

IMPLEMENT



Implementing Lifelong Learning Universities through training and development

Final Report

Public Part

Project information

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Executive Summary

IMPLEMENT: <http://implement.euce.eu>

The context of this project is the need to move from “rhetoric to practice” and “make LLL a reality”. Universities are important social actors in this ambition and they have done a great deal of work to develop LLL but even more remains to be done. The proposition of this IMPLEMENT project is that staff development is crucial to bringing about such change. Thus, the **primary target group** for the results of this project are **managers and practitioners in ULLL, both staff new to LLL and those more experienced who wish to reflect on and improve their institutional arrangements**

The **IMPLEMENT** project was set up to further **disseminate, valorise and exploit** the printed training materials produced in ‘BeFlex Plus’ (www.eucen.eu/BeFlexPlus/index.html) and to develop them into tried and tested sustainable on-line courses.

Central to the approach and the working methods was **close collaboration with other sectors** (social partners, trade union, chamber of commerce) **and educational providers** (other HEIs, adult education institutions, VET colleges): they provided case studies, appeared in videos of a round table and expert interviews, and participated as experts and co-presenters in national and transnational events where **the on-line courses were tried and tested**. This collaboration not only contributed to the quality of the final products but also cemented the links and partnerships with these organisations at regional, national and European level.

The **concrete results** at the end of the 2 years are on <http://moodle.eucen.eu/>:

- **Implementing ULLL - a video of a round table of experts** discussing key questions in ULLL – it can be viewed independently and/or used as a plenary ‘warm up’ for the 5 courses
- A set of **5 on-line interactive courses** on topics central to LLL:
 - Exploring Diversity in ULLL
 - Curriculum in partnership
 - Implementing Institutional Change
 - Recognition of Prior Learning (RPL)
 - Regional collaboration and partnership in ULLL

The courses are **open access** to view and use the resources for individual or group professional development in a single or a group of institutions. **Automatic on-line registration** gives access to participation in the on-line forums attached to each course.

Each course includes: **4 or 5 Learning activities; Resources** on each topic, including **16 additional new case studies** and **video interviews with experts; Links** to other projects, resources, and websites; **Forums** for each of the key discussion points in each topic. A **LinkedIn** group and a **Facebook** open group are there too.

A trainers’ guide is available including advice on writing and using case studies and on using the on-line courses for staff development. And **Policy recommendations** relating to staff development are also on the website.

The partners were: EUCEN (coordinator), the Universities of Graz (AT), Clermont-Ferrand (FR), Mainz (DE), Tallinn (EE), Genoa (IT), and Malta (MT), University College London (UK), TecMinho (University of Minho, PT), IL3 (University of Barcelona, ES), National Knowledge Centre for Validation of Prior Learning (DK) and Bibby Rumblelow Ltd (UK).

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1. Project Objectives

AIMS:

1. to support the realisation of the European area for Lifelong Learning, particularly in higher education
2. to support the implementation of Lifelong Learning Universities in reality
3. to exploit the results and products – the training materials – from the BeFlex Plus project

OBJECTIVES:

1. to cooperate with key players from university and other sectors acting as multipliers, to adapt the existing training materials for their institutional, regional and national contexts.
2. to develop a sustainable set of on-line courses - training tools targeted at individual and groups of managers and practitioners in University Lifelong Learning (ULLL) involving potential users across Europe and multipliers (e.g. national networks) to ensure the relevance and accessibility of the courses for a wide group of providers and key stakeholders
3. to use the materials in training events at local, national and transnational level to obtain formative feedback and for the real professional development of staff and the implementation of institutional policy and best practice for LLL
4. to promote transnational collaboration across Europe and trans-sectoral cooperation at regional level with enterprises, social partners, and other education and training providers by involving them in the training events and in the production of the materials (e.g. through case studies and video interviews)
5. to exchange best practice on key LLL topics, issues, problems and solutions

2. Project Approach

The **approach** of the IMPLEMENT project was based on key principles:

- (i) the potential for effective dissemination, valorisation and transfer of knowledge is strongest when consortium partners are supported to act as multipliers
- (ii) by adapting training materials to the needs and specificities of their home university and national context, partners develop a sense of ownership for the training materials and the project, which is crucial for the project's success
- (iii) peer review and review by external experts is the key to quality of the products
- (iv) training materials should be flexible and adaptable to specific target groups, institutional and national contexts in order to reach beyond the partnership in the project
- (v) learning takes place increasingly through the delivery of on-line training materials

In order to turn these principles into reality, the following **methodology** was adopted:

- 1) Each course had a lead partner
- 2) Each course leader created at least 2 new case studies (an institutional one and a national one) illuminating the specific theme in order to enhance the existing training materials with examples fitting to national and regional contexts. The case studies include a number of questions, learning points, issues for discussion that can be adapted to the specific context in which the case study is used.
- 3) The project partners formed a learning community for peer review and also interacted with their institutional regional and national networks, including external stakeholders, in order to disseminate, test and get feedback on the emerging on-line courses and resources.
- 4) Experts in staff development relevant to ULLL worked with experts in teaching and learning using on-line technology to develop the courses
- 5) The on-line versions of the materials were tested in national, transnational and trans-sectoral events in face-to-face, distance and blended modes and feedback was incorporated as appropriate throughout the life of the project
- 6) The testing and piloting with 'real participants' served not only to improve the results but to disseminate them.

Moodle was the chosen platform for the on-line courses, largely because it is widely used by universities for their own courses and therefore at least familiar to many of the staff in universities who constitute the primary target group. It was also used as the platform for the management and administration of the project to promote the sharing of ideas, resources and problems in the development of the courses. It thus also served as a test-bed for using moodle in general.

The **partners** who acted as the 5 topic/course leaders are all **experts in the respective fields** and had all used moodle as a learning platform but had not themselves created courses on a moodle platform. However, some partners had expertise in creating staff development materials (including one which was involved in the development of the BeFlex Plus materials) and others had considerable technical and pedagogical expertise in the design of on-line courses. Thus collectively the project partnership was a strong learning

community bringing together knowledge and experience of the content with knowledge and experience of the technology as a learning tool. Close **collaboration with other sectors** (social partners, trade union, chamber of commerce) and other educational providers (other universities, adult education institutions, vocational training colleges) was central to the development of the courses (see Section 4 Partnerships for details of the contribution of these collaborations to the overall work).

The external evaluator acted as a 'critical friend', independently designing the tools for the **formative evaluation** of the management process and of the emerging products, collecting feedback from participants in the training and project partners and feeding it back to the project partners in a constructive way to enhance the quality of the final products. She also attended key events as an observer and conducted evaluation discussions with participants in the courses; she also conducted individual telephone interviews with all the partners. A **summative evaluation** was also undertaken to assess the final products and review the overall management of the project which was very positive. The external evaluator stresses the implication of the partners in the work, the good response of the managerial team leading the project in the second year and the achievement of excellent final products.

The **dissemination and exploitation strategy** was developed by EUCEN in **consultation and cooperation with the partners and the national networks for ULLL**. Some key principles were established:

- Regional, national and other European networks are key multipliers – they were therefore key targets for dissemination and valorisation activities.
- The institutional, national, transnational and trans-sectoral events, were both test-beds for the emerging on-line versions of the tools **and** important valorisation events since the participants were selected and invited to participate as learners but also as informal and formal multipliers.
- All workshops and pilots were as far as possible located in the framework of regional or national network conferences or international network meetings in order to maximise their impact for dissemination purposes; and for the final launch event representatives from 10 national networks for ULLL in Europe and 2 European Associations were invited.
- A project website, regularly updated, as the key tool for dissemination and for access to the on-line courses and supplementary training tools: <http://implement.eucen.eu>
- A range of tools in different media: printed materials (which were also available on the project website for download), posters at conferences, social networking tools especially LinkedIn, distribution of printed versions of trainers' guide, site map and recommendations to policy makers and managers, newsletters, conference reports, articles in on-line and other forms of journals for professionals in ULLL

During the second year of the project institutions from Bulgaria and from Italy contacted the project coordinators interested in establishing an agreement of translation and use of the on-line courses. EUCEN has enabled the multi-language tool in the EUCEN moodle elearning platform in case these requests materialise and it is needed. It is hoped that other countries show interest in similar actions.

