning, challenge-based learning
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Fully accredited State University Degree, Master of Health Business Administration (MHBA)
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	EQF Level 7
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	School of Business, Economics and Society
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	Distance Learning
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	Fee-based
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	Yes
18. How do you support inclusive access	
19. Contact Person / Website / Link	https://www.mhba.de/home/



A3.1.4 ITU-Istanbul Teknik Üniversitesi

A3.1.4.1 ITU-Good practice #1

1. Program name	Sustainability Performance Indicators (Carbon, Water, and Energy) Calculation and Assessment Training
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	CPD
3. Target Audience (e.g., professionals, migrants, unemployed, seniors, students)	Professionals, graduates and senior students
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Online
5. Duration & Workload (e.g., total hours, ECTS, weeks)	21 hrs
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Offered continuously
7. Language(s) of Instruction	Turkish/English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	The primary objective of this training is to equip participants with both theoretical knowledge and practical skills in calculating and assessing sustainability performance indicators, specifically focusing on carbon, water, and energy footprints. The program introduces internationally recognized standards such as the GHG Protocol, ISO 14064, and ISO 14046, enabling participants to understand and apply reliable methodologies for data collection, analysis, and reporting. By engaging with case studies and hands-on exercises, participants gain the ability to evaluate organizational performance, interpret results, and integrate these indicators into corporate sustainability strategies and reporting frameworks. Ultimately, the training aims to enhance professional capacity in measuring, managing, and improving sustainability performance at both institutional and sectoral levels.



9. Learning Outcomes <i>(specify what the learner will know/be able to do upon completion)</i>	Upon completion of the program, participants will be able to calculate carbon, water, and energy footprints using internationally recognized methodologies; apply relevant standards such as the GHG Protocol, ISO 14064, and ISO 14046 in sustainability performance assessments; collect, analyse, and interpret data for organizational reporting; and integrate performance indicators into corporate sustainability strategies. They will also be capable of evaluating sustainability performance across different operational contexts and proposing data-driven improvements to enhance environmental and resource efficiency.
10. Teaching methodologies used <i>(e.g., project-based learning, challenge-based learning, flipped classroom, etc.)</i>	The training adopts an applied learning approach that blends concise lectures with interactive, Excel-based exercises where participants actively calculate and analyse carbon, water, and energy performance indicators. Real-world case studies and hands-on data sets are used to simulate practical scenarios, enabling participants to practice international standards and methodologies directly in Excel. Collaborative discussions and feedback sessions further enhance engagement and help translate technical skills into actionable strategies for sustainability performance improvement.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Continuous feedback is provided during hands-on sessions to ensure that participants can correctly apply methodologies and standards. In addition, short reflective assignments and group discussions are used to assess understanding, problem-solving capacity, and the ability to integrate results into organizational sustainability strategies. Finally, a short exam is conducted at the end of the program to evaluate the overall knowledge and skills gained
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Participants who successfully complete the program and pass the final assessment receive an official certificate of completion issued by ITÜ SEM. The certificate is



	recognized as a Continuing Professional Development (CPD) credential, demonstrating acquired competencies in sustainability performance indicator calculation and assessment.
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	The program is aligned with the European Qualifications Framework (EQF) at Level 6–7, as it targets professionals and postgraduate-level learners seeking to enhance their expertise. It directly supports the UN Sustainable Development Goals, in particular SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action). Furthermore, the training contributes to the EU Green Transition by equipping participants with practical tools to measure and manage carbon, water, and energy performance, while also fostering digital competencies through the use of Excel-based analytical methods.
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	The program is delivered under the coordination of the ITU Sustainability Office, led by Dr. Börte Köse Mutlu, and is offered through ITU School of Continuing Education (ITU SEM).
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	The program is delivered fully online, with all training sessions recorded and made available to participants for a set period. Course materials, datasets, and Excel-based exercises are shared digitally, and the final assessment is conducted through online platforms. This format ensures flexible access and allows participants to engage with the content at their own pace while completing hands-on exercises and assessments virtually.
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	The program is fee-based, with participants paying a registration fee to access the full training, course materials, and online support.
17. Stakeholder Involvement <i>(Notes if it is co-designed or</i>	-



<i>delivered with external partners (e.g., companies, NGOs)</i>	
18. How do you support inclusive access	The program supports inclusive access through its fully online format, recorded sessions, and downloadable materials, allowing participants to engage flexibly regardless of location or prior experience.
19. Contact Person / Website / Link	Assoc. Prof. Dr. Borte Kose-Mutlu (kosebo@itu.edu.tr), https://itusem.itu.edu.tr/egitim-ve-programlar/surdurulebilirlik-programlari/s%C3%BCrd%C3%BCr%C3%BClebilirlik-performans-g%C3%B6stergeleri-(karbon-su-ve-enerji)-hesaplama-ve-de%C4%9Ferlendirme-e%C4%9Fitimi



A3.1.5 SSSA- Scuola Superiore Sant'Anna

A3.1.5.1 SSSA-Good practice #1

1. Program name	EUMA Summer School: Disaster Risk Management 2.0: Current and Future Challenges
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	CPD
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	The Course is designed for practitioners working in the field of disaster management at the national, EU, or international level, as well as for researchers, other academics, and graduate or postgraduate students with an interest in the subject. Applicants must hold a university degree of at least three years, or equivalent, in any discipline and possess a good working knowledge of English. These requirements must be met by the application deadline. The Administration reserves the right to exclude any applicant at any stage of the selection process, through a reasoned decision, should it emerge that the eligibility requirements have not been fulfilled.
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	36 hrs.
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	On-demand
7. Language(s) of Instruction	English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	The Course aims to equip participants with a solid and interdisciplinary understanding of current and emerging trends in disaster risk management. The Course aims to provide participants with an interdisciplinary and practice-oriented understanding of both current and emerging trends in disaster risk management. In addition to lectures and group discussions, the programme includes a practical exercise and a field visit organised in collaboration with the Italian Fire Brigades,



