



EUROPEAN UNIVERSITIES ALLIANCE FOR SUSTAINABILITY:
RESPONSIBLE GROWTH, INCLUSIVE EDUCATION AND ENVIRONMENT

FIRST LIFELONG LEARNING ANALYSIS REPORT

Task 7.4



**EDITURA
UNIVERSITĂȚII
DIN ORADEA**

ISBN 978-606-10-2392-9



**Co-funded by
the European Union**

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Type of deliverable

- R Document, report ☒
- DEM Demonstrator, pilot, prototype ☐
- DEC Websites, patent fillings, videos, etc. ☐
- OTHER _____ ☐

Dissemination Level

- PU Public ☒
- CO Confidential, only for members of the consortium (including the Commission Services) ☐
- CI Classified, as referred to Commission Decision 2001/844/EC ☐

Document information	
Call	ERASMUS-EDU-2022-EUR-UNIV
Topic	ERASMUS-EDU-2022-EUR-UNIV-2
Project number	101089896
Project name	EUROPEAN UNIVERSITY ALLIANCE FOR SUSTAINABILITY: RESPONSIBLE GROWTH, INCLUSIVE EDUCATION AND ENVIRONMENT
Project acronym	EU GREEN
Project management	UEX
Work package	WP 7
Task	T7.4
Work package leader	UNIVERSITY OF ORADEA

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Document History		
Version	Date	Comment
01	20.10.2023	

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ACRONYM LIST:

LLL – Lifelong learning

UA: University of Angers, France

UE: University of Évora, Portugal

UEx: University of Extremadura, Spain

UO: University of Oradea, Romania

HiG: Högskolan i Gävle University of Gävle, Sweden

OVGU: Otto von Guericke University in Magdeburg, Germany

ATU: Atlantic Technology University, Ireland

UNIPR: University of Parma, Italy

UPWr: Wrocław University of Environmental and Life Sciences, Poland

ABSTRACT

The concerns of many European governments are turning to the importance of lifelong learning. *Lifelong learning (LLL)* is used in various contexts and has a wide currency. Over time, the term LLL has been widely conceptualized, leading to difficulty in understanding its meaning. Lifelong education was simply a unifying concept that referred to those educational endeavors and opportunities that were offered after the completion of formal schooling and was therefore interchangeable and synonymous with terms that had a broader relevance, such as "adult education," "career education," or "recurring education" (see Aspi and Chapman, 2000). However, its multiple facets and the diverse objectives that can be formulated for lifelong learning inevitably determine the need for a more comprehensive analysis of all dimensions and the nature, objectives, and goals pursued in education to "achieve a lifelong approach to learning for all."

The European Commission's White Paper Learning Society (1995) defined lifelong learning as "the ongoing access to renewing skills and the acquisition of knowledge." Thus, lifelong learning is a broad concept concerning an individual's education that is viewed as flexible, diverse, and available at different times and places throughout life.

On the Statistics Explained website, ([https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning_\(LLL\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning_(LLL))) *lifelong learning* refers to all learning activities undertaken throughout life to improve knowledge, skills, and competencies within personal, civic, social, or employment-related perspectives. So, the intention or aim to learn is the critical point that distinguishes these activities from non-learning activities, such as cultural or sporting activities.

The first report, LLL, is included in task 7.4 and aims to present, in a descriptive manner, the national legislative provisions and the types of lifelong learning activities and programs carried out in each of the nine universities in the EU GREEN Alliance. The aim was to capture the similarities and differences between the categories of lifelong learning programs provided by universities. This fact contributes to the knowledge of the specifics of lifelong learning programs in the nine universities of the EU GREEN alliance and to identifying opportunities for collaboration between partners to improve their existing programs or to create new ones jointly.

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- [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning_\(LLL\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning_(LLL))

METHODOLOGY USED

The first report on lifelong learning programs contains information collected from EU GREEN alliance partners based on qualitative indicators. The aim was to illustrate the specifics of lifelong learning programs at each of the nine universities.

Objectives:

- O₁. Description of the national legislative provisions based on which lifelong learning programs are carried out at the level of each university in the alliance;
- O₂. Presentation of the categories or types of lifelong learning training programs carried out in each university in the EU GREEN alliance;
- O₃. Identifying the similarities and differences between the lifelong learning programs offered by the partner universities and developing some conclusions and future directions to increase the impact of lifelong learning programs in terms of sustainability and the SDGs in the future.

Procedure

To collect data and prepare the first LLL report, the partners discussed and decided that each partner should briefly present their lifelong learning programs provided in the university in two parts (see Table 1).

Table 1. The general structure of the section describing the lifelong learning programs in each university from the EU GREEN Alliance

Name of the subchapter	The content
A. Educational policies and legislative regulations in each country related to lifelong learning programs	✓ Description of the national legislative provisions relating to lifelong learning programs and the ways of certifying the skills obtained by learners
B. LLL Programs provided by each university from the EU GREEN Alliance	<ul style="list-style-type: none"> ✓ Presentation of the types or categories of lifelong learning programs provided by the university; ✓ Listing or highlighting some of the training courses or activities included in the lifelong training programs included in the university's offer; ✓ Other relevant aspects (for example, the number of credits obtained, student enrolment conditions, opportunities or threats regarding the future development of these programs, etc.).

The WP7 team and leader from the University of Oradea collected the data between April and September 2023. The information obtained about the lifelong learning programs from each partner university is presented as an overview.

OVERVIEW OF LIFELONG LEARNING (LLL) PROGRAMS IN THE EU GREEN ALLIANCE

This section presents the results of the first report on lifelong learning concerning the objectives pursued.

A brief illustration of the information obtained, concerning the first two objectives:

- O1. Description of the national legislative provisions based on which lifelong learning programs are carried out at the level of each university in the alliance,
- O2. Presentation of the categories or types of lifelong learning training programs carried out in each university in the EU GREEN Alliance,

are presented below.

PROGRAMS OF LLL AT THE UNIVERSITY OF ORADEA (UO)

Educational policies and legislative regulations in Romania related to lifelong learning programs

In Romania, the National Education Law (NEL) was recently amended and entered into force starting on July 5, 2023. Along with this Law, there have been some changes to how lifelong learning programs will be organized in universities. The previous Law (NEL no. 1/2011) stipulated that higher education institutions can manage lifelong learning programs developed as postgraduate programs. These include:

- a) Postdoctoral advanced research programs
- b) Postgraduate continuing professional development and training programs
- c) Postgraduate advanced (or upgrading/improving) training programs.

Here is a brief description of them:

- a) *Postdoctoral advanced research programs:*
 - Postdoctoral advanced programs last at least one year and can be funded by public institutions or economic operators;
 - Postdoctoral advanced programs can only be organized within doctoral schools accredited to manage doctoral degree programs;
 - Upon completing the postdoctoral program, the postdoctoral researcher receives a postdoctoral certificate.
- b) *Postgraduate continuing professional development and training programs:*
 - Are open to graduates with at least a bachelor's degree or equivalent;
 - are aimed at updating/developing/upgrading one or more competencies or units of competence/ competencies from one or more university qualifications or occupational standards related to an occupation that only a university graduate can practice;
 - may be organized fee-paying or with funding from other sources;
 - after completing the postgraduate training and professional development programs, the organizing institution offers a certificate attesting to the professional skills specific to the program.
- c) *Postgraduate advanced (or improving/upgrading) programs:*
 - are aimed at updating/developing/upgrading the skills of graduates with a short higher education diploma or a bachelor's degree or equivalent;

- postgraduate advanced training programs may be organized with fee-paying or funding from other sources;
- After completing the postgraduate advanced training programs, the organizing institution issues a graduation certificate.

The meaning of lifelong learning in the current Romanian National Education Law (199/2023, art.3) includes higher education, vocational education and training, adult education, youth activities, and other types of learning outside formal education and training contexts. In higher education, lifelong learning includes (199/2023, art.4):

- a. initial training carried out through university study programs, organized on the four study cycles, levels 6-8;
- b. continuous training through postgraduate study programs;
- c. professional training programs for adults, level 5;
- d. recognition of skills acquired in non-formal and informal contexts;
- e. counseling and career guidance services;
- f. youth activities.

LLL Programs provided by the University of Oradea

At the UO, there is a *Center for continuous education and development of human resources*. The mission/purpose of this Center is:

- To achieve the integration of the services of initiation, organization, and development of activities intended for lifelong education within the UO, in collaboration with the faculties/departments within the UO, with other accredited and/or authorized continuing education providers from the country and abroad,
- to offer methodological consultancy to those responsible for continuing education within the faculties and departments.

The *Center for Continuous Education and Development of Human Resources* promotes the organization of postgraduate training and continuous professional development programs in the form of:

- Postgraduate continuing professional development and training programs
- Postgraduate advanced (or improving/ upgrading) programs;
- Postgraduate personal development programs;
- Vocational conversion/reconversion/reskilling programs;
- Summer schools and/or workshops.

In the following, we provide the list of lifelong training courses offered by this Center. Postgraduate program offered by the UO:

Department for the Training and Development of Teaching Staff:

- Educational management
- Special psychopedagogy
- Mentor
- Instructional designer
- E-learning developer in education
- Childcare educator

Faculty of Energy Engineering and Industrial Management:

- Energy managers in the industry
- Energy managers for localities
- Electrical industry auditors
- Thermal energy auditors in the industry

Faculty of Social-Humanistic Sciences:

- Organizational communication and managerial assistance
- Faculty of Geography, Tourism, and Sport:*
- Sports trainer

It should be noted that these continuing education courses are conducted by professors from different departments in the faculty for academic, non-academic, and external staff. Enrollment in these programs is based on a file containing various documents, and a fee is charged. So, these are carried out if there is sufficient demand from willing learners. Completing the postgraduate programs allows the accumulation of 30 transferable credits, and the certificates offered are obtained after the students present a graduation project. Also, the UO annually organizes national and international scientific events and summer schools. In May, Scientific Week is organized in which a series of scientific events are planned. It is attended by academic staff, guests, students, and other people from outside the university.

The new changes brought by the national education law for higher education bring a more diverse palette of activities related to lifelong learning programs. This will allow universities to expand their offer and introduce additional types of lifelong learning programs.

PROGRAMS OF LLL AT THE UNIVERSITY OF GÄVLE (HIG)

Educational policies and legislative regulations in Sweden related to lifelong learning programs

The Swedish Higher Education system is based on a relatively flexible organization that provides excellent opportunities for lifelong learning. It offers post-secondary education based on scholarly or artistic practice, significant professional development opportunities, and a return to higher education at any stage in life.¹

In the Swedish Higher Education system, the universities and colleges are responsible for fostering equal opportunities and working for broadened access to higher education. Higher education is generally free of charge in Sweden. Students can even apply for funding, which consists of a grant portion and a low-interest rate loan portion.