Dissemination tools and activities:

- A **project website** is in place <http://implement.eucen.eu> for dissemination and news about the project and to provide links to the on-line courses and supporting documents, in particular the trainers' guide

- Dissemination of on-line activities such as the on-line workshops in May and September 2012
- Dissemination of activities via the LinkedIn group with 73 members
- Creation of a dissemination flyer in German and Spanish
- Presentation of the project in different events:
 - Presentation in 4 National Training Events (AT, DE, EE and UK) and 1 trans-national Training Event (Nordic Network).
 - Presentation in Granada (ES) in May 2011 in a conference strand on the topic of diversity in ULLL. The IMPLEMENT project was presented at the beginning of the workshop strand “European targets for widening participation for minorities”, closely connected to the IMPLEMENT topics ‘Exploring diversity’ and ‘Recognition of Prior Learning’. Further case studies in relation to these topics were presented and participants were invited to take part in the upcoming IMPLEMENT workshops at the EUCEN autumn conference 2011.
 - Presentation in Genoa (IT) in November 2011 to members of the Italian national network for ULL.
 - Poster in the Graz (AT) conference in May 2012 and in the Valletta (MT) conference in November 2012 to members of EUCEN
 - Poster session in the ICERI2012 international conference in Madrid (ES) in November 2012
 - Leaflets distributed at several international events (in Austria, Spain, Italy, Malta and France)
 - Creation of an internal Moodle version by P8, the University College of London, as a follow-up of the institutional training event and as an institutional information tool about the project’s progress.

In addition, future activities after the project finishes are already planned – see Section 5 “Future Plans”.

3. Project Outcomes & Results

The results of the project clearly demonstrate the achievement of the objectives: the on-line training courses in key topics related to the development and embedding of lifelong learning in universities, targeted at and developed in partnership with staff, partners and key stakeholders constitute a quality product. The developmental process, the creation of case studies and video interviews, the testing of the courses and the delivery of real training activities using the courses in various ways (blended, face-to-face, entirely at a distance) have all involved the project partners in cooperation with other universities, regional, national and European networks, other educational providers in adult education and vocational training, and stakeholders such as a chamber of commerce, trade union organisation, enterprises and not-for profit associations. Thus peer learning across sectors and across countries involving the exchange of good practice and of a range of different experience, expertise and perspective have been embedded in the process of development of the project results and in the results themselves for the future.

Specifically, the results and outputs at the end of the 2 years are:

- **Implementing ULLL - a video of a round table of experts** discussing key questions in ULL is in place as a separate unit which can be viewed independently and/or used as an opening session to 'warm up' for one or more of the 5 topics: <http://implement.eucen.eu/roundtable>
- A set of **5 on-line courses** on topics central to LLL:
 - ♦ Exploring Diversity in ULLL
 - ♦ Curriculum in partnership
 - ♦ Implementing Institutional Change
 - ♦ Recognition of Prior Learning (RPL)
 - ♦ Regional collaboration and partnership in ULLL

The 5 topics have been created as on-line interactive courses and established on a moodle learning platform hosted by EUCEN <http://moodle.eucen.eu/>. The courses are **open access to view and to use the resources** for personal professional development and for staff development by groups of colleagues in an institution or a group of institutions. **Automatic on-line registration** enables **participation in the on-line forums** attached to each course.