	offering direct exposure to real-life disaster response dynamics.
9. Learning Outcomes <i>(specify what the learner will know/be able to do upon completion)</i>	
10. Teaching methodologies used <i>(e.g., project-based learning, challenge-based learning, flipped classroom, etc.)</i>	Classroom-based learning, participants will engage in a practical exercise and a field visit organised in collaboration with the Italian Fire Brigade.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Certificate of attendance
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	EQF/NQF
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Sant'Anna School of Advanced Studies, EUMA-Creating a European Higher Education Network for Master's Programmes in Disaster Risk Management
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Fee-based
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	EUMA, Italian National Fire and Rescue Service
18. How do you support inclusive access	
19. Contact Person / Website / Link	Prof. Emanuele Sommario (Scientific Responsible) emanuele.sommario@santannapisa.it Dott. Riccardo Luporini (Tutor) riccardo1.luporini@santannapisa.it Dott. ssa Paola Tenconi (Administration Office) paola.tenconi@santannapisa.it



	https://www.santannapisa.it/en/alta-formazione/euma-summer-school-disaster-risk-management-20-current-and-future-challenges
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A3.1.5.1 SSSA-Good practice #2

1. Program name	European and International Human Rights Standards in Conflicts and Disasters
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	CPD
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	The course is intended for graduate and post-graduate students, research fellows and other academics, practitioners working in humanitarian assistance or for national and international organizations, NGOs and other actors active in this field (ICRC, IFRC, national Red Cross and Red Crescent Societies, etc.).
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	38 hrs
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	On-demand
7. Language(s) of Instruction	English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	The course aims to: -Provide participants with a sound knowledge of the legal frameworks and principal actors relevant to humanitarian assistance activities in conflict and/or disaster settings, and of the role of human rights in the prevention and response to natural and technological disasters, as well as to armed conflicts. -Raise awareness of the critical role of human rights in conflict and disaster settings and therefore favour a more human rights-sensitive approach to their management. -Offer a solid understanding of the specific needs of vulnerable groups affected by conflicts and disasters.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	
10. Teaching methodologies used (e.g., project-based learning,	The teaching methodology will be characterized by a combination of frontal lecturing and more interactive training



<i>challenge-based learning, flipped classroom, etc.)</i>	techniques (case study solving, etc.). Participants will have access to online resources ahead of the sessions to favour their active participation during classes and improve the learning experience.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Final exam
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Certificate of attendance, and 2 ECTS credits
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	EQF/NQF
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	SSSA, "European and International Human Rights Standards in Conflicts and Disasters" (EIHRSCaD), as part of the activities envisaged by the EIHRSCaD Jean Monnet Chair.
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	250 Euros for professionals, 100 Euros for students
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	EUHRSCaD- European and International Human Rights Standards in Conflict and Disaster Settings
18. How do you support inclusive access	
19. Contact Person / Website / Link	Dr. Luca Poltronieri Rossetti luca.poltronierirossetti@santannapisa.it https://www.santannapisa.it/en/alta-formazione/european-and-international-human-rights-standards-in-conflicts-and-disasters



A3.1.6 UNSTPB- Universitatea Nationala pentru Stiinta si Tehnologie Politehnica Bucuresti

A3.1.6.1 UNSTPB-Good practice #1

1. Program name	Professional Reconversion (on different topics)
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Post-graduate program
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Professionals, unemployed
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Hybrid
5. Duration & Workload (e.g., total hours, ECTS, weeks)	1 year
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	On-demand
7. Language(s) of Instruction	Romanian
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	uUpdate on specific skills and competences in specific engineering fields
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	To be able to perform activities for specific jobs
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Depending on the program
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Oral assessment, essay
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Certificate
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	Indicate EQF/NQF level



14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Supervized by the "Departamentul de Formare pentru Cariera Didactică și Științe Socio-Umane" https://dfcdssu.upb.ro/ ; delivered by different departments / faculties
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Moodle + Teams usually
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	Depending on the program
18. How do you support inclusive access	Using the facilities of the university
19. Contact Person / Website / Link	https://upb.ro/admitere/studii-postuniversitare/



A3.1.7 ZHAW- Zürcher Hochschule für Angewandte Wissenschaften

A3.1.7.1 ZHAW-Good practice #1

1. Program name	Double Master Degree Program with Warsaw School of Economics (SGH)
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Double Degree
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Students
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	150 ECTS; 2 years (4 semesters) full-time study.
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Continuous
7. Language(s) of Instruction	English at ZHAW. English at SGH with an option to study in the first year in Polish
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	The Double Degree serves as a cornerstone in the study portfolios of both partner institutions, providing students with a unique opportunity to pursue business administration studies from a comprehensive European perspective.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Graduates of this program are able to: -Design and plan internationalization processes of companies and contribute to their implementation -Manage international business processes -Analyse and provide solutions for intercultural challenges -Lead culturally and demographically diverse teams and small organizational units -Conduct scientifically and methodologically sound research projects -Use their research skills to produce qualified results and solve complex business problems -Understand sustainable development



10. Teaching methodologies used <i>(e.g., project-based learning, challenge-based learning, flipped classroom, etc.)</i>	Class based lectures and workshops. Project-based learning. Flipped classroom.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Presentations (group and individual) Assignments/written reports Business/consultancy reports (group) Written exams
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Students completing the Double Degree program gain two full degrees: -ZHAW MSc in International Business -SGH Master in Global Business, Finance and Governance (taught in English) OR Magister in Globalny biznes, finanse i zarządzanie (Governance) (taught in Polish)
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	The ZHAW MSc in International Business sits at EQF Level 7 / nqf.ch-HS second cycle, integrates SDG-relevant content (sustainability, circular economy, “sustainable impact” capstone), and includes modules tied to the digital transition—collectively aligning it with key EU frameworks and priorities. The SGH MSc in Global Business, Finance and Governance is EQF Level 7 and aligns well with EU educational standards. The program is demonstrably engaged with sustainability and SDG agendas, both institutionally and within the program.
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Individual program management is overseen independently at ZHAW and SGH by the degree program heads. The Double Degree is reviewed by both institutions on an annual basis with a wider review completed every five years. The review involves the program heads and representatives from the international relations teams of both institutions.
15. Delivery Platform or Format <i>(If digital, state whether via Moodle,</i>	MS Teams and Moodle