Even with access to higher education free of charge implemented in Sweden as a universal right for all citizens, there are persisting differences in the education level of different groups. Statistics from 2021 show that 45 % of the Swedish population between the ages of 25 and 64 have some form of higher (post-secondary) education. However, while 52 % of women have some form of higher education, the corresponding figure for men is only 39%.² Statistics from 2021 also show differences in the education level of the Swedish population concerning age and place of residence. Out of all age groups between 25 and 64, the age group 55-64 contains the most significant proportion of low-educated individuals. At the same time, rural municipalities registered a higher proportion of low-educated people. On the contrary, metropolitan areas or areas near universities and colleges, where the labor market requires higher education, are home to a more significant proportion of higher-education people. Amongst people with a higher education level, younger individuals are overrepresented. Concerning place of birth, the percentage of people with higher education is relatively similar: 42 % for those born abroad and 46 % for those born in Sweden. Concerning the population with low education levels, there are considerable differences between people born abroad (17 %) and those born in Sweden (8 %).³

One central policy document for Swedish Higher education is *the Higher Education Act (SFS 1992:1434)*, which was reformed in 2021 to clarify the responsibility of universities and colleges for lifelong learning. The governmental memorandum “*Amendments to the Higher Education Act to Promote Academic Freedom and Clarify the Role of Universities for Lifelong Learning*” motivated this reform by referring to the demands of the labor market of the future on “competence development during working life” due to the increased internationalization, digitalization, and the increased retirement age.⁴

¹ The Swedish Higher Education Authority (2023) *Higher education in Sweden* <https://www.uka.se/swedish-higher-education-authority/about-higher-education/higher-education-in-sweden>

² SCB (2022) *Utbildningsnivå i Sverige*. Retrieved from <https://www.scb.se/hitta-statistik/sverige-i-siffror/utbildning-jobb-och-pengar/utbildningsnivan-i-sverige/>.

³ Ibid.

⁴ The Government Office (2020) *Amendments to the Higher Education Act to promote academic freedom and clarify the role of universities in lifelong learning*. U2020/03053/UH. Page 17. Retrieved from: <https://www.regeringen.se/contentassets/91f4a50aa80942688edbca0ccb1db8ad/promemoria-andringar-i-hogskolelagen-for-att-framja-den-akademiska-friheten-och-tydliggora-larosatenas-rol-i-for-det-livslanga-larandet/>

As a result of this reform, the current Higher Education Act (*SFS 1992:1434*) establishes the responsibility of higher education institutions to promote lifelong learning to guarantee equality of opportunity and broaden recruitment.⁵

Moreover, in 2022, the former government demanded that universities and colleges analyze "... their educational offerings, both in terms of content and in which form the educations are given" to "make available the courses and educations aimed at existing professionals."⁶ This map of universities and colleges' lifelong education offers resulted in a government decision to introduce economic support to adult students to increase the condition for professionals to study in the middle of life with financial backing.

LLL programs and courses provided by the University of Gävle

The HiG is situated in the Region of Gävleborg, where the population is characterized by low levels of education and high levels of unemployment compared to the country.⁷

The particular social and educational situation of the Region of Gävleborg makes the work of the HiG to promote lifelong learning education even more important to promote equality of opportunity in higher education, both at the regional and national levels. Therefore, the HiG considers its strategy for lifelong learning as one of its six main Education and Research strategies for 2021-2030. In the university's *Strategic Plan for Research and Education*, the university stipulates that:

"Through developed forms of online learning and investments in innovative learning environments, we take a leading position in lifelong learning."⁸

The lifelong learning activities include independent courses (fristående kurser) and commissioned courses/programs at different education levels. The commissioned education (uppdragsutbildning) includes professional courses/programs/activities ordered by companies and organizations that contracted the HiG to give this kind of education.⁹ However, the public and welfare sectors are the largest buyers of commissioned training (applies to the whole of Sweden). The largest Swedish clients in 2022 for HiG were the Swedish Real Estate Agency, Region Gävleborg, and the National Education Agency. Others are municipalities, other regions, and individual companies.

The HiG consists of three faculties and the University administration. For 2023, the faculties have included activities targeted at life-long learning in their Business and Budget plan. For instance, the Faculty of Health and Occupational Studies has planned to "...further develop the educational environment by, in the long term, investing in more department-wide recruitment training with relevance to the PA program.¹⁰, the strategic research area Health-

⁵The Higher Education Act (SFS nr: 1992:1434) Retrieved from https://www.riksdagen.se/sv/dokument-och-lagar/dokument/svensk-forfattningssamling/hogskolelag-19921434_sfs-1992-1434/.

⁶ The Guvernement Office (2022) *Regeringen ger statliga universitet och högskolor i uppdrag att mot bakgrund av införandet av ett Uppdrag att genomföra utbildningsutbudet för livslångt lärande och omställning*. Retrieved from

⁷ Sudman, Maria, Hedman, Lina, Lundin, Katarina & Mårtensson, Emma (2021). *Jämlikt Gävleborg, Rapporten från Jämlikhetsutredning*. Region Gävleborg. Retrieved from <https://www.regiongavleborg.se/regional-utveckling/om-regional-utveckling/jamlikhetsutredningen/>

⁸ Utbildnings- och forskningsstrategi för Högskolan i Gävle, 2021 – 2030, page 6

⁹ (HIG STYR 2020/9) *Projekt Strategi för livslångt lärande Version 210817*

Fördjupa dina kunskaper - utveckla din potential - möt världen på HiG! Strategi för livslångt lärande.

¹⁰ PA program (Personal och Arbetslivsprogrammet) is translated as Human Resources and Labour Relations Program.

promoting Worklife and our common research themes.”¹¹ In addition, the Faculty of Engineering and Sustainable Development has planned to offer a range of programs and courses targeted at lifelong learning¹². Moreover, the Faculty of Education and Business Studies has designed to "develop new independent courses and increase the number of places on some existing independent courses, for the promotion of lifelong learning.”¹³

Lifelong education includes both online and campus-based training. The lifelong education offered to those already in professional positions is flexible and adapted to different learning environments and learning styles. For instance, micro merits and module-based forms of education are offered by the HiG.¹⁴

- ✓ Lifelong learning based on micro-merits offers opportunities for learners to build their personally designed education portfolio.¹⁵
- ✓ Module-based forms of education are based on adapting regular courses/programs to the study format to learners' terms and conditions (modularization). In this case, a part of a course or a program is selected to create a module-based course/program that pays attention to the needs of the target groups.¹⁶

The HiG is working on developing working methods to offer module-based courses and microcredits. Some life-long learning activities are planned and enacted in collaboration with external stakeholders.¹⁷

In the following Section, we provide some examples of commissioned programs and courses offered by the HiG to promote lifelong learning:

- English for teachers in years 1-3, 15 credits (1–15). Included in the Teacher Initiative project
- English for teachers in years 4-6, 30 credits (1–30). Included in the Teacher Initiative project
- Training for local teacher trainers: 7.5 credits
- The School of Real Estate Brokering 180 credits
- Nursing program, 180 credits
- Religious studies for teachers grades 7-9, 45 credits
- NO/ Technology for teachers 4-6, 30 credits

¹¹ Verksamhetsplan och budget för Akademin för hälsa och arbetsliv 2023. HIG-STYR 2022/120 page 6

¹² Verksamhetsplan och budget för Akademin för teknik och miljö. HIG-STYR 2022/120

¹³ Verksamhetsplan och budget för Akademi för Utbildning och Ekonomi. HIG-STYR 2022/120 page 4

¹⁴ HIG STYR 2020/9 Projekt Strategi för livslångt lärande Version 210817 Fördjupa dina kunskaper - utveckla din potential - möt världen på HiG! Strategi för livslångt lärande,

¹⁵ HIG STYR 2020/9 Projekt Strategi för livslångt lärande Version 210817 Fördjupa dina kunskaper - utveckla din potential - möt världen på HiG!

¹⁶ HIG STYR 2020/9 Projekt Strategi för livslångt lärande Version 210817 Fördjupa dina kunskaper - utveckla din potential - möt världen på HiG! Strategi för livslångt lärande, page 8

¹⁷ Högskolan i Gävle (2021) Samverkansstrategi - prioriterade områden för samverkan och nyttiggörande Genom långsiktig samverkan och strategiska partnerskap utvecklar vi samhället (HIG-STYR 2021/18)

- Perspectives on Impairment and disability, 15 credits
- Specialist nursing training IVA, 60 credits, start ht 22
- Specialist nursing training IVA, 60 credits, start ht 21
- Specialist nursing training anesthesia, 60 credits, start ht 22
- Specialist nursing education anesthesia, 60 credits, ht 21
- English for teachers for upper secondary school 90 hp
- Interprofessional palliative care and end-of-life care, 7.5 credits
- Mathematics learning for preschool teachers, 7.5 credits
- Mentor training - being a mentor for new teachers, 7.5 credits 21-22
- Mentor training - being a mentor for new teachers, 7.5 credits 22-23
- English for teachers in years 1-3, 15 credits
- English for teachers in years 4-6, 30 credits
- Teaching in preschool, 7.5 credits
- Advanced nursing in municipal health care, 7.5 credits, start ht 21 and ht 22
- Palliative care and nursing at the end of life in municipal health and medical care, 7.5 credits start ht21 and ht 22
- Religious Studies for Secondary School Teachers 90 credit
- Sociology program 210 credits

Moreover, the HiG offers a selection of other activities to promote lifelong learning. Some examples of these activities are:

- Seminars and educational cafes
- New as a teacher in higher education course
- Doctoral supervision course
- Write your teaching portfolio course
- The Swedish regulatory system in the work environment area
- Work environment work in practice at Företagshälsa Gävleborg

The HiG is part of a national project and work that aims to create a national digital platform for lifelong learning activities from all universities and colleges in Sweden. The activities and courses may be collected, communicated, and visible to professionals and employers on this platform.

The Swedish higher education policy stipulates that higher education should be free of charge for all EU citizens and that all universities are responsible for promoting lifelong learning. Within this scope of educational policy, the HiG has chosen its strategy for lifelong learning as one of its six central Education and Research strategies for 2021-2030. Various activities, including independent courses and commissioned courses/programs/seminars at different

education levels, enact this lifelong learning strategy. On the one hand, in light of the persisting inequalities in higher education and the labor market among different groups, it is relevant for the HiG to continuously develop courses, programs, and activities targeted at increasing the education level of the population of the Region of Gävleborg and for selected professional groups at the national level. On the other hand, the continuous development of flexible, professionally oriented life-long education options is required to satisfy the specific needs of the labor market at the regional and national levels.