Each course includes:

- ♦ **4 or 5 Learning activities Resources**, including **16 new case studies** and relevant case studies from the BeFlex Plus project and **video interviews with experts**.
 - ♦ **Links** are in place leading directly to the BeFlex Plus project and other **projects, resources, and websites** relevant to the topics/ issues/ raised
 - ♦ **Forums** for each of the key discussion points in each topic have been set up and used so that future users/participants will have a debate already in progress
 - ♦ A link to the **LinkedIn** group of IMPLEMENT to enable users to join a self-sustaining group of professionals working in the field of ULLL
- **A trainers' guide** for staff using the materials to lead a group in staff development, in printed version and available on-line:

http://implement.eucen.eu/sites/implement.eucen.eu/files/IMP_TrainersGuide_vFIN_AL.pdf

- A '**site map**' showing the structure and content of the courses as an additional aid to users and trainers, in printed version and the website: http://implement.eucen.eu/sites/implement.eucen.eu/files/IMP_MoodleCoursesStructure_vFINAL.pdf
- **Advice/checklists** of techniques for engaging learners and for **selecting, writing and delivering case studies** in training on writing and using case studies for staff development
- A set of **recommendations regarding staff development** aimed at policy makers and managers, in printed version and the website: http://implement.eucen.eu/sites/implement.eucen.eu/files/IMP_Recommendations_vFINAL.pdf
- **5 institutional events** in UCL (UK), University of Tallinn (EE), University of Graz (AT), University of Mainz (DE) and Knowledge Centre (DK), piloting the training materials in a specific institutional and national context. And a **6th** at the University of Clermont-Ferrand (FR) set up an **institutional process** based on a number of meetings of a working group using the training materials as a guide to their work diversity in ULLL.
- **4 national events** in UK, EE, DE, AT held in the context of conferences/meetings of the national networks in those countries. The events in AT and DE used a flyer translated into German. The flyer was also translated into Spanish for national dissemination.
- **3 transnational and trans-sectoral** workshops held in Graz (AT), Genoa (IT), and Reykjavik (IS)
- **2 on-line workshops/seminars** with all participants working at a distance
- **A launch event** in Malta **using all the on-line materials in blended format** in workshops on the 5 topics, and a **streamed in real-time introduction**

Impact:

The short term impact of the project can be measured by looking at the dissemination undertaken, which has reached different levels and sectors of audience. The analysis shows that the major impact was during year 2 of the project (i.e. once the on-line courses had been reviewed and interesting materials were available) and can be grouped in four different blocks:

1. **Activities at National level:** 12 activities in 7 different countries with over 200 participants.
2. **Activities at International level:** 7 activities in 5 different countries with over 1.000 participants. Also, 340 sets of the final products in printed format were sent by postal mail to targeted receivers (i.e. individuals who had been connected to the BeFlex Plus project and were interested in receiving the results of IMPLEMENT).
3. **Final Training Event:** 10 National Network representatives and 2 representatives from a European Association and a European Platform of Associations attended this event and disseminated information to their own members reaching thus around 4.000 individuals.
4. **On-line tools and activities:** over 30 different actions were done on-line, which reached over 2.100 different individuals during 2012. On top of this, over 5.500 individuals have visited in the project website and over 1.000 individuals have visited the moodle on-line courses.

From a long term point of view, the project is well covered thanks to the commitment of EUCEN and the encouragement of its Steering Committee, which has an established policy for maintaining, protecting and promoting products from projects even after the lifespan of the projects. EUCEN currently cares for a very large number of resources developed in the more than twenty years of life of the Association. EUCEN has adopted an open licensing strategy for IMPLEMENT to ensure that the materials can be reused and adapted without restrictions (apart from the obligation of users to acknowledge the source).

All this added to EUCEN's natural channels of distribution (which includes 198 member institutions and 14 National networks for ULLL that reaches a total of 700 institutions) guarantee solid long term sustainability.