<i>MS Teams, Coursera, custom LMS, etc)</i>	
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	As the Double Degree is established on a bi-lateral basis, students only pay tuition fees to their home institution. Students starting the Double Degree at the ZHAW pay the standard fee for the degree of CHF 720.- per semester, including flat rate exam fee; CHF 500 additional semester fee is payable by students legally domiciled outside Switzerland. Students starting the Double Degree at SGH pay the relevant tuition fee to that institution and do not pay tuition fees to the ZHAW. SGH students do pay a small fee per semester (55 CHF) while at ZHAW for general expenses and for membership of clubs and student associations.
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	The Double Degree program is co-designed between the ZHAW and SGH. Students at the ZHAW are involved in several company-based consultancy projects (modules: Business Project 1, Business Project 2; Research Project). Companies are directly involved in the design and sponsoring of consultancy projects. Coaching support is provided throughout the module and student teams make a final presentation back to the company sponsor.
18. How do you support inclusive access	Where there are specific access and support requirements, these are discussed individually and a referral is made, where necessary, to ZHAW Student Support and/or ZHAW Counselling Support Services. Arrangments are then made in line the ZHAW policy and procedures on incusive access. A dedicated team of counsellors is available to all students to help organise studies and solve issues. - See:
19. Contact Person / Website / Link	https://www.zhaw.ch/en/sml/study/double-degree-programs/warsaw-school-of-economics



A3.1.7.2 ZHAW-Good practice #2

1. Program name	Work-study Bachelor's degree programme (e.g. in aviation or electrical engineering)
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Practice-integrated Bachelor's degree program (PiBS), a regular undergraduate bachelor program with integrated practical training in a company
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Holders of a Swiss Maturity Certificate (Baccalaureate) or an equivalent qualification who wish to pursue a bachelor's degree and acquire the required work experience not prior to admission but during the studies in a Swiss partner company. Admission requires a signed four-year PiBS internship contract with a Swiss company.
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Blended, combining on-site classes at ZHAW with company-based practice and digitally supported learning
5. Duration & Workload (e.g., total hours, ECTS, weeks)	Four years, eight semesters, approximately 180 ECTS, in parallel about min. two days per week practical work in the company
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Annual program starts in the autumn semester
7. Language(s) of Instruction	German, with some modules taught in English depending on the study program
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Acquisition of academic foundations and methodological skills in the chosen field of study, development of practice-relevant competences through continuous company-based work, strong integration of theory and application
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Graduates hold a recognized bachelor's degree, are able to combine scientific analysis with practical solutions, and will have acquired several years of relevant professional experience by the time of graduation, enabling direct entry into the labour market
10. Teaching methodologies used (e.g., project-based learning,	Mix of lectures, exercises, practice-integrated projects, case studies, project-based



<i>challenge-based learning, flipped classroom, etc.)</i>	learning, and in part flipped classroom approaches
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Written and oral exams, project and practice assignments, reports, presentations, as well as continuous performance assessments in both theoretical and practical modules
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Full bachelor's degree from ZHAW with 180 ECTS according to the Bologna framework, eligible for admission to further master's programs
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	Corresponds to level 6 of the European Qualifications Framework (EQF) and to the Swiss National Qualifications Framework, contributes to SDGs, and supports the development of digital and sustainability competences depending on the study field
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Responsible departments of ZHAW, e.g. School of Engineering, coordinated by the PiBS program management
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Moodle as the main learning platform, complemented by MS Teams and other field-specific digital tools
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Regular tuition fees according to ZHAW regulations, the practical company employment is normally remunerated (monthly salary)
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	Swiss partner companies are fully responsible for the application process, including recruitment and selection of students. They also provide the practical placements and supervise the students during their employment. Participation in PiBS is only possible in collaboration with a Swiss company.
18. How do you support inclusive access	Wide network of Swiss partner companies, support such as scholarships and counselling services, barrier-free study organization, and tailored services for students with special needs
19. Contact Person / Website / Link	https://www.zhaw.ch/en/engineering/study/bachelors-degree-programmes/work-study-bachelors-degree-programme



A3.2 Existing LLL Practices (non-formal or community-based LLL offerings)

A3.2.1 FAU-Friedrich-Alexander-Universität Erlangen-Nürnberg

A3.2.1.1 FAU-Good practice #1

1. Program name	inGENEious DNA - Can we really de-extinct a dinosaur?
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Online Course (on a joint bavarian platform called virtual higher education institution Bavaria): webpage
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Everyone, general Public
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Online Course
5. Duration & Workload (e.g., total hours, ECTS, weeks)	10 Hours
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Offered continuously
7. Language(s) of Instruction	English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Realize the wonderful correlation between structure and function of the DNA-molecule. -Know a selection of molecular techniques available to manipulate and analyse DNA. -Able to research and evaluate opportunities and threads of these techniques. -Understand the role of DNA in the evolution of species. -Understand the necessity of high throughput DNA-sequencing projects.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	-Understand the function of DNA in inheritance and evolution. -Know the function of DNA as template for protein synthesis. -Know about the cellular activities that involve DNA, such as replication and transcription.