PROGRAMS OF LLL AT THE UNIVERSITY OF PARMA (UP)

Educational policies and legislative regulations in Italy related to lifelong learning programs

The National Educational Law describes and regulates lifelong learning programs offered by Italian universities (NEL 92, 28/06/2012, art. 4, par. 51). The Law does not explicitly outline which typologies of LLL programs, but it states the key goals and characteristics of LLL programs. After an evaluation of postgraduate programs offered in Italy, the following categories can be identified:

- a. Postgraduate master's programs (for students/professionals with a bachelor's or master's degree)
- b. Continuing professional development and training courses
- c. Postgraduate advanced (or upgrading/improving) training programs
- d. Training programs for teachers/professors ("Formazione insegnanti" in Italian)

These initiatives can be online or in-person, usually short and focused on a specific subject. They are aimed at students, researchers, and professionals and allow them to complete certification and, in some cases, credits. In addition, "Universities of the Third Age" organize courses and programs aimed at adult students to upgrade and develop their skills. In Italy, these Universities are separate entities from universities. Beyond the above categories, graduate schools offer graduate programs primarily mandatory by the Law to work in certain professions, such as lawyers, doctors, etc. These are not included in LLL programs because they are specific in the Italian regulation and organized and attended to satisfy legal requirements. Below there is a brief description of LLL programs:

A) Postgraduate master programs

- are open to graduates with at least a bachelor's degree or equivalent and/or to executives with or without a minimum job experience
- have a duration of one year, and they might also offer an internship period of 3-6 months within a partnering company
- are aimed at developing/upgrading a set of skills and competencies in a given area of multiple subjects
- they allow one to achieve credits
- may be organized fee-paying and/or with funding from other sources
- after completing the postgraduate master's program, the organizing institution issues a diploma

B) Continuing professional development and training courses:

- are specifically targeted to professionals, and duration can vary from a few weeks to several months

- are aimed at updating/developing/upgrading one or more specific competencies or units of competence/ competencies and to support preparation for public contests to work in a public organization
- may be organized fee-paying or with funding from other sources
- the organizing institution offers a certificate After completing the postgraduate training and professional development programs

C) Postgraduate advanced (or improving/upgrading) training programs:

- are aimed at updating/developing/upgrading the skills of high school teachers and university professors
- duration can vary from a few weeks to one year
- they allow one to achieve credits
- they can be organized with fee-paying or funding from other sources
- after completing the postgraduate advanced training programs, the organizing institution issues a certificate

D) Training programs for teachers/professors

- are aimed at updating/developing/upgrading the skills of high school teachers and university professors
- duration is usually short (a few weeks)
- they can be organized with fee-paying and/or funding from other sources
- after completing the training programs for teachers/professors, the organizing institution issues a certificate.

LLL Programs provided by the University of Parma

At the UP, an office oversees the organization of LLL programs. The purpose of the office is:

- To integrate, coordinate, and promote all the different LLL opportunities offered by the University;
- To offer advice, expertise, and administrative support to all those departments and professors responsible for continuing education.

The programs offered by the UP can be summarized below:

A. Postgraduate master programs offered by 7 Departments

Department of Chemistry, Life Sciences, and Environmental Sustainability

- Packaging
- Environmental Conservation and Wildlife Management

Department of Economics and Management

- Public Procurement in the Healthcare
- Health and Social Services Management
- Management of Local Authorities
- Management of European Funding for the Public Administration
- Retail and Brand Management

Department of Engineering and Architecture

- Urban Regeneration
- Landscape architecture and water: crisis from droughts to floods

Department of Humanities, Social Sciences, and Cultural Industries

- Mobile, Social, and Digital Communication
- Specialized Translation (English/Italian)
- Audiovisual Translation
- ABA (Applied Behavior Analysis): Evidence-Based Tactics and Strategies for Life Span Learning

Department of Law, Politics and International Studies

- European Policies
- European Studies

Department of Medicine and Surgery

- Preclinical and Clinical Research
- Research for Health Professions: Qualitative Approach
- Nursing Medium and Long-Term Vascular Access
- Management Functions in The Health Professions
- Family and Community Integrated Care
- Case/Care Management in Hospital and Territory For Healthcare Professions
- Palliative Care and Pain Therapy for Health Professions
- Intensive Care Unit (ICU) Nursing
- Family and Community Nursing and Integrated Care for Common Health
- Healthcare-Associated Infection Risk Management
- Clinical Risk Governance and Health Safety Promotion
- Oral and Perioral Aesthetics
- Rehabilitative Treatment in Pelvic Floor Dysfunctions

- Pain Medicine
- Palliative Care
- European Master's Degree in Oral Laser Applications
- Scientific Communication
- Artificial Intelligence and Telemedicine
- Sport For Inclusion – Disability Management and Innovation
- Medical Hydrology and Balneology

Department of Veterinary Science

- Food Science and Technology - International Master
- Internal Medicine of dog and cat
- Rehabilitation and instruction of cognitive equidzooantropologic

B. Continuing professional development and training courses

Courses organized by the UP with the cooperation of multiple Departments

- Transition farm: professional training on sustainable innovation and regeneration. The initiative was created to promote a new model for the territory of Parma, which can trigger a virtuous circle of involvement of young people and local businesses in a perspective of continuous improvement.
- SEED Program - Sustainable Entrepreneurial Ecosystem Development – 2023 Edition: the SEED Program is a multidisciplinary “theoretical-practical” training course that includes a maximum of 50 hours of frontal teaching, about 10 hours of preparation of a paper agreed upon with the teachers and about 6 hours of mentoring and networking.

Department of Economics and Management

- Training course on management and accounting topics for managers of public and private healthcare organizations

Department of Mathematical, Physical, and Computer Sciences

- School of Physics
- Didactic innovations to promote the development of basic skills in Mathematics of students in primary and secondary schools
- ICT Strategy and Governance
- Professional Refresher Course

European College Foundation in Parma

The European College of Parma Foundation is a postgraduate institute specializing in European studies to prepare young graduates from all over the world in the fields of Law, economics, and policies of the European Union.

C. Postgraduate advanced (or improving/upgrading) training programs

Department of Chemistry, Life Sciences, and Environmental Sustainability

- Histotechnology - an online course

Department of Medicine and Surgery

- Sport Psychology: Health, Training, Competition and Performance
- Laser in Dentistry Applications
- Postgraduate Course in Quality Control and Quality Management Systems in Testing Labs

D. Training programs for teachers/professors only related to topics within the humanities (e.g., teaching history, teaching literature, teaching in intercultural settings).

These courses, unless specified otherwise, are all taught in Italian. Topics include Literature and literary text, Italian as a mother tongue and geography, and Contemporary Italian literature.

E. Other forms of LLL programs

- *School of Advanced Studies on Food and Nutrition*

School of Advanced Studies on Food and Nutrition offers training courses and Summer Schools on food and nutrition, primarily oriented towards PhD students.

- *OnFoods Foundation.*

OnFoods is a Foundation that develops research and promotes training courses and dissemination events on health and sustainability.

Academics from different departments teach the abovementioned courses and also professionals and managers. Enrollment in these programs is based on an application procedure and upon a fee payment. So, they are started if there is a minimum number of successful applicants. Apart from the LLL opportunities listed above, anybody can attend, upon payment of a certain fee, any course offered by the UP as a single course, not as a part of a degree. The individual can also take the relative exam to obtain the corresponding number of credits, up to 30.

PROGRAMS OF LLL AT WROCŁAW UNIVERSITY OF ENVIRONMENTAL AND LIFE SCIENCES (UPWR)

Educational policies and legislative regulations in Poland related to lifelong learning programs

In Poland, Long Life Learning refers to any activity undertaken at any point in life to acquire new skills, develop, and acquire knowledge. It assumes continued further training after the end of formal education.

There is no direct legislation on LLL, but some regulations are found in the Law on Higher Education and the Education System Act, which regulate the entire education system in Poland.

In addition, the Law on Higher Education also regulates a way of confirmation of learning outcomes (PEU) for people with knowledge, skills, and social competencies. Learning outcomes are confirmed to the extent corresponding to the learning outcomes specified in the study program. A person admitted as a result of confirmation of learning outcomes can attend fewer classes. This will likely shorten the study time or reduce the study's intensity.

In 2016, the Law on the Integrated Qualification System describes, organizes, and collects the various qualifications into a single, publicly accessible register. It also defines the rules and standards for confirming the qualifications operating within it, which guarantees the high quality of professional certificates issued under the system.

There is a wide variety of Longlife Learning Programs, such as:

- a. postgraduate studies
- b. University of the Third Age
- c. courses, workshops, specialized training, seminars, conferences, postdoctoral programs, etc.

Brief description of them:

a. Postgraduate studies:

- are regulated by the Law on Higher Education
- are aimed at updating/developing/upgrading/gaining new competencies or units of competencies,
- are open to graduates with at least a bachelor's degree or equivalent,
- last at least one year (two semesters),
- part-time studies,
- are organized with fee-paying or can be funded from other sources,
- after completing the postgraduate study, a participant receives 30 credits and a postgraduate certificate - based on the higher education law.

b. University of the Third Age

- is aimed at updating/developing/sharing knowledge and practical skills,

- organizing and conducting sports and rehabilitation activities,
- leading health and cultural activities among older adults – creating opportunities for effective use of leisure time and social integration,
- different forms of organization: as organizational units functioning within a higher education institution, independent NGOs or part of them, entities operating within the structures of local government units (community centers, social welfare centers).
- dedicated mainly to older people,
- last at least two semesters,
- is organized fee-paying or free of charge

c. courses, workshops, specialized training, seminars, conferences, postdoctoral programs, and others

Another form of LLL is postdoctoral research programs, which can be realized differently. After completing a Ph.D., young researchers can continue research in Poland at a university or a non-university research institute and cooperate with structures created to accelerate cooperation between research and business.

In addition, many universities have a wide range of extramural studies, so students can combine their studies with work, gain work experience during their studies, get or upgrade new skills, and change the brand.

LLL programs provided by Wrocław University of Environmental and Life Sciences

At UPWr, there is a Life Long Learning and Training Section, which realizes or supports the implementation of various forms of continuing education available at the university: postgraduate studies, courses, workshops, specialized training, seminars, conferences, and others. The Section contributes to developing professional and personal improvement offerings for UPWr employees, especially UPWr academic teachers, e.g., in implementing teaching innovations and extends the offer of professional and personal improvement for UPWr students in a range complementary to the directions and content of formal education.

Postgraduate studies offered by UPWr:

1. Agro-Union
2. Good production and hygiene practice and auditing of food health quality systems
3. Organic and integrated horticulture
4. Horse breeding and equestrianism
5. Scientific basis of horse training
6. Modern soft fruit production
7. Urban horticulture

8. Nursing and rearing of companion animals
9. Agri-food processing on the farm
10. Psychodietetics
11. Brewing technology
12. Winemaking technology
13. Real estate valuation
14. Occupational health and safety management
15. Equestrian center management
16. Herbs and nutraceuticals
17. Nutrition, dietetics, and culinary arts

Another form of LLL programs is the Open University of the Third Age at UPWr:

- is aimed at updating/developing/sharing knowledge closely related to the profile of the UPWr through the implementation of the educational program by the watchword "Man and the Environment,"
- open for everybody,
- last two semesters (but can be continued),
- It is organized fee-paying - registration fee and fee for individual practical classes, and participation in lectures is free.