Learning points – valuable for other projects:

The on-line testing was not able to attract as many participants as we had hoped. The reasons for this are complex. We ran the testing in September, which may not be the best time for universities but on the other hand it is extremely difficult to find a 'quiet time' and even more difficult if not impossible to find a common 'quiet time' for all institutions in all countries. We tried to involve people who had been involved in some of the institutional and/or national events but maybe this was asking just one step too much; we also tried to involve others who had no previous connection to the project but it was difficult to demonstrate effectively what they had to gain by giving their precious time freely in this way. In addition the testing required at least a couple of hours work, when there are hundreds of other on-line demands. On the other hand, face to face testing at institutional and national workshops proved very much more successful – people could more easily see a personal and/or institutional interest in participating - and when these were followed-up with discussions on-line this was also effective. Thus we conclude that for testing it is better to work in a range of different face-to-face or blended sessions than to try to test with a larger number of anonymous testers – and thus achieve better quality in the feedback although less quantity.

4. Partnerships

The project partners were:

- EUCEN (BE) – coordinator
- Bibby Rumblelow Ltd (UK) – experts in the development of training materials
- University of Graz (AT) – leader on the topic of Exploring Diversity in ULLL
- Blaise Pascal University (FR) – 2nd partner on the topic of Exploring Diversity in ULLL
- Johannes-Gutenberg University Mainz (DE) – leader on the topic of Implementing Institutional Change
- National Knowledge Centre for Validation of Prior Learning (DK) – leader on the topic of Recognition of Prior Learning (RPL)
- Tallinn University (EE) – leader on the topic of Regional Collaboration and Partnership in ULLL
- University College London (UK) – leader of the topic of Curriculum in Partnership
- IL3, University of Barcelona (ES) – experts in on-line learning
- TecMinho, University of Minho (PT) – lead partner for the technical work of creating the on-line versions and supporting tools
- University of Genoa (IT) – host of workshops in Genoa and partner meeting
- University of Malta (MT) – host of final event with blended workshops on all 5 topics

A strong and effective partnership has developed between all 12 project partners, most of whom (with the exception of EUCEN) had not met or worked together before. The partnership included:

- EUCEN - the largest European network for University Lifelong Learning (www.eucen.eu) - involved in a whole range of activities with and for its 198 member institutions and organizations so very well suited to act as coordinator, academic supervisor and manager of the dissemination strategy
- 7 universities as sites of LLL and therefore users of the courses, represented by individuals experienced in ULLL, expert in the topics covered by the courses but not expert in the development of on-line learning courses
- a National Knowledge Centre (DK) for RPL, expert in the topic and with national role in the development and promotion of RPL
- experts in staff development and teaching and learning (Bibby Rumblelow Ltd) and in on-line learning (Universities of Barcelona and Minho) who provided pedagogical and technical support.

All the partners are actively involved in the national networks for ULLL and in regional groupings with other educational sectors, enterprises, public bodies and voluntary organisations.

Close collaboration with other sectors (social partners, trade union, chamber of commerce) and educational providers (other universities, adult education institutions, vocational training colleges) was central to the development of the courses: they provided case studies,

appeared in videos of a round table and expert interviews, and participated as experts and co-presenters in national and transnational events. This collaboration not only contributed to the quality of the final products but also cemented the links and partnerships with these organisations at regional, national and European level. It was also pointed out by the Nordic network on LLL which included a range of different stakeholders and providers of LLL that the on-line courses would also be useful for vocational and adult education providers since they share many of the challenges addressed in the materials – the only change needed was to interpret ‘institution’ as vocational training school or adult education institution rather than as university. The on-line courses therefore offer other opportunities for partnerships and trans-sectoral collaboration in training activities in the future – an outcome that was not envisaged originally but which has emerged from working together in the project and has added value to the results.

Thus the project partners together with other partners, collaborators, experts and stakeholders from across Europe formed an extremely strong group and a rich resource not only for the development but also for the dissemination, valorisation and exploitation of the on-line courses and for the sustainability of the relationships and the products.