	-Understand the stability of DNA-molecules. -Understand the evolution of birds and dinosaurs. -Reflect on the ethical aspects of bringing back extinct species.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	No information available
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	No information available
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	Joint Bavarian Platform called VHB (Virtual Higher Education Institution Bavaria), free for affiliated universities. All courses on the platform are exclusively developed for VHB Platform and can be done for free by everyone who is interested
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	No information available
18. How do you support inclusive access	Online course free and open for everyone who is interested, digital asynchronous course guarantees most flexibility, no prior experience or degree is needed
19. Contact Person / Website / Link	webpage



A3.2.1.2 FAU-Good practice #2

1. Program name	Kids University
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Lectures/ Seminars with kids
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Kids between 7 and 10 years
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Onsite
5. Duration & Workload (e.g., total hours, ECTS, weeks)	Several hours up to a day, depending on the courses they book
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	At least every year
7. Language(s) of Instruction	German
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Spark interest in science
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Depending on the actual course they take: different programs/ faculties offer courses
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Depending on the course
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	They receive a little degree in the end
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	Responsibility at Communication Department



15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	It's free
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	
18. How do you support inclusive access	Working together with schools, so also kids from non-academic families can have access to that offer
19. Contact Person / Website / Link	https://www.kinderuni.fau.de/



A3.2.2 ITU-Istanbul Teknik Üniversitesi

A3.2.2.1 ITU-Good practice #1

1. Program name	3D Printers: Fundamentals and Business Applications
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	ITU Students
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	1 ECTS - 30 Hours
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Up on demand
7. Language(s) of Instruction	Turkish
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Classify 3D printers by type, raw materials, and applications, identify key components and their functions, with an emphasis on the working principles of FDM printers. -Understand the mechanics, electronics, and software of FDM printers, use FDM software to prepare and initiate 3D printing, and troubleshoot and solve potential issues. -Analyse the 3D printer industry's potential growth areas, current challenges, and future prospects and design an innovative business model canvas for the industries that employ 3D printing technologies.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	-Characterise additive manufacturing methods, various types of FDM 3D printers and their operating systems and distinguish the types of raw materials that the FDM 3D printers use. -Employ the mechanical and electronic components and the software of FDM 3D printers, produce a 3D printing model and detect and resolve potential issues. -Recognize current dynamics and future prospects of 3D printing industry, and design



	an innovative business model canvas for the industries that employ 3D printing technologies
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	hands-on
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Reports and assignments
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Micro-credential and Certificate of Attendance
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Production and Consumption, SDG 17: Partnerships for the Goals
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	ITU Centre for Excellence in Education
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	Ninova (ITU's digital platform similar to Moodle)
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	Free of charge
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	Co-Designers (NS Tech & Lab, ITU Center for Excellence in Education), Internal Partners (ITU Faculty of Management Engineering), External Partners (Zaxe, Başaran Teknoloji)
18. How do you support inclusive access	ITU has relevant protocols for providing equal learning opportunity for the students with disability.
19. Contact Person / Website / Link	mukemmeliyet@itu.edu.tr



A3.2.2.2 ITU-Good practice #2

1. Program name	Basic Disaster Awareness and Disaster Preparedness Training
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	ITU Members
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Blended
5. Duration & Workload (e.g., total hours, ECTS, weeks)	1 ECTS - 30 Hours
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Up on demand
7. Language(s) of Instruction	Turkish
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Be able to explain basic disaster concepts. -Be able to define the disaster management cycle and apply its stages. -Be able to define the disaster management cycle and apply its stages.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	-Distinguish basic disaster concepts. -Apply basic disaster awareness techniques before, during, and after a disaster. -Fulfil the responsibilities of risk and crisis management in the disaster management cycle before, during, and after a disaster.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Challenge-Based Learning, Gamification
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Actively participating in all modules and engaging in hands-on exercises and collaborating in teamwork
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Micro-credential and Certificate of Attendance
13. Alignment with EU Frameworks (Indicate EQF/NQF	SDG 1: No Poverty, SDG 3: Good Health and Well-Being, SDG 4: Quality Education,



<i>level, SDG focus, or link to the Digital/Green transition)</i>	SDG 11: Sustainable Cities and Communities, SDG 17: Partnerships for the Goals
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	ITU Disaster Management Institute and ITU Center for Excellence in Education
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Ninova (ITU's digital platform similar to Moodle)
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Free of charge
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)</i>	Co-Designers (ITU Disaster Management Institute and ITU Center for Excellence in Education), External Partners (Disaster and Emergency Management Presidency)
18. How do you support inclusive access	ITU has relevant protocols for providing equal learning opportunity for the students with disability.
19. Contact Person / Website / Link	mukemmeliyet@itu.edu.tr



A3.2.3 PSL- Université Paris Sciences et Lettres

A3.2.3.1 PSL-Good practice #1

1. Program name	Becoming more digital: 7 levers to accelerate digital transformation in the era of AI
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Executive Education
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	- To business leaders who wish to accelerate their digital transformation by using a practical and operational framework. -To managers who need a 360° view of digital transformation to better manage their projects. -To Human Resources departments that want to strengthen their skills in digital transformation.
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Online
5. Duration & Workload (e.g., total hours, ECTS, weeks)	2 days
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Yearly
7. Language(s) of Instruction	French or English
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Learn to build a digital strategy tailored to their organization by analyzing its level of maturity. -Master the key success factors of digital transformation. -Anticipate changes to their business model driven by digital technologies. -Understand the most popular digital technologies and methods, and know when and how to use them effectively. -Master the key stages of change management to actively contribute to the transformation.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	-Acquire a structured, comprehensive, and practical framework to drive the digital transformation of their organization. -Learn to identify the specific digital challenges of their organization and develop



	a clear, concrete, and shareable digital roadmap. -Facilitate the implementation of digital transformation projects within their field. -Contribute to evolving the company culture by enabling the adoption of a common language and identifying relevant cultural practices for their organization.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Project-based learning
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Attendance in all classes Minimum 50% correct answers on the final evaluation
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Certificate
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	French Framework Qualiopi
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	Cost for each student: 7000/8000 €
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	
18. How do you support inclusive access	
19. Contact Person / Website / Link	https://2050nowlamaison.com/formation/formation-becoming-more-digital/



A3.2.4 UNSTPB- Universitatea Nationala pentru Stiinta si Tehnologie Politehnica Bucuresti