The following thematic blocks have been established within the framework in which practical classes are held:

- 1) foreign language learning and improvement section:
 - English language
 - German language
 - French language
 - Italian language
- 1) computer science section (basic and advanced levels);
- 2) fitness and recreation section:
 - rehabilitation gymnastics
 - aqua aerobics;
 - gymnastics "healthy spine";
 - gym - ergos, orbiter, stationary bicycle, exercises on instruments, with dumbbells, exercises to improve strength endurance and general fitness;

- yoga;
 - ballroom dancing;
 - rehabilitation swimming;
 - Nordic walking;
 - hiking;
- 3) cultural and educational Section (outings to the cinema, theater, opera, concerts);
- painting group;
 - arts and crafts;
 - outings to the cinema, theater, opera, concerts;
- 4) food nutrition and dietetics section

Sample lecture topics in 2022/23 year include:

- Traditional and regional food in Poland and around the world
- Hearing loss as a barrier to functioning in society
- Why are trees dying in the city?
- What affects a dog's behavior? How do we prevent behavioral problems?

Other forms:

The Faculty of Veterinary Medicine also provides specialization courses for veterinary surgeons. However, the primary institution responsible for this form of teaching is The Veterinary Centre of Postgraduate Training at the National Veterinary Institute in Pulawy, Poland, and UPWr is only a contractor. However, some professors from the Faculty of Veterinary Medicine are the heads of some specializations, and workshops and lectures occur at the University's premises.

UPWr also offers various summer schools, Blended Intensive Programs, workshops, etc.

PROGRAMS OF LLL AT THE UNIVERSITY OF ANGERS (UA)

Educational policies and legislative regulations in France related to lifelong learning programs

Lifelong professional training is a national obligation (in the French Labour Code). Its purpose is to promote employability, job stability, access to a level of qualification, and skills development. The government, the regions, and social partners define and implement a coordinated national strategy. This strategy is implemented in each area through a regional committee for employment, training, and vocational guidance. It includes initial training (including apprenticeships) and continuing vocational training aimed at people who have already started working and want to restart their studies (employees, self-employed workers, job seekers, etc.). The government does not subsidize continuing education and is mainly financed by vocational training organizations, the Regions, or the trainees.

To promote access to lifelong vocational training, from the moment they enter the labor market until retirement, regardless of their status, everyone has a personal training account (CPF: *Compte Personnel de Formation*), which contributes to the acquisition of a first level of qualification or the development of their skills and capabilities by enabling them, on their initiative, to access training.

Lifelong learning can be:

a. A project to validate prior knowledge:

- *Validation des Acquis de l'Expérience (VAE)* = validation of skills acquired: to acquire a professional qualification (registered in the National Register of Professional Qualifications (RNCP)) based on professional experience
- *Validation des Etudes Supérieures (VES)* = validation of higher education studies: to obtain a national higher education diploma based on studies followed in France or abroad
- *Validation des Acquis Professionnels (VAP)* = validation of professional experience: to gain access to higher education courses based on professional experience.

b. A training project:

- *Diplôme d'Accès aux Études Universitaires (DAEU)* = University Access Diploma: to acquire high school diploma level for those who do not have the *Baccalaureat* (national diploma certifying at the end of secondary education)
- to enroll in higher education courses.

c. A retraining project (new career)

In 2021, 324,000 people participated in continuing education courses in France, including 263,000 at universities.

LLL programs provided by the University of Angers

UA continuing education service is available to individual adults and to companies wishing to professionalize their employees.

To meet training needs, it offers:

- national diplomas (technical diplomas, bachelor's degrees, professional diplomas, master's degrees, PhDs, etc.),
- engineering degrees,
- University diplomas at all levels and qualifying courses, often of shorter duration
- a national equivalent to the school-leaving certificate: *Diplôme d'Accès aux Études Universitaires (DAEU)* = University Access Diploma.

To meet the need for experience recognition, it provides:

- *Validation des Acquis de l'Expérience (VAE)* = validation of skills acquired which enables people to obtain all or part of a diploma or qualification on the basis of their experience,
- procedures that allow people to be exempted from a diploma level (including entry to university)
- arrangements for adapting and shortening training courses
- skills assessments

Lifelong vocational training at UA:

- 4,000 people enrolled each year
- 450 courses offered
- 21 training fields
- 1,000 teachers and 2,000 professional experts.

A. National diplomas and engineering degrees:

UA offers courses in all the major fundamental sectors. Over 400 diplomas are prepared, and 50 courses are available on a work-study basis (apprenticeships and professional contracts). All the UA courses are accessible to people of any age who want to restart their studies. Returning to study is open to anyone wanting to start a degree or diploma course again after a break in their studies. Most of the courses that can be taken by people returning to study follow the same pattern as initial training (daytime, face-to-face courses).

Most lifelong learning programs are carried out at UA through university master's courses. In total, UA offers 148 master's study programs. Fifty-one are at the Faculty of Sciences; 25 at the Faculty of Literature, Languages, and Social Sciences; 23 at the Faculty of Tourism, Culture, and Hospitality; 22 at the Faculty of Law, Economics and Business Studies; 12 at the University School of Management; 9 at the Faculty of Health; 6 at Polytech Angers (School of Engineering). The duration of studies is between 1 and 2 years, and the number of credits is 60 or 120, respectively. Also, at *Polytech Angers* (School of Engineering), there are 26 Integrated

Master programs (1st and 2nd cycle). UA offers eight one-year training programs in Artificial intelligence, Education and Mobility, Education and Research, Literature and Culture.

B. University Diploma = *Diplôme d'Université* (DU)

The University Diploma (DU) is a diploma prepared at a university. Still, unlike university bachelor's and master's degrees, it is not a national diploma and is not recognized by the Ministry of Higher Education.

These diplomas meet specific training needs not covered by national diplomas and are often exclusively accessible to continuing professional education.

1. DU 1st cycle

- Psychosocial Support in the Workplace
- Codynamics (Consultancy in organization and societal dynamics)
- Coordination of medico-social teams in home help services
- Children's rights and professional practices
- Health Quality in Buildings
- Criminal Sciences
- Parental Support

2. DU 2nd cycle

- Parental support
- Adoption, Attachment, and Professional Practices
- The making of politics
- Local Manager in Health, Medical, and Social Care and at Home
- Judicial Representative for the Protection of Adults
- Child Neuropsychology and Learning Disorders: Issues, Clinical Benchmarks and Care
- Time, Work, and Health

3. DU 3rd cycle

- Health Information Systems Project Management

C. Short training

- Analysing and adding value to data using data visualization
- Understanding the legal framework of child welfare (ASE)
- Deep learning: a hands-on introduction to image processing applications
- Docker software
- R software

- Neurodevelopmental disorders and learning disabilities in children: Identification, assessment and support
- Data visualization: in the age of Big Data

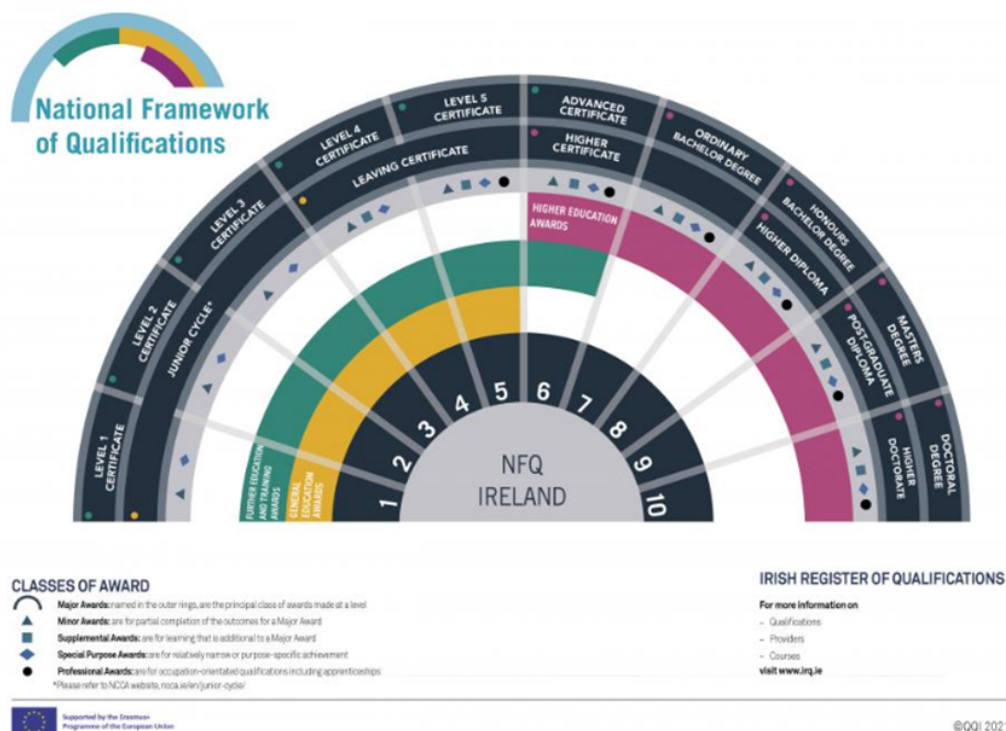
D. Others

1. There are also **specifically designed continuing education courses** for which the audience is made up exclusively of professionals, and the training organization is better adapted to the professionals' schedules (e.g., one week every month or one day a week, etc.). These courses can be full-time or part-time.
2. Short courses such as **Continuing Professional Development** (CPD) are also available, particularly for healthcare professionals.
3. **Auditor status** allows students to follow specific courses without enrolling in the program. Access to the course is subject to the agreement of the person in charge and depends on the number of places available. Students admitted to the course are not allowed to sit exams.
4. **Staff training.** University staff is offered short training courses (from one to several days) about Professional equality and prevention of discrimination; Professional effectiveness; Personal development; Management; Budgeting, finance, and accounting; Communication; Civil service competitions and job mobility; Safety and prevention; Research environment; Languages; Sustainable transition; Digital tools; University teaching methods; Training for specific audiences.
5. **High School - University link.** The "Trying is Adopting" (*"M'essayer c'est m'adopter"*) days are held every year to give secondary school students a chance to try out life as a student for a few hours in a university classroom or during practical classes to help them make the right choice when it comes to choosing a course of study and to ease their minds about entering higher education.

