



The Impact of LifeLong Learning Strategies on Professional Higher Education

Final Report

Public Part

Project information

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Executive Summary

FLLLEX is an EU funded project on the incorporation of Lifelong Learning (LLL) into European profession-oriented Higher Education. The purpose of this final project report is to list the main results and to give insight into the project approach and dissemination.

FLLLEX is targeted at profession-oriented Higher Educational Institutions (HEIs) as well as the national agencies representing them. The project intends to contribute to the development and implementation of institutional lifelong learning policies in HEIs throughout Europe by the development of a self-assessment tool.

The project also addresses policy makers at various levels (institutional, regional, national and EU) in a comparative review study on the impact of national and European policies of LLL. The review identified a set of policy hooks that may support individual HEIs to better align their practice to the national policies.

Following this review, a series of surveys was carried out among lifelong learners and other stakeholders. The outcomes of these surveys fed into the development of a practical tool for HEIs to assess their LLL strategy: the FLLLEX-Radar. The tool, developed by ENQA, has been tested within the HEIs that are involved the project consortium and reviewed by a panel of external experts.

The FLLLEX-Radar, including a user guide, is available for download on www.FLLLEX.eu. The FLLLEX-Radar is accompanied by a publication summarizing FLLLEX project results: Towards an Institutional Strategy for Lifelong Learning in Professional Higher Education. This publication includes a set of policy recommendations for the European Union and national authorities to actively support the further implementation of LLL within higher professional education.

All outputs were presented at the EURASHE 2012 Annual Conference in Riga. Keynote speakers were invited to reflect on LLL in Europe and focus seminars dealt with the specific results of FLLLEX and the use the FLLLEX-Radar as a self-assessment tool. Additionally, FLLLEX results were presented at several other conferences, workshops and in newsletters of the partner organisations.

The FLLLEX consortium unites 23 partners from 10 European countries. 7 HEIs were involved in testing the FLLLEX-Radar. They were supported by their national agencies for profession-oriented HEIs, which will disseminate the FLLLEX-Radar to their members and by structural partners. Expertise in research was brought in by IOTI, 3s and by WOSCOP who coordinated the the review of self-assessments. Main stakeholders in Lifelong Learning at European level were represented in the Advisory Board: HEIs (EURASHE), students (ESU), educational staff (ETUCE/Education International) and employers (BUSINESS EUROPE). The project ran from 01/2010 – 09/2012 and was coordinated by KHLeuven-Leuven University College.

EURASHE, the European Association of Institutions in Higher Education, initiated the project and will assure long-term sustainability by organising a follow-up workshop on LLL in 2013, especially targeting HEIs that used the FLLLEX-Radar or plan to do so, to exchange experiences and good practices.

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1. Project Objectives

The FLLLEX project aimed to identify the challenges and implications of the incorporation of Life Long Learning (LLL) into European profession-oriented Higher Education. FLLLEX aimed to provide the HEIs with a practical tool to assess their LLL strategy. The development of this tool is based on results of research on LLL policies in the participating countries and surveys among Lifelong learners and other stakeholders. This tool was tested within the HEIs that were involved in the project consortium and the tool will be made available to all HEIs in Europe.

In addition, the project also addresses policy makers at various levels (institutional, regional, national, EU) by drawing general conclusions on the impact of national and European policies of LLL and by suggesting policy recommendations based on the outcomes and experiences in this project in order to better tune policy decisions to the needs of various LLL stakeholders.

The project goals are thus defined at two levels: At the level of HEIs, FLLLEX intends to:

1. Contribute to further development and implementation of institutional lifelong learning policies in HEIs throughout Europe through the development of a self-assessment tool;
2. Stimulate bench-marking among the HEIs;
3. Give insight into expectations of potential and existing learners in view of LLL and in expectations of employers supporting learners;
4. Clarify the role of HEIs among other providers of education for adult learners in the common goal of advancing lifelong learning;
5. Increase the awareness of the difficulties HEIs and other training providers face in the implementation of lifelong learning strategies in order to give suggestions for better aligning the national and European policies towards the practice and needs of the stakeholders in lifelong learning;
6. Support a European area for lifelong learning through the multiplier effect in the dissemination of the self-assessment tool and the project results, the benchmarking among various European HEIs, and the development of a common framework and definitions related to lifelong learning.