A3.2.4.1 UNSTPB-Good practice #1

1. Program name	Didactic HUB
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Community workshop
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Teaching staff
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	2h/month, during teaching semesters
7. Language(s) of Instruction	Romanian
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Exchange teaching experiences between teaching staff from different disciplines / domains
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Enhanced pedagogical skills, adapted to the present challenges
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Problem solving approach
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	No assessment
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	No formal recognition
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	Department for Computer Sciences



15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Teams
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	no funding
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	
18. How do you support inclusive access	
19. Contact Person / Website / Link	Conf.dring. Razvan Deaconescu



A3.2.5 UPM- Universidad Politécnica de Madrid

A3.2.5.1 UPM-Good practice #1

1. Program name	Green at you
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Training program composed of short courses and workshops
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Long-term unemployed and migrants
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Blended
5. Duration & Workload (e.g., total hours, ECTS, weeks)	2-6 ECTS
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	On demand
7. Language(s) of Instruction	Spanish, Italian, Greek, Serbo-Croatian
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Provide learners with a minimum of skills to improve their employability
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Depends on specific courses: IT skills, green employment-related skills and entrepreneurship contents
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Not specified
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Tests
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Micro-credential
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	EQF 4-5
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	School of Forestry



15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Moodle
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	Grant-supported (EU project). Free for learners.
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	Co-created with several NGOs
18. How do you support inclusive access	No cost for learners
19. Contact Person / Website / Link	https://greenatyou.eu/



A3.2.6 ZHAW- Zürcher Hochschule für Angewandte Wissenschaften

A3.2.6.1 ZHAW-Good practice #1

1. Program name	MAS in Physician Associate Skills
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Continuing Education for experienced health professionals
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Health professionals (BSc), e.g. nurses, physiotherapist, occupational therapist, medics, with at least 2 years practical experience
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	Blended
5. Duration & Workload (e.g., total hours, ECTS, weeks)	60 ECTS over 4 years
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Continuously, twice a year
7. Language(s) of Instruction	German
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	Health professionals expand their professional skills to take on delegated medical tasks and optimise patient processes and interprofessional collaboration.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	As a graduate health professionals: - Take on delegated medical tasks in everyday ward or practice life in accordance with EPAs, i.e. they collect and interpret patient information, make and organize appropriate clinical decisions in their field of expertise, review these regularly and seek support if necessary -They are committed to effective verbal, written and electronic communication with patients, relatives and other professionals and occupational groups -Work efficiently in an interprofessional and interdisciplinary manner to ensure optimal patient treatment and education -Work constructively with the various stakeholders in the healthcare system and build networks -Recognize and promote the importance of public health and health promotion for individual patients, groups of patients and society



	-Keep up to date with developments in medicine in their field and acquire a critical awareness of the social and ethical issues associated with advances in medicine website
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	Flipped classroom and clinical training, simulations
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Written exams and OSCEs, thesis
12. Recognition / Certification (Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)	Master of advanced studies (MAS), including 3 certificates of advanced studies (CAS) and a master thesis.
13. Alignment with EU Frameworks (Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)	EQF level 5-6
14. Responsible Unit / Faculty (Indicate the institutional owner for internal networking)	Zurich University of applied sciences, Department Health, Institute for Public Health
15. Delivery Platform or Format (If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)	Moodle and teaching at the campus.
16. Cost / Funding Model (Notes if it is free, fee-based, or grant-supported)	About CHF 22 000, some hospital fund the costs for persons, who work for them.
17. Stakeholder Involvement (Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs)	The education was co-designed with Kantonsspital Winterthur, Strong supporters are the PA Association physician-associates.ch and the Swiss Medical Association FMH
18. How do you support inclusive access	ZHAW has rules for inclusive access: https://www.zhaw.ch/de/ueber-uns/organisation/rektorat/stabsstelle-diversity/studieren-mit-behinderung-oder-chronischer-krankheit



19. Contact Person / Website / Link	https://www.zhaw.ch/de/gesundheit/weiterbildung/detail/kurs/mas-in-physician-associate-skills
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A3.2.6.2 ZHAW-Good practice #2

1. Program name	Certificate of Advanced Studies (CAS) in Digital Life Sciences
2. Program type (e.g., CPD, Executive Education, Community Workshop, etc.)	Continuing Education Program
3. Target Audience (e.g. professionals, migrants, unemployed, seniors, students)	Professionals. Individuals in the life sciences with a university degree who wish to complement their expertise with skills in computational science and AI. Practitioners with comparable professional competence may also be admitted (admission sur dossier).
4. Delivery Mode (e.g., On-site, online, hybrid, blended)	On-site
5. Duration & Workload (e.g., total hours, ECTS, weeks)	8 months / 12 ECTS (total hours: 300-360)
6. Frequency / Availability (indicate if it is offered continuously, periodically, or on demand)	Once per year (August-April)
7. Language(s) of Instruction	English (some Modules in German)
8. Key Learning Objectives (purpose and intended skill/knowledge areas)	-Apply digitalization in the life sciences. -Use your expertise effectively in a digital context. -Close the continuing education gap for data science in the life sciences.
9. Learning Outcomes (specify what the learner will know/be able to do upon completion)	Learn to identify the opportunities of digitalization and successfully apply your expertise in a digital working environment.
10. Teaching methodologies used (e.g., project-based learning, challenge-based learning, flipped classroom, etc.)	-Interactive Lectures: Our experts deliver knowledge through dynamic and interactive presentations. -Practical Group Exercises: Work in teams on real case studies to directly apply and deepen what you've learned. -Self-study with Support: Utilize comprehensive resources and guided learning to work at your own pace and solidify your understanding.