Other external links – The Associate Partners:

During the second year of the project when the hands-on workshops and on-line activities took place, a number of participants showed great interest in the project and asked to be officially involved. EUCEN decided to recommend these institutions to make a formal request to become Associate Partners of the project. This would ensure they would be actively informed of future activities organised by IMPLEMENT. The institutions in this category are:

- University of Valencia (ES)
- University of Ioannina (GR)
- University "St. Kliment Ohridski" - Bitola (MK)
- University of Aveiro (PT)

5. Plans for the Future

EUCEN is a permanent Association, a large network of universities in 37 countries represented by directors, managers and practitioners concerned with ULLL. Some members are very experienced, some less so; some are expert in some fields but not others; all have staff development needs; all have experience that can be shared. Members of EUCEN also include 14 national networks for ULLL which act as multipliers in their countries and regions. In addition, EUCEN produces a regular newsletter, maintains a website, organises annual conferences, seminars and meetings. In total, this constitutes a framework of people, institutions, tools and activities to ensure a sustainable future for the results of the Implement project and a means to promote its future use. For example, at the start of each conference (2 per year) EUCEN organises a 'newcomers meeting' where all individuals who are new to EUCEN have a presentation of all EUCEN activities including project results and a pack of information to support that, so twice a year IMPLEMENT will be promoted to new potential users.

EUCEN has recently developed a formal strategy for the sustainability of this (and other) project results. This strategy includes an eLearning platform to provide a portal for project results and tools for staff and institutional development in ULLL which aims to become the point of reference for members and others. Moodle has been chosen as the platform tool since many universities use moodle to deliver parts of courses and sometimes whole distance courses and thus many staff, particularly in LLL have some experience of this platform; it is also user friendly and intuitive for those who have not used it before.

The IMPLEMENT on-line courses are the first to occupy this eLearning space but others – past, present and future tools and results – will be added over the coming months. This will enable them to be further promoted and used for peer learning activities at individual, institutional, national and European level and will also enable us to build more synergy between projects relating to similar themes e.g. the RPL course in Implement and OBSERVAL and OBSERVAL-net; the Institutional Change course in Implement and the Quality Learning Tool developed in EQUIPE Plus.

The IMPLEMENT courses have also been designed so that they can be used in a variety of ways – at a distance, blended, in short simultaneous time frames or spread over a longer period asynchronously. Elements of the courses can be used as resources for independent learning and/or for different courses (e.g. the case studies); the Forums can be used for professional debates on specific issues; and the LinkedIn facility can be used to connect with a community of practice. The open access also means that a moderator is not necessary – the courses are self sufficient and self sustaining, although the topic leaders will receive e-mails of entries in forums so they can contribute, feed discussions and monitor activity for some time to come.

The launch event in Malta in November 2012 was attended by representatives the European Association for the Education of Adults (EAEA), the European platform for LLL (EUCIS) and by 10 of the 14 existing national networks for ULLL. They were all invited on the basis that they are multipliers and undertook to cascade information about the courses to their members. This process has already begun but will continue into 2013 as their network meetings and their regular newsletter come on to the calendar.

A number of dissemination activities will be taking place beyond the lifespan of the project. Some plans for future activities are:

- **Article:** The DE partner is planning to submit an article in February 2013 (when the call is out) to the journal of the DGWF (the German national association for University Continuing Education) for publication in June/July 2013.

- **Article:** An article by the PT partners has been accepted for publication in the EvoLLLution on-line journal. Publication is expected early 2013, but the precise date is not yet confirmed.
- **Article:** The DK partner has produced an outline for an article which will be written in collaboration with Kees Schuur, one of the experts involved in the launch of the RPL course during the project's final training event, Malta Nov12. The intention is to publish it at least on 2 network websites: the National Knowledge Centre in DK: www.nvr.nu and the Nordic LLL network: <http://www.nordvux.net/>. In addition it is hoped to submit it to a journal publication.
- **Conference:** Dissemination of the IMPLEMENT final products to the participants of EUCEN's next conference (Geneva, 29-31 May 2013) .
- **Conference:** Dissemination of IMPLEMENT products at the EAEA conference on 'Active Citizenship' (Leicester, 6-7 June 2013). Estimated attendance 70.
- **Seminar:** promotion at an International Seminar under topic "*Non-traditional students in Higher Education: Looking beyond (in)-success and dropout*" (Faro, PT, 31 January-02 February 2013).
- **Seminar:** use of the on-line courses during the next meeting of the Regional Network for ULLL of Catalonia (Barcelona, ES, 17 January 2013). 16 participants.
- **Website:** Dissemination of IMPLEMENT on-line courses in the Estonian National Network for LLL website (currently under construction).