At the level of European and national policies, FLLLEX aims to:

7. Identify the main drivers behind and underpinning successful engagement in lifelong learning at State and sector level;
8. Evaluate the impact of national educational strategies of LLL have on the respective HEIs of that country;
9. Provide suggestions for improving national policies to better tune policy to the needs and possibilities of HEIs, learners and employers in engaging in LLL.

2. Project Approach

2.1. Project approach and methodologies

To achieve the project goals, a practical division into nine work packages was made. The work packages were interdependent and all contributed to the over-all project goals (fig. 1).

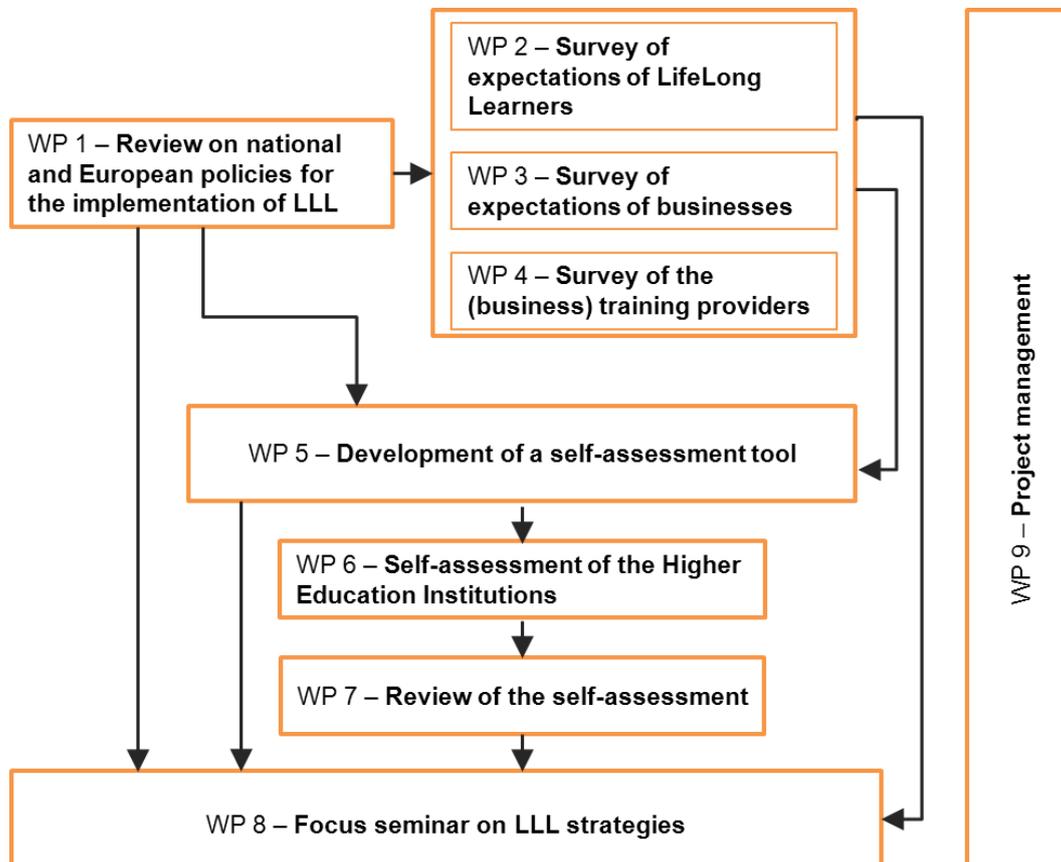


Fig. 1 - Work packages in FLLLEX

The project started with a **review of National and European policies for the implementation of LLL**. The review attempted to identify the main drivers underpinning successful engagement in LLL at State and sector level. The review focussed on the countries that participated in the project: Belgium (Flanders), Finland, France, Ireland, Lithuania, the Netherlands, Scotland (UK) and Turkey.