	-Transfer Projects: Apply the learning content to your professional practice and benefit from immediate feedback. -Real-world Case Studies: Analyze and discuss actual cases from the life sciences to gain a thorough understanding of digital transformation.
11. Please describe the most commonly used evaluation and assessment elements of this LLL offer	Projects / Case Studies and presentations
12. Recognition / Certification <i>(Notes if it offers a certificate, micro-credential, badge, licenses or credit toward a degree)</i>	Certificate of Advanced Studies (CAS)
13. Alignment with EU Frameworks <i>(Indicate EQF/NQF level, SDG focus, or link to the Digital/Green transition)</i>	
14. Responsible Unit / Faculty <i>(Indicate the institutional owner for internal networking)</i>	Institute of Computational Life Sciences / Ivo Kaelin
15. Delivery Platform or Format <i>(If digital, state whether via Moodle, MS Teams, Coursera, custom LMS, etc)</i>	Moodle
16. Cost / Funding Model <i>(Notes if it is free, fee-based, or grant-supported)</i>	CHF 6900 / fee-based
17. Stakeholder Involvement <i>(Notes if it is co-designed or delivered with external partners (e.g., companies, NGOs))</i>	External lecturers, networking events
18. How do you support inclusive access	
19. Contact Person / Website / Link	CAS in Digital Life Sciences ZHAW Life Sciences and Facility Management



Table A3.1: Table of institutional good practices on lifelong learning programmes (LLL offerings embedded in degree programmes)

Institution and Good Practice	Program Name	Program Type	Target Audience	Type of delivery	Duration and workload	Language	Key learning objectives	Learning outcomes	Main teaching strategies
BME-DPGP1	Building Energy Certification – Preparatory Course for Chamber Licensing Examination	Continuing Professional Development (CPD)	Engineers and architects seeking official chamber license to perform building energy certification activities.	On-site (Budapest, BME campus)	Total: 60 contact hours (lectures and practice) Intensive short-course format, designed to prepare for licensing exam	Hungarian	- Provide up-to-date knowledge of building energy certification methodologies and regulations. - Train participants in the practical application of energy performance assessment. Prepare participants for the official chamber licensing exam.	Upon completion, participants will be able to: - Conduct building energy audits and certifications in compliance with Hungarian and EU regulations. - Apply energy calculation methodologies in practice. - Demonstrate knowledge required for the professional chamber licensing examination.	Expert-led lectures Practical calculation exercises Case studies aligned with licensing requirements
ENPC-DPGP1	ME310 – Mastère ME310 Innovation by Design — d.school Paris	Master's degree / certified continuing education (RNCP Level 7 qualification), integrated into an engineering curriculum or accessible through initial and continuing education (equivalent to Master 2 level).	Final-year engineering, design, management, or social sciences students (Master's level); graduates seeking to deepen their skills in innovation/design thinking (continuing education).	Mainly on-site (at Marne-la-Vallée), with additional travel for events and scheduled international study trips.	Ten-month annual programme, from September to July; professional rhythm (80% practice, 20% theory); majority of the year dedicated to a real professional project entrusted by a partner company.	Courses taught in French, particularly for fieldwork in France with users; deliverables in English (notably as part of the international SUGAR Network partnership); translated examinations.	– Master a user-centred innovation approach through design thinking (inspiration, ideation, implementation). – Develop innovative solutions (prototyping, storytelling, business model). – Gain international, multidisciplinary experience on real projects with corporate partners.	Upon completion, learners will be able to: – Understand and analyse user needs. – Prototype and iterate tangible solutions. – Build and present a viable business model. – Collaborate effectively in multidisciplinary teams on real projects.	– 100% project-based learning with systematic alternation between theory and practice. – Structured Design Thinking (inspiration, ideation, implementation). – Prototyping, storytelling, workshops, field trips, and regular presentations. – Collective intelligence methods.
ENPC-DPGP2	Executive Master in Digital Twins for Infrastructures and Cities	Institutional Executive Master	Professionals and engineers in digital transformation in civil engineering,	Mainly online classes plus 3 onsite 2days-events along the year at ENPC (Paris),	Full 1 year master of 60 ECTS from September to July	English	- LEAD : Identify business opportunities created by digital twins and develop the skills to lead digital	- Key digital technologies used in digital twins for infrastructures (BIM, ML, Big Data, IoT, ...)	Online theoretical classes with a group project-based approach, along with a main Capstone project to be



			smart cities and related fields	UPM (Madrid) and BME (Budapest)			transformation teams in companies. - LEARN : Learn the basic skills required for the development of digital twins, and the applications to the Built Environment. - NETWORK : Network with international professionals and with experts from the best European Universities and partners.	- Ability to conceive digital twins to address specific challenges in infrastructure planning, design, construction, operation, and management - Skills to identify business opportunities created by digital twins	developed throughout the year.
ENPC-DPGP3	Mastère "Action publique avancée - Maroc" (MAPA-M)	Executive education	Professionals, managers in public administrations	On-site (Morocco and France)	60 ECTS	French	-Develop and communicate a strategic and shared vision for action; -Translate this vision into operational measures at the relevant levels; -Mobilize stakeholders in the development of action; -Mobilize and analyze data as part of context-appropriate evaluation processes; -mobilize and strengthen scientific knowledge in the development of action.	Formulate policy recommendation based on a sound and thorough analysis	Project-based learning, class and visits
FAU-DPGP1	MBA in Business Management	Part-time Master's Degree Programme, Master of Business Administration (MBA), Executive Education	Professionals	On-site	3 semester, 60 ECTS, Weekend-Model (Fr/Sa)	German	This degree programme for professional development increases graduates' employability and expands their range of qualifications, especially with respect to advanced skills in decision-making, leadership, management and personal development. This means that the MBA Business Management degree programme for professional development differs significantly from the other consecutive degree programmes offered by the University.	The MBA in Business Management equips graduates with comprehensive management knowledge and interdisciplinary skills to make responsible, strategic decisions in complex and dynamic business environments. Through theory, real-world case studies, and collaboration with experts and peers, graduates develop:	Project-based Learning, Challenge-based Learning, Lectures, Online Simulation, Real Business Cases, Guest Lectures by renowned practitioners, Fireside Chats, Group Work, Individual Work