PROGRAMS OF LLL AT THE ATLANTIC TECHNOLOGICAL UNIVERSITY (ATU)

Educational policies and legislative regulations in Ireland related to lifelong learning programs

Quality & Qualifications Ireland (QQI) is the state agency responsible for promoting the quality, integrity, and reputation of Ireland's further and higher education system. They ensure that learners achieve qualifications valued nationally and internationally and provide trusted information on the qualifications included in the National Framework of Qualifications. They set standards for QQI awards (qualifications), assess the fitness of providers to offer QQI awards, issue quality assurance guidelines, approve providers' quality assurance procedures, monitor and review providers, and promote awareness and maintenance of academic integrity. The QQI also maintains the National Framework of Qualifications (NFQ) as a system relating different qualification levels to each other and monitoring providers to ensure they offer learners access, transfer, and progression opportunities. In addition, they advise on the recognition of foreign qualifications in Ireland and of Irish qualifications abroad. In Ireland, the qualifications used in the education and training system are described through the National Framework of Qualifications (NFQ). The NFQ classifies the level, class of award, and type of qualifications in Ireland from Level 1 literacy qualifications, through to Junior Cycle and Leaving Certificate (secondary school), level 8 (bachelor's honours), and Level 10 doctoral degrees (see diagram below).



LLL programs provided by the Atlantic Technological University

The certifications obtained from ATU Sligo depend on the cycle, field, duration, or number of credits. At ATU, students can get, for example, a Bachelor's ("ordinary" level) degree, Bachelor's degree with Honours, Postgraduate Diploma, Postgraduate Certificate, Certificate, Minor Award in Science, Special Purpose Award. Special Purpose Awards are programs that address a specific industry's skills gap or meet a particular demand. They are awarded as a Special Purpose Award, typically in certificate format from the significant award. The total number of credits for a SPA award may vary from program to program.

Conversion courses enable students to pursue a new career path, which may differ from their original qualification, i.e., cross-skilling instead of upskilling. Conversion courses are available in areas with known skills shortages, e.g., Engineering, Automation, Computing, Biopharma, MedTech, etc.

Many applicants come with a unique mix of experience and previous qualifications. Therefore, many applications are individually reviewed by our academic team to ensure that students are matched to the correct level course, that suits their learning and preferred career trajectory. Students must thrive and succeed. It may be suggested for a student that they commence at a lower-level qualification and progress to a higher qualification in a stepwise approach. ATU courses follow the ladder structure system, meaning students can start and progress at a pace that suits them. Some students may begin with a Level 6 certificate, for instance, and graduate at that level or progress to the next level within the same subject matter. Other students whose experience and academic history are given higher academic credits may advance straight into an Ordinary Degree (Level 7), an Honours Degree (Level 8), or a postgraduate qualification (Level 9). International Students Flexible Learning is open to all students in any location, and that is why ATU has a growing online international cohort. ATU welcomes and supports our global learning community through forums, live streaming, and group assignments. Support staff are on hand to help navigate all the elements of a distance learning journey from administration to assessment and examinations.

ATU offers online, flexible, and professional development courses that respond to student demand and deliver skills needed in the marketplace. Built on our expertise and in collaboration with industry partners, our accredited courses support students at all stages, regardless of location, to access and continue lifelong learning, develop new skills, and advance their careers. With over 370 online, blended, and on-campus courses available, ATU offers students fully accredited, flexible qualifications matched to industry demand. Online, Flexible, and Professional Development courses let students tailor their studies to their lifestyle. There are fully online courses, blended learning, and on campus with a focus to ensure that graduates have the skills and confidence to excel in their chosen career, create change, and build their future.

At ATU Online, Flexible & Professional Development, we develop courses aligned to industry and societal demand. There are some key areas of strength:

- *Biopharma:* With all of Ireland's top 10 global biopharmaceutical companies, industry demand for continuous professional development is evident. ATU is recognized as a leader in delivering accredited qualifications in bioprocessing, biomedical science, biopharmaceutical, and pharmaceutical science.

- *Industry 4.0:* Digitalization is enabling a reinvention of manufacturing, increasingly moving towards automation and data exchange. Engineering for the future requires skills in automation, cybersecurity, sensor technology, cloud computing, big data, and analytics.
- *Medical Device Technology:* As a key location in Europe for medical device manufacturers, Ireland must continuously invest and develop professionals who can lead the industry.
- *Project Management, Leadership & People Management:* With rapid technological advancements, the industry is experiencing the most significant change since the Industrial Revolution. Developing leaders who can effectively manage complex change programs is essential to stay competitive in our global economy.
- *Environmental Sustainability:* Climate change, understanding our environmental responsibilities, and developing strategies and practices to effectively manage our natural resources are relevant to individuals, society, and industry. Local government, state agencies, and industry are investing in technical knowledge, skills, and resources to guide policy, monitor and manage change.
- *Health, Nutrition & Food Innovation:* Delivering effective public health strategies on health promotion, exercise, and nutrition are all parts of the evolving remit of healthcare professionals. We must continue to build skills in researching and analyzing health data and develop leaders within our healthcare sector. Innovation and creating sustainable food systems are all part of the Climate Action plan to live as responsible global citizens.
- *Educating for the Future:* With the rapidly changing world of work, our Educators are responding with new inclusive and innovative teaching methods to improve access to education, developing supports to ensure students from early years to tertiary level achieve their potential.
- *Digital Transformation:* The industry requires skilled technology teams to drive digital transformation, from analytics and DevOps to cybersecurity and software development. The global economy offers opportunities to graduates, regardless of location, to excel in the digital economy.

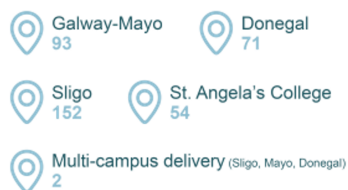
Below is an infographic for a more accessible overview of the lifelong learning programs offered by ATU.

Online, Flexible & Professional Development Course Breakdown

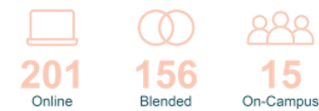
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Online, Flexible & Professional Development Courses

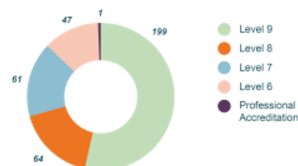
Courses offered by College



Courses offered by Delivery Mode



Courses offered by NFQ Level



Courses offered by Area of Interest



Students learn online with ATU by attending live lectures through the online learning environment. Students can log on from work, home, or anywhere and be part of weekly lectures, engage in discussions, live chat, and interact with fellow students and lecturers. Recorded sessions are available within hours, so students can watch back at a time that suits them. Some of our courses are blended learning, a flexible way of completing the course of study, combining online aspects with in-classroom experience to allow for an accessible learning style. In a blended course, students may view lectures, access readings, ask questions, and complete assignments online, so time in the classroom can focus more on discussion and activities. Some of our courses are available to study fully on-campus, and students studying on-campus courses will have the whole in-classroom experience at ATU. Students learn and experience all the practical elements in the learning outcomes. Guest lectures, tutorials, and residential workshops are accessible to all online students via live streaming or recorded sessions. Peer-to-Peer Learning Working collaboratively is part of the college experience, and part-time learning is no different. Group learning and assignments encourage peer support, and small classroom sizes ensure students are supported throughout the learning journey. We understand that many of our part-time, flexible learning students juggle work and family commitments in between learning. The focus at ATU has always been to deliver a flexible learning experience designed to suit students and their lives.

PROGRAMS OF LLL AT THE UNIVERSITY OF ÉVORA (UE)

Educational policies and legislative regulations in Portugal related to lifelong learning programs

The University of Évora is guided by the strategic plan for the next decade, defined by the Portuguese Government, which recognizes that widening access to training is decisive for this to become a transversal reality. Included in the strategic plan was published the Decree-Law 27/2021, which "aims to modernize incentives for higher education institutions to cooperate with companies and the Public Administration, supporting the diversification of training provision and lifelong learning." Aligned with the Government strategy, the UE has been able to step up its efforts to strengthen lifelong learning, with strong participation from local and regional institutions and the student community. The University of Evora published, in 2023, the Institutional Pedagogical Policy that reinforces the lifelong learning programs. Thus, in the field of pedagogical innovation, the University of Evora is firmly committed to the professional development of teachers in terms of curriculum design, pedagogical practices, and academic success.

LLL Programs provided by the University of Évora

The UE offers a wide range of lifelong options, initiatives, and opportunities that encourage and support individuals in acquiring new knowledge, skills, and competencies throughout their lives, regardless of age or career stage. They encompass various educational activities, including formal courses, workshops, seminars, webinars, and open classes. Some are aimed at students, but others are intended for teachers and technical and administrative staff. There are also activities available to the community. For example, in training teachers and other professions, there is a close link with the supervisors supervising the students on internship. Some of these activities are also attended by colleagues and students from other universities, especially when they take place online. Several initiatives in various forms seek to meet the lifelong learning needs of a broad audience.

At the University of Evora, we have different types of LLL programs, as follows:

A. Short courses and postgraduate programs

The University offers short courses and postgraduate programs in many different areas. Each school has a list accessible on the University webpage. These programs target people already working who want to increase their knowledge in specific areas. These capacity-building programs range from health to science, technology, and nursing, amongst others. Some examples are Advanced Training in Veterinary Immunoallergology, Mediterranean Cultural Heritage and European Policies, Metacognitive training for depression, Assessment and therapeutic options for people with diabetic feet, Risk Management and Drug Safety, Academic Writing in English, Environment, Sustainability and Education, Science for humanity's coexistence with our heavily threatened blue-green, Health Unit Administration, Epidemiology, Gerontology and Health.

Through the Language Center of the School of Social Sciences, the UE offers language courses throughout the academic year: English courses: Levels (A1; A2; B1, B2, C1 and Advanced Academic Writing Skills in English), French courses: Levels (A1 and A2), Italian Courses: Levels (A1 and A2), Spanish Courses: Levels (A1; A2 and B1), German Courses: Level (A1), Portuguese as a Foreign Language (PLE) courses: Levels (A1; A2 and B1) and Mandarin Course: Level (A1).

B. Micro-credential courses

Micro-credentials are qualifications that certify learning outcomes resulting from short courses or modules and can, therefore, be acquired by citizens in various learning modalities: face-to-face, online, or blended. Micro-credentials are learning opportunities in the context of LLL. These new courses are an extremely flexible and inclusive form of learning, as they allow for acquiring competencies suited to different profiles and needs. In this way, these short-term qualifications will be helpful to, for example, those who want to supplement their knowledge or those who want to retrain, looking for a new position in the labor market. The philosophy behind this practice is that of lifelong learning, in which citizens can find new opportunities for growth through these qualifications. We have, at the moment, 24 micro-credentials. A few examples are Assessment and therapeutic options for people with diabetic feet, Exercise in aging and people with central nervous system pathology, Innovation and Industrial Property in Health, and Decision Models.

C. Universidade Popular Túlio Espanca

Aware of its social responsibility in the area in which it is located (the Alentejo), the UE, through its *Universidade Popular Túlio Espanca*, aims to contribute to the scientific, cultural, and technical training of the citizens of the Alentejo, promoting their participation in training programs that induce lifelong learning styles that stimulate and reinforce the love and pleasure of learning. It is an instrument for achieving the Évora University mission, particularly regarding the production and socialization of knowledge in scientific areas related to the activity it proposes to develop and the provision of services to the community.