Following this review, a series of surveys was carried out among key stakeholders in LLL: Learners, businesses and LLL-providers. The outcomes of these surveys fed into the development of the self-evaluation tool:

In the **survey of expectations of lifelong learners** a questionnaire was designed to better understand and analyse the motivations and expectations of lifelong learners in higher profession-oriented education. The typology of adult learners in formal education was used in analysing the results.

A **survey of expectations of businesses** focused on the expectations of a selected number of businesses and enterprises. As they form the second leg in the triangle of learners, enterprises and educational organisations, (being both HEIs and business training providers), their input is necessary and crucial to evaluate the impact of existing strategies of

LLL programmes. Data were gathered by the institutional partners by means of an online questionnaire and additional phone interviews.

A **survey of the (business) training providers** focussed on defining the role of HEIs amidst other (profit or non-profit) providers of LLL. FLLLEX institutional partners mapped their country-specific situation with respect to LLL providers (LLLP) according to a given format. In addition, the partners carried out interviews with selected LLLP's in their respective languages. A typology of training providers was made based on the results of these interviews.

The surveys yielded themes and indicators for the **development of a self-assessment tool**. This tool forms a crucial aspect of the FLLLEX project. It will help HEIs to assess and reflect on the situation of LLL at their institution. The involvement of ENQA guaranteed a method that was familiar to the HEIs, since it resembles the known quality assurance methods.

The next step in the project was to test the self-assessment tool in a **pilot of institutional self-assessments**. The outcome of the self-assessment is an internal evaluation report for the institution reflecting the degree to which the institution is ready to and has already been able to implement LLL strategies.

Each institution that carried out the pilot-assessment was given the opportunity to discuss the self-evaluation report with a panel of experts in an **external review visit**. The purpose of this visit was to give recommendations for the HEIs for further developing their strategies on Lifelong Learning, and at the same time to discuss the applicability of the self-assessment tool. The review results allowed the project consortium to finalise the tool.

A special **focus seminar on LLL and the self-assessment tool** (FLLLEX-Radar) was organised to disseminate the main outcomes. To reach a wide target group of leaders in the field of Profession-oriented Higher Education, policy makers and other stakeholders at European level, this seminar was organised and presented as a main theme of the 22nd annual EURASHE Annual Conference on LLL and the welfare society. The FLLLEX-Radar and use of the tool were demonstrated, the main conclusions and recommendations of the FLLLEX project were presented as well as experiences and conclusions of the self-assessment and review process.

2.2. Project management and quality assurance

Key strategies used in coordinating the project are *communication with and between all partners, sharing responsibilities, external evaluation and sound finance management*. Each work package was led by one of the project partners and other partners were requested to provide information (WP1), address the target group for the surveys in the participating countries and carry out interviews (WP 2 – 4), provide feedback on the self-assessment tool (WP 5) and finally carry out a self-assessment and organise a meeting to review the outcomes with experts and peers (WP 7 – 8). This approach guaranteed a high involvement of the partners, especially the HEIs, in the project consortium.

Quality assurance was guaranteed by an **external evaluator** in the form of a mixture of monitoring and evaluation, aimed at implementing the project in the most optimal way. The final evaluation report is public and available on the project website.

The general outline of FLLLEX was guarded by an **Advisory Board** with representatives of students (European Student Union), educational staff (Education International) and employers (Business Europe) as well as HEIs (EURASHE). Throughout the project the preliminary results were discussed within the advisory board. The engagement of the advisory board also guarantees a broad platform for disseminating the project within Europe.