								Strong analytical and decision-making abilities Practical leadership and project management skills Intercultural and interdisciplinary competencies The ability to solve complex problems using proven management tools	
FAU-DPGP2	Master of Health Business Administration	Part-time Master's Programme, Master of Health Business Administration (MHBA), Executive Education	Healthcare Professionals	Distance Learning Programme	4 semester, 60 ECTS	German	The programme aims to develop and strengthen the skills of all potential specialists and managers in the healthcare sector, particularly in the field of business administration, through the part-time distance learning degree programme 'Master of Health Business Administration' at university level. This will be achieved through the rigorous teaching of relevant business administration elements in the healthcare sector.	The course focuses in particular on the fundamentals of business administration and health management. Furthermore, participants gain a sound understanding of the institutions and their interaction within the healthcare system. An in-depth examination of the economic aspects of outpatient care, inpatient care and the pharmaceutical industry completes the programme. In their master's thesis, participants then take another in-depth look at a current issue in the healthcare system.	Lectures, project-based learning, challenge-based learning
ITU-DPGP1	Sustainability Performance Indicators (Carbon, Water, and Energy) Calculation and	CPD	Professionals, graduates and senior students	Online	21 hrs	Turkish/English	The primary objective of this training is to equip participants with both theoretical knowledge and practical skills in calculating and assessing sustainability performance indicators, specifically focusing on carbon, water, and energy	Upon completion of the program, participants will be able to calculate carbon, water, and energy footprints using internationally recognized methodologies; apply relevant standards	The training adopts an applied learning approach that blends concise lectures with interactive, Excel-based exercises where participants actively calculate and analyze carbon,



	Assessment Training						footprints. The program introduces internationally recognized standards such as the GHG Protocol, ISO 14064, and ISO 14046, enabling participants to understand and apply reliable methodologies for data collection, analysis, and reporting. By engaging with case studies and hands-on exercises, participants gain the ability to evaluate organizational performance, interpret results, and integrate these indicators into corporate sustainability strategies and reporting frameworks. Ultimately, the training aims to enhance professional capacity in measuring, managing, and improving sustainability performance at both institutional and sectoral levels.	such as the GHG Protocol, ISO 14064, and ISO 14046 in sustainability performance assessments; collect, analyze, and interpret data for organizational reporting; and integrate performance indicators into corporate sustainability strategies. They will also be capable of evaluating sustainability performance across different operational contexts and proposing data-driven improvements to enhance environmental and resource efficiency.	water, and energy performance indicators. Real-world case studies and hands-on data sets are used to simulate practical scenarios, enabling participants to practice international standards and methodologies directly in Excel. Collaborative discussions and feedback sessions further enhance engagement and help translate technical skills into actionable strategies for sustainability performance improvement.
SSSA-DPGP1	EUMA Summer School: Disaster Risk Management 2.0: Current and Future Challenges	CDP	Practitioners, researchers, academics, graduate or postgraduate students	On-site	36 hrs	English	-Equip participants with a solid and interdisciplinary understanding of current and emerging trends in disaster risk management. -Provide participants with an interdisciplinary and practice-oriented understanding of both current and emerging trends in disaster risk management.		Classroom-based learning, participants will engage in a practical exercise and a field visit organized in collaboration with the Italian Fire Brigade.
SSSA-DPGP2	European and International Human Rights Standards in Conflicts and Disasters	CPD	Practitioners, researchers, academics, graduate or postgraduate students	On-site	38 hrs	English	-Provide participants with a sound knowledge of the legal frameworks and principal actors relevant to humanitarian assistance activities in conflict and/or disaster settings, and of the role of human rights in the prevention and response to		Combination of frontal lecturing and more interactive training techniques (case study solving, etc.) Online resources ahead of the sessions to favour



							natural and technological disasters, as well as to armed conflicts. -Raise awareness of the critical role of human rights in conflict and disaster settings and therefore favour a more human rights-sensitive approach to their management. -Offer a solid understanding of the specific needs of vulnerable groups affected by conflicts and disasters.		participants' active involvement during classes and improve the learning experience
UNSTPB-DPGP1	Professional Reconversion (on different topics)	Post-graduate program	Professionals, unemployed	Hybrid	1 year	Romanian	update on specific skills and competences in specific engineering fields	to be able to perform activities for specific jobs	depending on the program
ZHAW-DPGP1	Double Master Degree Program with Warsaw School of Economics (SGH)	Double Degree	Students	On-site	150 ECTS; 2 years (4 semesters) full-time study.	English at ZHAW. English at SGH with an option to study in the first year in Polish	The Double Degree serves as a cornerstone in the study portfolios of both partner institutions, providing students with a unique opportunity to pursue business administration studies from a comprehensive European perspective.	Graduates of this program are able to: – Design and plan internationalization processes of companies and contribute to their implementation – Manage international business processes – Analyse and provide solutions for intercultural challenges – Lead culturally and demographically diverse teams and small organizational units – Conduct scientifically and methodologically sound research projects – Use their research skills to produce qualified results and solve complex business problems	Class based lectures and workshops. Project-based learning. Flipped classroom.



ZHAW-DPGP2	Work-study Bachelor's degree programme (e.g. in aviation or electrical engineering)	Practice-integrated Bachelor's degree program (PiBS), a regular undergraduate bachelor program with integrated practical training in a company	Holders of a Swiss Maturity Certificate (Baccalaureate) or an equivalent qualification who wish to pursue a bachelor's degree and acquire the required work experience not prior to admission but during the studies in a Swiss partner company. Admission requires a signed four-year PiBS internship contract with a Swiss company.	Blended, combining on-site classes at ZHAW with company-based practice and digitally supported learning	Four years, eight semesters, approximately 180 ECTS, in parallel about min. two days per week practical work in the company	German, with some modules taught in English depending on the study program	Acquisition of academic foundations and methodological skills in the chosen field of study, development of practice-relevant competences through continuous company-based work, strong integration of theory and application	Graduates hold a recognized bachelor's degree, are able to combine scientific analysis with practical solutions, and will have acquired several years of relevant professional experience by the time of graduation, enabling direct entry into the labour market	Mix of lectures, exercises, practice-integrated projects, case studies, project-based learning, and in part flipped classroom approaches
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Table A3.2: Table of institutional good practices on lifelong learning programmes (LLL offerings embedded in non-formal and community training activities)