It prioritizes the establishment of protocols with institutions in the local and regional community, intending to carry out its activities and involve the UE in implementing training activities promoted by civil society through its representative institutions.

The target audience for its scientific and pedagogical activities is the entire resident population, and the methodology to be used is preferably non-formal training devices designed and implemented in conjunction with local institutions and assumed to be lifelong learning tools.

D. Other forms of LLL programs/initiatives

Through coordination between the university's departments, course directors, and research centers, and within the scope of the LLL courses, a range of scientific and cultural initiatives are held every year, aimed not only at university students but also open to the community such as available classes, conferences, colloquia, seminars, etc.

Scientific Conference

The UE promotes Scientific Conferences that contribute to scientific dissemination, and their format allows students, teachers, and market professionals to discuss the same idea together, passing on experiences and knowledge to each other.

These events are great opportunities to keep up to date with the latest topics and news that are appearing in each area, as well as being a prevalent means of publication, upgrading your CV and professional life like NEXT GENERATION: YOU, 12th Regional Education Meeting "Learn in the Alentejo" and IIª Iberian Journey The Verb of Being in the Feminine.

Cultural, social, and sports events

These forms of education contribute to people learning throughout their lives in a more informal and relaxed way. It also helps foster group cohesion for those who organize these events and the participants. There are some examples of these activities: Science Festival'23, Science and Art Mission, European Researchers' Night 2022 with the theme "Science for All (SCIEVER) - Inclusion and Sustainability," "What Europe? What we have, what we want, and what remains to be done" - reflections, plays, and art installations by students, faculty, and the community on how to build a multicultural, more equal, inclusive, and sustainable Europe, Conference: The Concert Accordion in Portugal - Perceptions and Expect

Open classes

Open classes are open for enrolment to a wide range of students without many restrictions or prerequisites, allowing students or other persons from various academic backgrounds to enroll. These classes are often designed to be more accessible, inclusive, and flexible regarding who can attend. They are associated with lifelong learning, where individuals continue to acquire new knowledge and skills throughout their lives. These classes may offer flexible scheduling, including evenings, to suit people who work during the day. This diversity can enrich the learning experience by bringing together various perspectives and experiences.

When held online, they allow more people to participate and are therefore more inclusive. They offer continuing education and professional development opportunities. Most of the time, they are conducted by a guest from outside the university who is an expert on curriculum program content, and participants receive a certificate of participation.

Health Challenge 2023 - promoting healthy lifestyles in the communities and territories involved, Dynamization of a set of psychomotor activities and cultural route around the city of Évora by 1st-year students of the Masters in Psychomotricity from the UE, Project P-IN develops the Intergenerational Intervention Program: Cri(ativ)age, Health and Well-Being, University Sports.

Workshops

In addition to the numerous workshops that take place every year, we would like to highlight an ongoing workshop on digital literacy aimed at teaching staff so that they can become more competent in terms of digital tools to use in their classes and create more innovative learning dynamics, fostering greater student involvement.

PROGRAMS OF LLL AT THE UNIVERSITY OF EXTREMADURA (UEX)

Educational policies and legislative regulations in Spain related to lifelong learning programs

Lifelong learning programs offered by Spanish universities are regulated by the Organic Law 2/2023, of March 22, on the University System, and the Royal Decree (RD 822/2021, of September 28) at a national level. The RD specifically states the conceptualization, primary goals, and types of LLL programs.

The regulations and internal procedures of the UEx organize and stipulate the different typologies and modalities of LLL programs as set out in national legislation.

Spanish universities shall differentiate between LLL courses/activities requiring a university degree and those not. These activities may occur in face-to-face, hybrid, or virtual teaching modes.

a) Specific courses that require a previous university degree.

- Master's Degree in Lifelong Learning
- Specialisation Diploma
- Expert Diploma

b) Own courses that do not require a previous university degree.

- Specific Training Certificate
- Higher Training Diploma

c) Specific courses/activities that do or do not require a previous university degree.

- Micro-credentials or micromodules.

Training, **counseling, educational programs, and courses for professors** are also offered within the LLL framework as **training** activities for **staff** (administrative and services personnel).

Summer schools, seminars, workshops, and events are organized for LLL purposes. They are aimed at students, professors-researchers, professionals, and the general public and allow participants to achieve a certification of completion (just attendance, in some cases) and credits -if previously submitted and approved by the correspondent unit-. The duration of this type of action is usually short -even spot events- and the themes are limited to a specific subject or goal.

All these initiatives can be online, hybrid, or in-person.

The "**University of the Elderly**" conducts activities and courses for senior citizens. They generally entail university programs or scientific-cultural development projects co-supported by universities, regional authorities, and/or associations. They aim to promote science and culture in older people and intergenerational relations, thus social inclusion.

Description:

A. Specific courses that require a previous university degree.

- Are aimed at broadening knowledge and competencies, specialization, and training updates/refreshers for university graduates;
- They correspond to qualification level 7 of the European Qualifications Framework;

Depending on their course load, objectives, and the educational background of the students to whom they are intended, they may be of one of the following *types* and lead to the following *qualifications*:

- *Master's Degree in Lifelong Learning*: 60, 90, or 120 credits. It must be carried out over at least one academic year and include preparing and defending a Master's Thesis (TFM). Under no circumstances will they allow access to official doctoral studies;
- *specialization Diploma*: between 30 and 59 ECTS credits.
- It is recommended, but not compulsory, to complete a final project to obtain the diploma;
- *Expert Diploma*: between 10 and 29 ECTS credits.

B. Own courses that do not require a previous university degree:

- The main objective is to broaden and update knowledge, competencies, or professional skills that contribute to better integration into the labor market.
- Are aimed at students with and without university degrees, professionals, and, in general, anyone who requires this training;
- They correspond to qualification level 6 of the European Qualifications Framework.

Depending on their course load, characteristics, and resulting certification, the following *types* are envisaged:

- *Specific Training Certificate*: between 3 and 30 credits.
- *Advanced Training Diploma*: with a teaching load higher than 30 credits.

Massive Open Online Courses (MOOC) and other open education modalities may be structured in a Specific Training Course that articulates itineraries of at least three courses, with a minimum of 6 ECTS.

C. Specific courses/activities that do or do not require a previous university degree

Micromodules: with a teaching load of less than 15 credits with or without degree prerequisites and aimed at acquiring specific competencies and skills. Each micromodule shall be recognized through a *micro-credential*, which may be issued as a certificate of acquired competence.

Those courses that require a previous degree or those without requirements but with more than 30 ECTS credits will give rise to the issuing of a *UEx degree /diploma*, with the *Title* being the identification of the degree and, if deemed appropriate, its denomination in English in brackets:

- a) Título de Máster de Formación Permanente en *Título* (Lifelong Learning Master Degree in *Title*);
- b) Diploma de Especialización en *Título* (Specialisation Diploma in *Title*);
- c) Diploma de Experto en *Título* (Expert Diploma in *Title*);

- d) Diploma de Formación Superior in *Título* (Advanced Training Diploma in *Title*).

LLL programs provided by the University of Extremadura

The *Vice-Rectorate for Academic Planning* is the internal body in charge of promoting and controlling the LLL programs and activities. There are specific units (offices and services under this vice-rectorate) that manage and support all the different LLL opportunities offered by the University, namely:

LLL Office: is responsible for the planning, organization, monitoring, and dissemination of activities related to Lifelong education, which lead to the awarding of specific diplomas, degrees, and certificates of achievement or attendance.

Examples:

a) Specific courses that require a previous university degree:

Master's Degree in Lifelong Learning:

- Clinical neuropsychology
- Prevention and treatment of violence. Psychosocial, health, educational, and legal intervention.
- Narrative therapy and community work
- Integrated management of natural resources
- Osteoarticular, cranial, and visceral manual physiotherapy and research
- Sexology
- Manager of renewable energy installations. Energy efficiency
- Direction and management of agri-food cooperatives

Among others...

Specialisation Diploma:

- Neurosciences applied to intervention
- Maker teacher. Maker culture and spaces in education
- Digital fabrication processes, prototyping, and design thinking
- Historic factory and timber structures
- Rehabilitation and sustainable construction (ERCS)
- Water quality and treatment, network technology, and infrastructures

Among others...

Expert Diploma:

- Labour Relations (Labour and Social Security Law)
- Management of sporting events
- Town planning
- Online teaching
- Educational Robotics
- Human rights and contemporary police practice
- Company security director

Among others...

b) Own courses that do not require a previous university degree:

Specific Training Certificate: between 3 and 30 credits.

- English Language (Pre-Intermediate Level)
- Mentoring in Moral and Professional Competencies II edition
- Innovation Project Management with Design Thinking and Lean Startup
- Protecting and promoting EU COMMON values, the rule of law and democracy: towards cultural Integration in Times of diverse societies and illiberal regimes- EUCOMMIT

Advanced Training Diploma: with a teaching load higher than 30 credits.

c) Specific courses/activities that do or do not require a previous university degree:

Micro-credentials or micromodules:

- Introduction to Beekeeping
- Administrative Office Automation
- Contracts, Payrolls, and Social Security
- Administrative management
- Administrative personnel management
- Office Administration
- Administrative office automation
- Contracts, Payroll and Social Security

Among others...

Teacher Training and Guidance Service (SOFD, acronym in Spanish):

- The primary function is to train, advise, and technically support teaching staff in adapting to the requirements of the European Higher Education framework, as well as

in developing future study plans for incorporating IC technologies in university teaching and counseling;

- The service consists of 4 areas: Teacher/Professors Training, Educational Technology, Educational Innovation and Guidance and Tutoring;
- A Classroom for developing digital content and online self-training is provided.

Examples:

- Acquisition and certification of linguistic competence (English, several levels).
- Creation of multimedia videos for didactic use and conference participation in virtual teaching;
- 3D printing;
- Protection and transfer of research results;
- Introduction to and advanced use of SCIDAVIS scientific data analysis and visualization software.

Among others...

Personnel / Administrative Staff Training Section: this administrative unit's mission is to lead, run, and promote PAS training actions that enable and improve university management and the provision of services. The PAS training plan is semestral publicized and includes the following:

Examples:

- Introduction to the general data protection regulation.
- Prevention and management of psychosocial risks at UEx.
- Office archive management at UEx.
- Interpretation of administrative legal rules.

Among others...

Any LLL own activity may be organized in collaboration with public or private entities, companies, or institutions, national or foreign, which will act as organizers and/or promoters jointly with the University. It may be organized fee-paying and/or with funding from other sources.

Concerning the **International Summer/Autumn Courses and Schools**, the University has a Secretariat for Cultural Activities, which reports to the *Vice-Rectorate for University Extension*, which is functionally responsible for organizing the offer in this chapter.

- These initiatives are conceived as a forum for knowledge in which the participation, debate, and reflection of academics, professionals, and interested members of the public enable the exchange of ideas in the interests of more incredible intellectual wealth;
- Their multidisciplinary contents allow the analysis of current issues, social demand, and specific fields of knowledge. They thus complement university disciplines and promote cultural preparation.