2.3. Dissemination and exploitation strategy

Dissemination of the project was aimed at informing all stakeholders on (interim) project results and the concluding policy recommendations and to support and promote the use of the FLLLEX Radar within HEIs throughout Europe. The strategy for FLLLEX dissemination comprised the following components:

- The **focus seminar on LLL** as the main event for disseminating outcomes of the FLLLEX project to leaders in professional higher education. This seminar was integrated in the EURASHE 2012 Annual Conference to reach a wide target group. The project results and recommendations are summarized in a pre-conference publication, which was handed over to the conference participants together with a printed version of the FLLLEX-Radar, including a user guide.
- A **website** (www.filllex.eu) was developed in order to inform project partners and other stakeholders on all interim and final project results and on progress of the project.
- From the start beginning of the project the goals and methods as well as interim results have been communicated to the stakeholders, by means of various communication channels like **conference presentations, newsletters and websites** of partners. A full list of publications and conference contributions can be found on www.filllex.eu/publications.
- Further dissemination and exploitation of results was assured through the involvement of EURASHE and the national organisations represented in the project consortium. The national organisations committed themselves to organise a **workshop on national level** for their member HEIs to present the project results and the FLLLEX-Radar and promote its use, using the materials available on the website. EURASHE will communicate on the results to its members and shall endeavour to incorporate findings in policy papers and other publications.

3. Project Outcomes & Results

3.1. Introduction

All planned project outcomes have been achieved. The main outcomes of the FLLLEX project are a report on the LLL strategies in 8 European countries, a representative survey of LL-Learners, a self-assessment instrument (FLLLEX radar) and a set of policy recommendations.

The FLLLEX-Radar, including the user guide can be downloaded on www.FLLLEX.eu. The FLLLEX-Radar is accompanied by a publication summarizing FLLLEX project results and recommendations: Towards an Institutional Strategy for Lifelong Learning in Professional Higher Education. Both publications are also available in print on demand.

The results of each work package are presented more extensively in four [interim reports](#):

- National policies for the implementation of Lifelong Learning (WP1)
- Survey of Expectations of Lifelong Learners and Businesses (WP 2 + 3)
- Survey of Lifelong Learning providers (WP4)
- Review of self-assessment (WP 7)

These reports as well as other relevant project [publications](#) can also be found on the project website.

3.2. FLLLEX Research findings

- ***Comparative research on impact of national policies***

The FLLLEX project identified LLL provision in higher education in the 8 partner countries under scrutiny and identified gaps in implementation of European LLL policies. The review resulted in a comparative matrix in which the progress and implementation of LLL policies was marked for each of the countries participating in FLLLEX. It can be concluded from this matrix that certain characteristics which promote LLL are interlinked and seem to directly influence the participation rates in LLL. Readers are invited to consult the [research report](#) for a detailed analysis.

Although national policies have a huge role in the intensity of LLL, HEIs have a high level of freedom of action. As a result of this, a list of policy 'hooks' was defined that could legitimise strategic actions by HEIs in their attempts to grow and develop their involvement in LLL. Individual HEIs should investigate the policy hooks in order to define on which aspect they have freedom of control to undertake supportive activities for LLL.

- ***Expectations of stakeholders in LLL***

Surveys on expectations of stakeholders explored the role of professional higher education within the broader landscape determined by the national policies and as perceived by the stakeholders: lifelong learners, employers and other Lifelong Learning providers.

Key findings of these surveys are:

Expectations of Lifelong Learners:

- HEIs will have to identify which type of lifelong learners they wish to cater their activities towards, as this choice will influence the policy, management and structure of the concerned institution. The *typology of learners* can serve as a useful frame for understanding these different types of learners.

- There indeed tend to be differences between the identified types of lifelong learners, and their motives and needs. The majority of learners in the FLLLEX survey took on a study to advance prospects for personal growth.
- LLL-students demand flexibility in their study programme and incorporation of e-learning in instruction. At the same time the majority is satisfied with personal contact with students and teachers.