Institution and Good Practice	Program Name	Program Type	Target Audience	Type of delivery	Duration and workload	Language	Key learning objectives	Learning outcomes
FAU-NFGP1	inGENEious DNA - Can we really de-extinct a dinosaur?	Online Course (on a joint bavarian platform called virtual higher education institution Bavaria): webpage	Everyone, general Public	Online Course	10 Hours	English	realize the wonderful correlation between structure and function of the DNA-molecule./ know a selection of molecular techniques available to manipulate and analyze DNA./ are able to research and evaluate opportunities and threads of these techniques./ understand the role of DNA in the evolution of species./ understand the necessity of high throughput DNA-sequencing projects.	understand the function of DNA in inheritance and evolution./ know the function of DNA as template for protein synthesis./ know about the cellular activities that involve DNA, such as replication and transcription./ understand the stability of DNA-molecules./understand the evolution of birds and dinosaurs./ reflect on the ethical aspects of bringing back extinct species.
FAU-NFGP2	Kids University	Lectures/ Seminars with kids	Kids between 7 and 10 years	onsite	Hrs/days depending on the courses t	German	spark interest in science	depending on the actual course they take: different programs/ faculties offer courses
ITU- NFGP1	3D Printers: Fundamentals and Business Applications		ITU Students	On-site	1 ECTS - 30 Hours	Turkish	-Classify 3D printers by type, raw materials, and applications, identify key components and their functions, with an emphasis on the working principles of FDM printers. -Understand the mechanics, electronics, and software of FDM printers, use FDM software to prepare and initiate 3D printing, and troubleshoot and solve potential issues. -Analyse the 3D printer industry's potential growth areas, current challenges, and future prospects and design an innovative business model canvas for the industries that employ 3D printing technologies.	-Characterise additive manufacturing methods, various types of FDM 3D printers and their operating systems and distinguish the types of raw materials that the FDM 3D printers use. -Employ the mechanical and electronic components and the software of FDM 3D printers, produce a 3D printing model and detect and resolve potential issues. -Recognize current dynamics and future prospects of 3D printing industry, and design an innovative business model canvas for the industries that employ 3D printing technologies
ITU- NFGP2	Basic Disaster Awareness and Disaster		ITU Members	Blended	1 ECTS - 30 Hours	Turkish	-Be able to explain basic disaster concepts. - Be able to define the disaster management cycle and apply its stages.	-Distinguish basic disaster concepts.



	Preparedness Training						-Be able to define the disaster management cycle and apply its stages.	-Apply basic disaster awareness techniques before, during, and after a disaster. -Fulfill the responsibilities of risk and crisis management in the disaster management cycle before, during, and after a disaster
PSL-NFGP1	Becoming more digital: 7 levers to accelerate digital transformation in the era of AI	Executive Education	Business leaders, managers, projects, Human Resources departments	Online	2 days	French or English	-Learn to build a digital strategy tailored to their organization by analyzing its level of maturity. -Master the key success factors of digital transformation. -Anticipate changes to their business model driven by digital technologies. -Understand the most popular digital technologies and methods, and know when and how to use them effectively. -Master the key stages of change management to actively contribute to the transformation.	-Acquire a structured, comprehensive, and practical framework to drive the digital transformation of their organization. -Learn to identify the specific digital challenges of their organization and develop a clear, concrete, and shareable digital roadmap. -Facilitate the implementation of digital transformation projects within their field. -Contribute to evolving the company culture by enabling the adoption of a common language and identifying relevant cultural practices for their organization.
UNSTPB-NFGP1	Didactic HUB	Community workshop	teaching staff	on-site	2h/month, during teaching semesters	Romanian	Exchange teaching experiences between teaching staff from different disciplines / domains	enhanced pedagogical skills, adapted to the present challenges
UPM-NFGP1	Green at you	Training program composed of short courses and workshops	long-term unemployed and migrants	blended	2-6 ECTS	Spanish, Italian, Greek, Serbo-Croatian	Provide learners with a minimum of skills to improve their employability	Depends on specific courses: IT skills, green employment-related skills and entrepreneurship contents
ZHAW-NFGP1	MAS in Physician Associate Skills	Continuing Education for experienced health professionals	health professionals (BSc), e.g. nurses, physiotherapist, occupational therapist, medics, with at least 2 years practical experience	blended	60 ECTS over 4 years	German	Health professionals expand their professional skills to take on delegated medical tasks and optimise patient processes and interprofessional collaboration.	As a graduate health professional - take on delegated medical tasks in everyday ward or practice life in accordance with EPAs, i.e. they collect and interpret patient information, make and organise appropriate clinical decisions in their field of expertise, review these regularly and seek support if necessary - they are committed to effective verbal, written and electronic



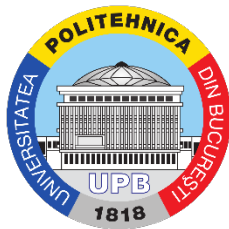
								communication with patients, relatives and other professionals and occupational groups - work efficiently in an interprofessional and interdisciplinary manner to ensure optimal patient treatment and education - Work constructively with the various stakeholders in the healthcare system and build networks - Recognise and promote the importance of public health and health promotion for individual patients, groups of patients and society - Keep up to date with developments in medicine in their field and acquire a critical awareness of the social and ethical issues associated with advances in medicine website
ZHAW-NFGP2	Certificate of Advanced Studies (CAS) in Digital Life Sciences	Continuing Education Program	Professionals. Individuals in the life sciences with a university degree who wish to complement their expertise with skills in computational science and AI. Practitioners with comparable professional competence may also be admitted (admission sur dossier).	On-site	8 months / 12 ECTS (total hours: 300-360)	English (some Modules in German)	Apply digitalisation in the life sciences. Use your expertise effectively in a digital context. Close the continuing education gap for data science in the life sciences.	Learn to identify the opportunities of digitalisation and successfully apply your expertise in a digital working environment.



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