6. Contribution to EU policies

Europe has not yet reached the agreed objectives of the Lisbon process (Education and Training 2010): the investment and co-operation of Member States have not been as high as was expected, in particular in the field of lifelong learning. Although some progress has been made, Member States have not all or fully reoriented their educational systems in order to make the shift from traditional educational provision to the combination of diverse learning opportunities that are more process and outcome oriented. The EC's strategy paper (Europe 2020 - A strategy for smart, sustainable and inclusive growth) suggested that universities should become the true engine for knowledge and growth, implying closer co-operation with business but also with the society/community in general, and the adoption of a more open attitude to change. Key to these aims is the concept of "networked universities" promoting, in synergy with other actors, new activities closer to local stakeholders and populations and acting as dynamos of local/regional innovation and creativity. However, in order to implement these policies staff and institutional development is necessary; change will only come about in universities if staff are committed and involved and have the skills and competences to make it happen. Staff development is therefore crucial and the IMPLEMENT project has created a set of tools to support that staff development in key areas of concern: promoting and managing diversity; establishing strong RPL arrangements; developing curriculum in partnership with external stakeholders such as companies, social partners, associations and so on; regional collaboration; and implementing institutional change.

More specifically, the project has contributed to the achievement of specific objectives of the Lifelong Learning Programme:

- The whole project has been devoted to supporting the implementation and realisation of Lifelong Learning Universities (LLUs) in Europe (LLP-Obj-b).
- It has focused on transnational cooperation between Universities for LLL and other stakeholders - particularly in the courses 'Curriculum in partnership' and 'Regional collaboration'. Other stakeholders, in the vocational training and adult education sectors, social partners, enterprises and not-for-profit associations have been closely involved both in the process of testing and review and in the final products especially the training events and the on-line videos. Thus the project has addressed the target groups of Grundtvig, Leonardo and Erasmus (KA4-SpObj-a).
- The training materials are designed for staff and institutional development of LLL in universities and thereby improve the quality of learning, the diversity of learners (KA4-SpObj-b) and promote equality between different groups (Discr), especially the courses on 'Exploring Diversity in ULLL' and the 'Recognition of Prior Learning' (RPL)
- Since the training materials were originally developed with the support of the 'Modernisation of Universities' element of the LLP, this project to adapt, test and convert them to on-line workshops has ensured that the results are fully exploited by adapting them to on-line interactive, openly accessible, staff development tools complete with a range of resources, case studies of good practice and learning activities (KA4-SpObj-c). This open on-line version including Forums and LinkedIn also encourages the best use of those results as a sustainable resource to exchange other good practice, professional experience, challenges and solutions (LLL-Obj-k)
- The training materials were developed at institutional and national level in 5 countries with the support and involvement of regional and national networks, and at European level by EUCEN, the largest European network for University Lifelong Learning (KA4-MulPrj-9)

- The testing and adaptation of the materials by a wide range of key actors at institutional, national and European level interested in the topics has promoted a sense of involvement in the development of the courses and a sense of ownership of the final versions of the courses by staff who are potential users, not only for their own professional development but by groups of colleagues for wider institutional development. This involvement will help to embed the learned practice in the participating institutions thus effectively valorising the results in an on-going way(KA4-KA4)
- The openly accessible on-line version of the training materials provides self-learning tools and the complementary documents – the trainers' guide, the course structure map and the recommendations to policy makers and managers – also provide support for group staff and institutional development. The situating of these in a learning platform managed by EUCEN provides sustainability for the results of the project and synergy with other projects results in the future. (KA4-MulPrj-7)