Employers as stakeholders in LLL:

- There is a significant potential for progress in the development of partnerships between HEIs and companies. The territorial dimension is a key element and it is crucial to better understand the needs of nearby companies.
- Employers in general do not seem not to be aware of the offer (or possible offer) of HEI in LLL. They are not familiar with the qualification systems and don't seem to know the differences between formal and non-formal learning. HEIs have thus to raise awareness on the fact that they can provide flexible learning provisions by adapting to their learning needs and to those of their employees.
- Companies support their employees undertaking formal education due to the desire to upgrade their workforce. Hence, in developing partnerships with businesses a HEI should tailor its offer and information strategy to both the needs and professional development policies of the company as well as to the motivations of individual learners.
- The creation of better links between HEIs and the labour market should be one aim in the attempt to improve prospects for LLL.

HEIs position amidst other LLL-providers:

- The landscape of LLL providers is complex and very country specific.
- HEIs should list other players in the (regional) field in order to benchmark themselves with respect to provision of LLL or to find partners for a joint offer. The presented categorisation of LLLP's may serve a HEI in determining different sorts of other providers.
- HEIs should identify and communicate their own unique selling points in providing LLLP, for instance by offering accredited programmes leading to widely known qualifications or by offering a combination of a learning offer tailored to the companies' needs and carrying out practice based research as a potential to become partner with businesses as innovative knowledge centres.

Results

The research findings served as input for the questions in the FLLLEX-Radar and can be used by HEIs to define an institutional LLL-strategy. The key-findings of the review and the surveys were summarized in the project publication "Towards an institutional strategy for Lifelong Learning" for the 2012 EURASHE Annual Conference.

3.3. FLLLEX-Radar

A self-assessment tool - the *FLLLEX-Radar* - was developed to assist HEIs in implementing LLL and in defining or further developing an institutional strategy. The goal of the FLLLEX-Radar is to develop an analysis of the current situation for LLL provision in higher education institutions. At the same time the self-assessment aims to open dialogues with stakeholders and other groups of interest on LLL provision by means of focus group discussions with stakeholders. The tool is flexible enough to be used by various HEIs throughout Europe and adapted to their country-specific situations.

The FLLLEX-Radar is organised according to 4 core dimensions that serve as boundaries for the assessment:

- A description of the broader context
- Lifelong Learning provision at the HEI (current situation)
- Institutional policy (preferred situation)
- Quality assurance in the institution

The main objective of the FLLLEX-Radar is to promote discussion and food for thought through analysis of different strategic areas linked to the development of LLL in the coming years.

- ***Self-assessment and review report***

The results of the institutional self-assessment exercises carried out by the FLLLEX partner institutions offer evidence that these professionally oriented higher education institutions are making significant progress in incorporating and developing the approach to LLL that is promoted within the 'Europe 2020 Strategy' and the ET 2020 Framework.

Feedback from the institutional self-assessment reports, the Expert Panel Reviews and key staff in the participating institutions indicate that the tool displayed a general fitness for purpose in terms of supporting informed self-assessment of policy and practice in the incorporation of LLL in an institution of professional higher education.

Results

The value of the FLLLEX-radar is that it supports HEIs in developing an institutional strategy on LLL, based on a thorough analysis of local and national context, current and preferred situation and taking into account measurements for quality assurance. Use of the FLLLEX-Radar will result in well-thought institutional strategies that will definitely contribute to the development of quality LLL and promote high performance and innovation and a European dimension in systems and practices in the field of LLL.

The HEIs that participated in the pilot of FLLLEX-Radar had a direct benefit of the project in the form of a self-assessment report discussed by a panel of experts. This self-assessment report serves as starting point for the institutions to develop or further implement a strategy on LLL within the institution. The self-assessment facilitated discussion on LLL provision among the institutional members and with relevant stakeholders.

3.4. EURASHE Annual Conference on LLL

All outputs were presented at several seminars at the EURASHE 2012 Annual Conference in Riga. Keynote speakers were invited to reflect on LLL in Europe and focus seminars dealt with the specific results of FLLLEX.

- ***Training package FLLLEX***

The conference included a session that introduced the FLLLEX-Radar, its purpose and how to use the FLLLEX-Radar as a self-assessment tool. This session served, together with the user guide that was incorporated in the FLLLEX-Radar, as training for applying of the instrument.