Examples:

- Teaching through videos;
- Discover the power of AI! Pattern classification and object detection with deep learning;
- European Union - Latin America and the Caribbean relations in the framework of the EU Council presidencies and the EU-CELAC and Ibero-American summits;
- UEx Entrepreneurship Summer Campus;
- The protection of shared values in the European Union;
- Training for the social economy and oriented to Agenda 2030.

Among others...

University of the Elderly Program

The curriculum varies at each of the eight sites—in different parts of the region—that make up the "University" and where teaching occurs. The learning is four months long, structured into five courses and an additional postgraduate course.

Examples:

- neuropsychology
- sociology
- oenology
- history of gardening: history of the west
- history of the world today
- Seniors 3.0. Bridging the digital divide

Among others...

European and Ibero-American Academy of Yuste Foundation

It is a public body of cultural, scientific, research, and disseminating nature integrated into the foundational public sector of the Regional Government of Extremadura. The University participates in the Foundation's Board, fostering and organizing everyday activities, mainly summer/fall courses. The Foundation promotes training activities (seminars, courses, etc.), research programs, and dissemination events in a multidisciplinary/crosscutting perspective.

Institute of Modern Languages (International)

It offers language courses to university staff, students, and the general public. Summer schools, workshops, and events are also organized. Some are yearly initiatives, and others are more ad hoc or one-shot activities.

PROGRAMS OF LLL AT OTTO VON GUERICKE UNIVERSITY MAGDEBURG (OVGU)

Educational policies and legislative regulations in Germany related to lifelong learning programs

In Germany, continuing scientific education is one of the core competencies of universities: "In addition to research, studying and teaching, scientific further training is the third core task at universities.¹⁸ The offer of further scientific training is aimed - in contrast to studying and teaching - at working people and people with professional experience. This includes (study) offerings at a scientific level that are carried out either as study programs or as smaller formats with different designs below a study program.^{19/20}

The third core can not only be reduced to further scientific education. Instead, this is part of a third mission understood in a broader sense, which in turn includes various other tasks: "Teaching and research are the core missions of universities. But that's not all. In the 21st century, knowledge and technology transfer, regional commitment, further training opportunities, and social innovations are equally part of the academic agenda. [...] 'Third Mission' is the term that has emerged over the last 30 years for activities that are not exclusively assigned to the areas of teaching and research. Over time, these activities were able to decouple and become their own 'mission' alongside research and teaching. This third mission is the interconnection of universities with their environment: society, communities, and the economy. It is a collective term for activities where attention to social trends and needs is expressed."²¹ Understood as part of Third Mission-Activities, offers in the area of lifelong learning (and the further scientific education belongs to lifelong learning) can also be broader by including different target groups who are not yet or no longer working (for example, people in the post-employment phase or children).

The legal framework that determines the design of continuing education offerings at German universities changes from Land to Land (Land = Federal State). These framework conditions allow a certain amount of room for interpretation, which leads to inconsistent implementation even within the same federal state. In addition, laws at the European level (in particular, the EU State Aid Law) impact the structure of further training offers, especially where there is a problematic "distinction between economic and non-economic activities."²² is involved. The extent of state funding for the programs changes depending on how the activities are assessed.

The general term "Third Mission" turns out to be problematic in this context because it tends to lead to the expectation of a "selfless" commitment on the part of the university (the university gives something to society). At the same time, some of the activities summarized under Third Mission – particularly the offers in the area of further scientific education –are again associated with costs for the participants. However, even independently of the Third Mission issue, a

¹⁸ See Section 2 Paragraph 1 of the Higher Education Framework Act (HRG): "In accordance with their tasks, universities maintain and develop the sciences and the arts through research, teaching, study and further training in a free, democratic and social constitutional state."

¹⁹ Definition according to Cendon/Maschwitz/Christ/Pellert/Wilkesmann, *Steuerung der hochschulischen Kernaufgabe Weiterbildung*, In: *Wandel an Hochschulen? Entwicklungen der wissenschaftlichen Weiterbildung im Bund-Länder-Wettbewerb ›Aufstieg durch Bildung: offene Hochschulen‹*, Münster/New York: Waxmann 2020, S. 24.

²⁰ German Bundestag 2021, Documentation WD 8 - 3000 - 055/21, <https://www.bundestag.de/resource/blob/851598/9e76b942d22f06ee6d3f1b03280847b9/WD-8-055-21-pdf-data.pdf> (24.9.2023)

²¹ Centrum für Hochschulentwicklung, <https://www.che.de/third-mission/> (24.9.2023)

²² German Bundestag 2021, Documentation WD 8 - 3000 - 055/21, vgl. S. 7f

significant difficulty can be identified in the “tension between the sovereign tasks [this refers to the core tasks of universities mentioned above] and commercial marketing.” Further training offered at universities is usually not only subject to a fee. Still, in most cases, it is paid for by the participants in the form of tuition fees, which ideally fully finance the programs. Especially “given the lifelong learning that is necessary for the national economy,” the distinction between undergraduate study programs – thus funded by taxes – and further education courses – thus “demand-financed” – does not seem “convincing from an educational policy perspective.” Therefore, lifelong learning and the associated offers in continuing academic education are always the subject of animated debates.

LLL provided by the Otto von Guericke University Magdeburg

In its Development Plan 2015-2025, the OVGU writes: “Both sustainable changes in the general learning and life biographies of people in our country, as well as the progressive demographic changes, are giving scientific continuing education an increasingly important place in the range of tasks of universities. The OVGU is committed to this task and has worked for several years to create the necessary infrastructure to develop attractive further training offerings.”²³ (OVGU, University Development Plan 2015-2025) For this purpose, the Center for Scientific Continuing Education (Zentrum für wissenschaftliche Weiterbildung, ZWW) was founded in 2016. The Center for Scientific Continuing Education at the OVGU enables learning and acquiring knowledge and skills alongside the job. The Center's areas of responsibility include initial advice for those interested in further training, for example, on existing other training offers or funding opportunities, the conception, organization, marketing, and implementation of employee training for companies and institutions, and the organization and implementation of various further training events at the OVGU.

The services of the Center for Scientific Continuing Education are aimed at:

- Working professionals and individuals who would like to further their academic education,
- Companies and institutions that are looking for suitable further training for their staff
- University lecturers at the OVGU need support in developing and implementing further education courses and programs.

In addition, the Center is available to the various continuing education actors within the university as a central contact point for conceptual, calculation, or organizational questions, among other things. The Center sees itself as a service provider and coordinates advises, and plans activities on further scientific training from the knowledge base of the faculties, departments, institutes, and chairs of the OVGU.

The tasks include:

- Central bundling of existing and newly developed further training offers
- Design, organization, implementation, and marketing of scientific continuing education offerings

²³ OVGU, Hochschulentwicklungsplan [University Development Plan] 2015-2025

- Participant management
- Participant recruitment and marketing/public relations
- Advice on the development of further training programs
- Development of scientific offerings in dialogue with the economy
- Development of scientific offerings in dialogue with civil society
- Further training based on the OVGU profile (customized)
- Opening up to new target groups: teaching professionally qualified academics
- Competencies for tried and tested non-academics
- Supporting the transfer of scientific knowledge into business practice
- Improving institutional framework conditions to enable lifelong learning at the Magdeburg location

Other essential institutions that develop and offer further training courses are the Faculty of Human Sciences and the Business School. The Faculty of Human Sciences also conducts research into adult education and continuing academic education so that scientific and theory-based reflection on processes in the area of lifelong learning also takes place there. The target groups of the OVGU's continuing education offerings are teachers (crossover program), working people, members of the OVGU, scientists, senior citizens, and the interested public.

The offerings can be divided into three areas: 1) society, culture, and education; 2) economics, politics, and Law; 3) technology.

These are currently the following courses:

- 1) Part-time master's degree program in adult education; International Technical and Vocational Education and Training course; Certificate course in vocational training and human resources development.
- 2) Course of study in European research, university studies innovation governance; Course of study Bachelor of Business Administration; Course of study Master of Business Administration; Course of study Business psychology; Course of study Sports Management; Course of study Project management and team development; Course of study Project management; Certificate course in Team development and conflict management.
- 3) Certificate course Supply Chain Design & Collaboration.

Another offer in lifelong learning, one of the traditional fields of the Third Mission, is the **“Studieren ab 50”** program (a study program for older citizens; such programs are available at many German universities). The program does not allow you to earn a degree; instead, it is about allowing participants to set their priorities by attending regular events that are open to them and offered specifically for the program.

SUMMARY AND CONCLUSIONS

This section contains information related to the third pursued objective, O3—identifying the similarities and differences between the lifelong learning programs offered by the partner universities and developing some conclusions and future directions to increase the impact of lifelong learning programs in terms of sustainability and the SDGs.

The analysis used the description of lifelong learning programs presented in the overview section.

The common types of lifelong learning programs in EU GREEN Alliance universities are:

- Each university bases its lifelong learning programs on national legislation;
- Lifelong training programs are not mandatory for the general population, but they ensure the acquisition or improvement of skills needed at the workplace.
- Learners/participants in life-long training courses obtain a form of certification of the skills formed with or without a certain number of credits;
- There are a variety of lifelong training courses and programs, apart from those offered at undergraduate and master's level university studies (e.g., postgraduate programs, training, conferences, workshops, summer schools, specialized training, seminars, etc.);

Table 2 synthesizes the types and domains of LLL programs at each university in the EU GREEN Alliance.