- ***FLLLEX project results and recommendations***

All findings and results described in this section are brought together in the publication "Towards an institutional strategy for Lifelong Learning in professional Higher Education". This publication served as a pre-conference volume for the EURASHE 2012 Annual Conference. The publication includes the policy recommendations listed in section 6, contribution to EU-policy.

Results

The EURASHE conference attracted above 110 participants. Several institutions and national organisations representing PHEIs already mentioned that they would use the FLLLEX-Radar or encourage the use of it to their members.

The project results and FLLLEX-Radar have been presented in over 20 other conference contributions (cf. www.filllex.eu/publications) and are disseminated through websites, newsletters and mailings of the project partners.

The publication on FLLLEX project results and recommendations can serve other organisations, more particularly the national organisations representing HEIs as background for defining or proposing country-specific LLL-policies, in cooperation with policy makers and with their member HEIs.

4. Partnerships

The FLLLEX-Project was initiated and supported by EURASHE, the European Association of Institutions in Higher Education Institution. It is coordinated by KHLeuven - Leuven University College and involves a consortium of 23 partners from 10 European countries (fig. 2). Eight HEIs have been selected, together with the national agencies as representatives of all profession-oriented HEIs in the partner countries. The consortium included structural partners for specialised tasks and reached a wide network of stakeholders through the Advisory Board.

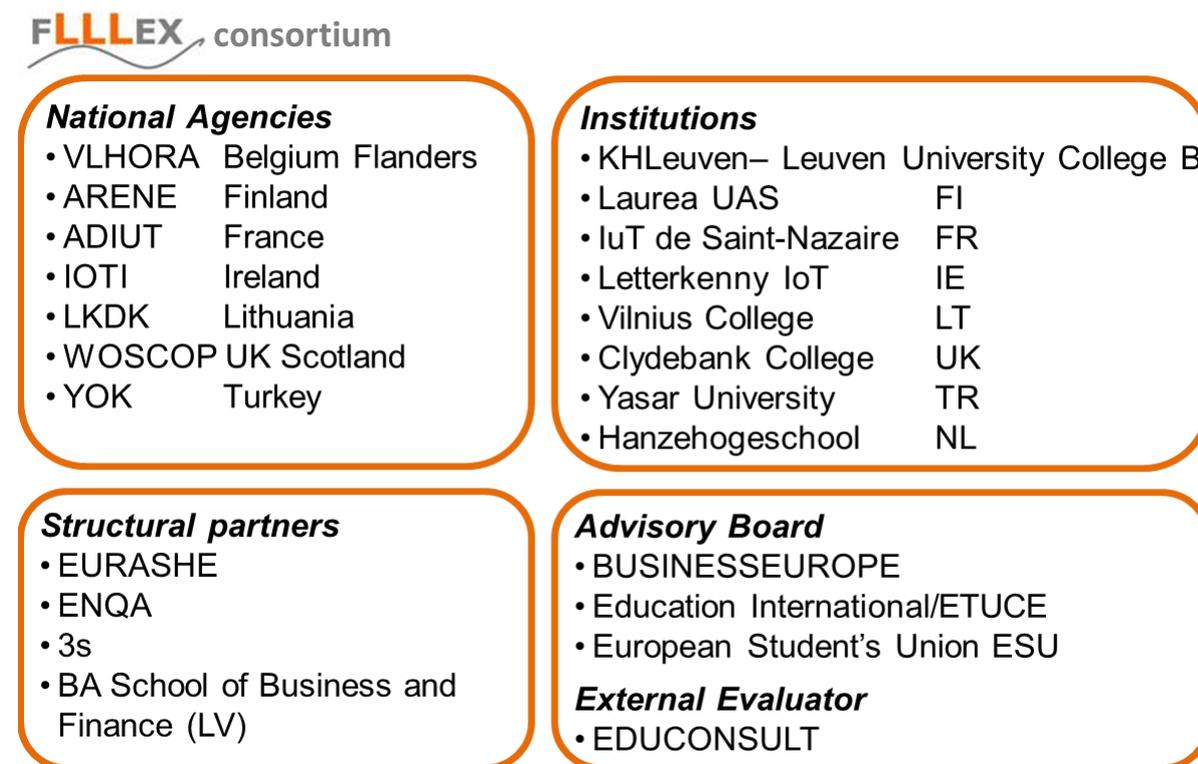


Fig. 2 FLLLEX consortium

The partnership deliberately consisted of geographically distant European countries. Each of the countries has a different background in LLL. The Netherlands and Scotland, e.g., get high scores in the participation of the labour force to LLL. Countries such as Turkey and Lithuania, e.g., are in the phase of implementing LLL policies at national level and generally score low on the same standard.

The **Higher Educational Institutions** involved in the project profile their organisation as profession-oriented. The HEIs had a key-role in the project in testing the FLLLEX-Radar in a pilot of self-assessments. They also contributed to the project in delivering data for the surveys.

It was the task of the **National Agencies** representing to provide information for the report on national policies. These partners did also support the HEIs throughout the project and assist in the dissemination of the project results to their members. In addition, *IOTI* (Institutes of Technology Ireland) carried out review study on national policies for lifelong learning and *WOSCOP* (*West of Scotland's partnership*) brought in its wide expertise in European projects in coordinating the review visits.

Structural partners brought into the project specialised expertise on designing self-assessment instruments (*ENQA* - the European Association for Quality Assurance in Higher

Education) and in setting up and analysing surveys for the target groups in the project (*3s research laboratory*). *BA School of Business and Finance* hosted the project's final meeting and dissemination event as part of the EURASHE 2012 Annual Conference in Riga, Latvia.

EURASHE is the European Association of Institutions in Higher Education Institutions (HEIs) that offer professionally- oriented programmes and are engaged in applied and profession-related research and the initiator of the project. With more than 1,4.200 affiliated higher education institutions, EURASHE has a key-role in disseminating project results and in assuring the sustainability of the project after its formal ending. EURASHE also brought in research expertise in as lead partner in the survey on lifelong learning providers and was co-organiser of the final conference.

Through EURASHE the project maintained structural contacts with organisations such as EUCIS-LLL, the BFUG and other.

The members of the **Advisory Board** were invited to join the consortium as representatives of main stakeholders in Lifelong Learning. A wider dissemination and impact of results throughout networks at European level is guaranteed by the stakeholder groups that are represented in the Advisory Board: HEIs (EURASHE), students (European Students Union - ESU), educational staff (European Trade Union Committee for Education - ETUCE) and employers (Business Europe).

Educonsult was selected as external evaluator of the project for its large expertise in European cooperation projects

5. Plans for the Future

EURASHE will continue to support the project also after its lifetime as part of the EURASHE working group on employability and LLL. This working group is responsible for coordinating in the long-term all of the activities within its policy area.

The Working group will use and disseminate the project outcomes in the following academic year among the members. In particular EURASHE has committed itself to organising a workshop on LLL in 2013, especially targeting HEIs that used the FLLLEX-Radar or plan to do so, to exchange experiences and good practices.

The national organisations for Profession-oriented higher education who were partner in the project will promote and support the use of the FLLLEX radar to their members by organising a training workshop for interested HEIs.

In addition, individual partners plan to further disseminate FLLLEX within their networks in the coming months. A list of planned and past dissemination activities can be found on www.FLLLEX.eu/publications.

In order to enhance the sustainability of the FLLLEX project outcomes, an application has been introduced for a follow-up project with EADTU as the lead partner. This project (working name LLL-PRO) would support and consult universities in the processes of designing, adopting and implementing new strategies for LLL by using the instruments that were developed in FLLLEX project (EURASHE) and USBM (EADTU).

6. Contribution to EU policies

The present project made a major contribution to HEIs that aim to develop a LLL policy by providing them the FLLLEX-Radar. The use of the assessment tool by many HEIs across Europe will support them in defining their specific role as LLL-providers in higher education and in establishing cooperation with partners. This will lead to strong policies and effective strategies to make LLL a tangible reality in higher education.