Table 2. Types and domains of LLL programs in each university in the EU GREEN Alliance

The University	Types of LLL programs	Domains
UO	<ul style="list-style-type: none"> • Postgraduate continuing professional development and training programs • Postgraduate advanced (or improving/upgrading) programs; • Postgraduate personal development programs; • Vocational conversion/reconversion/reskilling programs; • Summer schools and/or workshops. 	<ul style="list-style-type: none"> - Education - Energy engineering and industrial management - Sport
HiG	<ul style="list-style-type: none"> • independent courses (<i>fristående kurser</i>) and • commissioned courses/programs at different education levels. Commissioned education (<i>uppdragsutbildning</i>) includes professional 	<ul style="list-style-type: none"> - Health - Engineering and sustainable development - Education - Business

	courses/programs/activities ordered by companies and organizations that contracted the HiG	
	<ul style="list-style-type: none"> • Others: • Seminars and educational cafes • New as a teacher in higher education course • Doctoral supervision course • Write your teaching portfolio course • The Swedish regulatory system in the work environment area 	
UP	<ul style="list-style-type: none"> • Postgraduate master programs offered by 7 Departments 	<ul style="list-style-type: none"> - Chemistry - Economics and Management - Engineering and Architecture - Humanities, Social Sciences, and Cultural Industries - Law, Politics, and International Studies of Medicine and Surgery - Veterinary Science
	<ul style="list-style-type: none"> • Continuing professional development and training courses <p>The UP organizes courses with the cooperation of multiple departments. E.g.:</p> <ul style="list-style-type: none"> - Transition farm: professional training on sustainable innovation and regeneration - SEED Program - Sustainable Entrepreneurial Ecosystem Development – 2023 Edition - <i>European College Foundation in Parma</i> 	
	<ul style="list-style-type: none"> • Postgraduate advanced (or improving/upgrading) training programs 	<ul style="list-style-type: none"> - Chemistry, Life Sciences, and Environmental Sustainability - Medicine and Surgery - Sport Psychology - Quality Control and Quality Management Systems
	<ul style="list-style-type: none"> • Training programs for teachers/professors only related to topics within the humanities 	e.g., teaching history, teaching literature, teaching in intercultural settings
	<ul style="list-style-type: none"> • Other forms of LLL programs <p><i>School of Advanced Studies on Food and Nutrition</i></p> <p><i>OnFoods Foundation</i></p> <ul style="list-style-type: none"> • <i>University Language Centre</i> 	
UPWr	<ul style="list-style-type: none"> • postgraduate studies 	17 postgraduate studies. E.g.:

		<ul style="list-style-type: none"> - Agro-Union - Horticulture - Horse training - Winemaking technology - Occupational health - Nutrition
	<ul style="list-style-type: none"> • University of the Third Age at UPWr 	<ul style="list-style-type: none"> - foreign language learning and improvement - computer science - fitness and recreation - culture and education - food nutrition and dietetics
	<ul style="list-style-type: none"> • Other forms: courses, workshops, specialized training, seminars, conferences, summer schools, Blended Intensive Programs, etc. 	
UA	<ul style="list-style-type: none"> • courses in all the major fundamental sectors • courses on a work-study basis (apprenticeships and professional contracts). 	
	<ul style="list-style-type: none"> • National diplomas and engineering degrees: master's courses 	<p>In total, UA offers 148 master's study programs. Some of the domains are:</p> <ul style="list-style-type: none"> - Sciences; - Literature, Languages, and Social Sciences; - Tourism, Culture, and Hospitality; - Law, Economics and Business Studies; - Management; - Health; - Engineering.
	<ul style="list-style-type: none"> • University Diploma (DU) These diplomas meet specific training needs not covered by national diplomas: 1. DU 1st cycle, 2nd cycle, 3rd cycle. 	<p>E.g., DU 1st cycle:</p> <ul style="list-style-type: none"> - Psychosocial Support in the Workplace - Coordination of medico-social teams in home help services - Children's rights and professional practices - Health Quality in Buildings - Parental Support <p>E.g., DU 2nd cycle</p> <ul style="list-style-type: none"> - Parental support - Adoption, Attachment, and Professional Practices - The making of politics - Local Manager in Health, Medical, and Social Care, and at Home

		<ul style="list-style-type: none"> - Time, Work and Health <p>E.g., DU 3rd cycle</p> <ul style="list-style-type: none"> - Health Information Systems Project Management
	<ul style="list-style-type: none"> • Short training 	<p>E.g.:</p> <ul style="list-style-type: none"> - Deep learning: a hands-on introduction to image processing applications - Docker software - R software - Neurodevelopmental disorders and learning disabilities in children: Identification, assessment and support - Data visualization: in the age of Big Data
	<ul style="list-style-type: none"> • Others: ✓ specifically designed continuing education courses ✓ Continuing Professional Development ✓ Auditor status ✓ Staff training ✓ High School - University link 	
ATU	<ul style="list-style-type: none"> • courses offered by 6-9 NFQ Level • Conversion courses • Professional accreditation 	<p>ATU Online, Flexible & Professional Development. The key areas:</p> <ul style="list-style-type: none"> - Biopharma, Pharma, and Medical Science - Business, Leadership & People Management - Civil Engineering, Built Environment & Sustainable Construction - Computing, Software, Electronics & Emerging Technologies - Design, Media & Creative Arts - Education, Law & Public Service - Food, Home Economics & Product Development - Industrial Engineering, Automation, Robotics & Quality - Environmental Science, Marine & Conservation - Nursing, Health & Social Care - Sport, Exercise & Nutritional Science - Tourism, Hospitality & Culinary
UE	<ul style="list-style-type: none"> • Short courses and postgraduate programs 	<p>Some examples are:</p> <ul style="list-style-type: none"> - Advanced Training in Veterinary Immunoallergology,

		<ul style="list-style-type: none"> - Mediterranean Cultural Heritage and European Policies, - Metacognitive training for depression, - Assessment and therapeutic options for people with diabetic feet, - Risk Management and Drug Safety, - Academic Writing in English, Environment, - Sustainability and Education, - Science for humanity's coexistence with our heavily threatened blue-green, - Health Unit Administration, - Epidemiology, - Gerontology and Health - language courses
	<ul style="list-style-type: none"> • Micro-credential courses 	<p>UE has, at the moment, 24 micro-credentials. A few examples are:</p> <ul style="list-style-type: none"> - Assessment and therapeutic options for people with diabetic feet; - Exercise in aging and people with central nervous system pathology; - Innovation and Industrial Property in Health; - Decision Models.
	<ul style="list-style-type: none"> • Universidade Popular Túlio Espanca 	
	<ul style="list-style-type: none"> • Other forms of LLL programs/initiatives: Scientific Conference, Cultural, social and sports events, Open classes, Workshops 	
UEx	<ul style="list-style-type: none"> • Specific courses that require a previous university degree <i>Master's Degree in Lifelong Learning</i> <i>Specialisation Diploma</i> <i>Expert Diploma</i> 	
	<ul style="list-style-type: none"> • Own courses that do not require a previous university degree <i>Specific Training Certificate</i> <i>Advanced Training Diploma</i> 	
	<ul style="list-style-type: none"> • Specific courses/activities that do or do not require a previous university degree: <i>Micro-credentials or micromodules</i> 	

	<ul style="list-style-type: none"> • Teacher Training and Guidance Service 	<ul style="list-style-type: none"> - Teacher/Professors Training, - Educational Technology, - Educational Innovation - Guidance and Tutoring
	<ul style="list-style-type: none"> • Personnel / Administrative Staff Training Section 	
	<ul style="list-style-type: none"> • International Summer/Autumn Courses and Schools 	
	<ul style="list-style-type: none"> • University of the Elderly Program 	
	<ul style="list-style-type: none"> • European and Ibero-American Academy of Yuste Foundation 	
	<ul style="list-style-type: none"> • Institute of Modern Languages (International) 	
UVGU	<ul style="list-style-type: none"> • Center for Scientific Continuing Education 	
	<ul style="list-style-type: none"> • Training courses 	<ul style="list-style-type: none"> - Part-time master's degree program in adult education; International Technical and Vocational Education and Training course; Certificate course in vocational training and human resources development. - Course of study in European research, university studies innovation governance; Course of study Bachelor of Business Administration; Course of study Master of Business Administration; Course of study Business psychology; Course of study Sports Management; Course of study Project management and team development; Course of study Project management; Certificate course in Team development and conflict management. - Certificate course Supply Chain Design & Collaboration.
	<ul style="list-style-type: none"> • “Studieren ab 50” 	

Table 2 shows that the offer of lifelong learning programs differs at the level of universities in the Alliance. Still, some relatively similar fields of study are education, engineering, and health. Also, some of the lifelong learning programs are oriented towards sustainability. For example, at the HiG, there is the Engineering and Sustainable Development program. ATU also offers the possibility of obtaining a certificate in Sustainable Development Goals, Partnership, People, Planet, and Prosperity. At the UP, there are postgraduate advanced

(or improving/upgrading) training programs named Chemistry, Life Sciences, and Environmental Sustainability.

To make it easier to identify the similarities and differences between the types of lifelong learning programs by the universities in the Alliance, we present Table 3.

Table 3. Summary of the types of lifelong learning programs offered by universities in the EU GREEN alliance

TYPES OF LLL Programs	UO	HiG	UP	UPWr	UA	ATU	UE	UE x	UVGU
Postgraduate advance/continuing professional development and training programs	✓		✓	✓		✓	✓		
Postgraduate master programs (Master's Degree)			✓		✓	✓		✓	✓
Bachelor degree						✓			
Continuing professional development and training courses offered by the universities		✓	✓		✓			✓	✓
University of the Third Age				✓				✓	✓
Conversion courses						✓		✓	
Micro-credential courses						✓	✓	✓	
Courses/programs ordered by companies and organizations		✓			✓				
Others	✓	✓	✓	✓	✓	✓	✓	✓	✓

Some types of LLL study programs differ from one university to another. E.g.:

- At some universities in the Alliance, such as the UP, UA, ATU, UEx, and UVGU, the master's degree is included in the category of LLL programs. At ATU, 6-9 NFQ-level courses are included in LLL programs.
- The University of the Third Age is at UPWr, UEx, UVGU.
- The ATU and UEx provide conversion courses, and ATU, UEx, and UE offer micro-credential courses
- HiG and UA provide courses/programs ordered by companies and organizations.
- At the UO, the offer of lifelong training programs is centered on postgraduate continuous training programs. Such postgraduate programs can also be found in the offer of UP, UPWr, ATU, and UE.

The findings give us the opportunity to continue our joint efforts to achieve in the coming years the objectives pursued at the alliance level regarding the development of lifelong learning programs.

Objectives and future directions in the development of LLL programs in EU GREEN ALLIANCE

Considering the transformative power of lifelong learning at an individual level but also a collective level and the Alliance's commitment to the principle of equal access to lifelong education, EU GREEN will develop lifelong learning programs for sustainable development based on a dialogical process to facilitate increased participation and to offer an effective response to the needs of the enterprise, public service, and community sectors. This aligns with European policy: "Lifelong Learning in the EU".

The EU GREEN Alliance aims to promote lifelong learning to counterbalance the low proportion of adults participating in learning, support youth employment, and reduce the number of young people neither in employment nor in education or training (NEETs). The WP7 group (Access, Diversity, and Inclusion- ADI) will collaborate to promote Lifelong Learning for sustainable development and facilitate increased participation to effectively respond to the needs of enterprise, public service, and community sectors.

The partners will have a stronger emphasis on lifelong learning to help tackle structural economic and societal imbalances at the EU level through:

- Targeting underrepresented learners: low-skilled adults, citizens in need of upskilling/reskilling to reintegrate the job market, older people, etc.;
- Width and breadth of learning programs: short- and part-time, micro-credentials and nano-degrees to prepare citizens for the shifts in the labor market;
- integration of life-long learners in mobility schemes.

For the subsequent reports, the universities in EU GREEN need to prove an academic impact via LLL education programs.

TARGET AUDIENCE

The completed report is published for consultation by the general public.

The analysis of the lifelong learning programs carried out in the alliance universities to capture how they develop with reference to the objectives assumed at the project level will be presented in the following two reports to be set in 2024 and 2025.