The FLLLEX project does contribute to a number of existing LLL policies which we will present first. The project also provided a number of policy recommendations which are summarised at the end of this chapter.

6.1. Contribution to European (LLL) policies

The project was externally evaluated in terms of relevance, efficiency, effectiveness, impact and sustainability. The evaluators conclude in their final report (cf *final evaluation of the FLLLEX project*) that the project has been effective in reaching the objectives in terms of *supporting policy development and cooperation at European level in LLL, notably in the context of the Lisbon process and Education and Training 2020 work program.*

Education & Training 2010 Work programme (now ET 2020)

The project has been effective in contributing to the improvement of the quality and efficiency of EU education and training systems through its assessment and comparison of national policies and institutional policies for LLL.

It has definitely contributed to making LLL a reality by focusing on access to LLL programmes in the self-assessment of the HEIs and by better understanding through the analysis of the needs and expectations of all stakeholders the potential to upgrade LLL training and education. The project has also contributed to a European area for LLL through the multiplier effect in the dissemination activities, the benchmarking among the involved European HEIs, and the development of a common framework and definitions related to LLL. Policy cooperation and innovation in LLL is supporting policy development and cooperation, notably in the context of the Lisbon process and the Education and Training 2010 work programme. Among other, its objectives are to achieve comparative analyses of educational systems in the EU. The project resulted in a comparative analysis of national policies and the implementation of LLL in the participating countries. Recommendations are made to the HEIs as well as the local, regional, national and European authorities. It can therefore be concluded that the project is totally in line with the objectives of Key activity 1 of the LLL programme and that it has reached all the objectives put forward.

More details on the areas where the FLLLEX project has been effective and on the project's contribution to specific objectives can be obtained from the final project evaluation report

6.2. Policy recommendations

Based on the findings and experiences in FLLLEX and related projects, we can make the following policy recommendations for the European Union and national authorities to actively support the further implementation of LLL within higher professional education:

- *Support the development of coherent and balanced national lifelong strategies to develop flexible and effective education and training systems.*

Today segmentation persists (e.g. inflexible learning pathways between VET and higher education) and LLL is insufficiently implemented through formal, non-formal and informal learning. The following concrete tools are highlighted as particularly important to face these challenges and to implement a competence based approach:

- Validation of prior learning;
- European qualification frameworks for LLL;
- Development of teaching and assessment methods in line with the competence approach in all sectors and levels;
- Capacity-building and ownership of policies by stakeholders including higher education institutions.

- *Need for investment in LLL*

National government should investigate the most effective forms of financing the further development of LLL. Currently the costs involved with participating in LLL are an obstacle for both individuals and employers (especially SME's). HEIs seem rather reluctant to develop specialised programmes and instruction for lifelong learners when the return on investment is not clear. A broad reflection involving all stakeholders is needed to identify efficient ways of sharing the financial burden and finding new sources of finance.

- *Use of policy hooks*

National government can increase the impact of their LLL policy by creating/devising clear policy hooks and communicate these to HEIs.

- *Support the development of partnerships*

EU policy calls for partnerships between education and social partners. This policy is for example emphasised again in the proposals for the new 'Erasmus for All' programme. However, experiences in FLLLEX show that partnerships between HEIs and social partners are still not common in HEIs. In order to support partnerships between employers and HEIs, employers need to be informed on the possibilities of LLL (and its financing) and also on the structure and benefits of the Bologna Process. Elements such as the European and National Qualification Framework (EQF and NQF) and procedures for Recognition of Prior Learning (RPL) within the framework of LLL currently are hardly known outside the world of education. National and regional governments may consider initiating and participating in partnerships themselves by forming regional LLL centres.

- *Adapt definition of LLL to clarify communication*

In order to focus policies and to clarify terms for communication to the different stakeholders and thus attract more learners, EU may consider updating its definition of LLL. FLLLEX proposes to provide different definitions on LLL adapted to the different profiles (background and motivation) of learners and forms of education.

