

EUPeace

Lifelong learning

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EXECUTIVE SUMMARY

This concept document is divided into five parts:

1. The EUPeace Glossary definition of micro-credentials;
2. The EUPeace Grant Agreement's text(s) on micro-credentials;
3. A short summary "concept" for EUPeace lifelong-learning offers;
4. A proposed development and approval process for EUPeace lifelong-learning offers;
5. A proposed draft for a course development application form.

1. EU & EUPEACE GLOSSARY DEFINITION OF MICRO-CREDENTIALS

EUPeace glossary definition:

Micro-credentials certify the learning outcomes of short-term learning experiences, for example a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development.

EU Lifelong-learning courses definition:

In June 2022, the [Council of the European Union formally defined micro-credentials](#) as certifying “shorter forms of learning opportunities than traditional qualifications, such as micro-credentials, are being developed rapidly across Europe and around the world.

These opportunities are made available by a wide variety of public and private providers in response to the demand for more flexible, learner-centred forms of education and training. They also have the potential to offer education and training opportunities to a wider range of learners, including disadvantaged and vulnerable groups.”

- It is important to note that the EU does not prescribe a mandatory minimum ECTS value for micro-credentials; it describes them by scope and characteristics rather than by a fixed credit threshold.

2. GRANT AGREEMENT DEFINITION (WP2):

T2.6: Micro-credentials (see p. 14 of the GA):

- EUPeace plans to introduce micro-credentials across the Alliance as a tool for lifelong learning – particularly beyond academia – to meet new and emerging needs in society.
- Examples from across the Alliance are Refugee Law Clinic, Together Against Tuberculosis, Our City - Our University, Certificate for Gender and Diversity, special track curriculum on Global Health, Interdisciplinary Study Programme on Migration and Human Rights, summer school on Health, Peace and Human Rights.
- Micro-credentials will be organised by purposefully blending virtual collaboration and physical exchange. The multitude of micro-credentials will be part of the online repository (T2.3.1) of all joint curricula elements that are being developed as part of EUPeace or that are already part of the existing teaching units on offer within the network. We aim for a minimum of three to five offers credited through micro-credentials offers per partner in the amount of at least 3 ECTS.

Objectives:

- By **Target Month 24** (October 2025), 10-15 micro-credential units should have been created (i.e., 1-2 units per institution).



- By **Target Month 48** (October 2027), 30-40 micro-credential units should have been created (i.e., 3-4 units per institution).
- We plan to enroll **10 to 20 learners / participants per programme per year**. On average, we aim to enroll **540 participants per year** across the alliance.

T2.5.1 re. Staff Training for “Teaching Europe” (see p. 13 of GA):

- A Teaching Staff Academy priority for the first two years includes the internationalisation of curricula and educational approaches for blended and virtual European exchange leading to the introduction and implementation of micro-credentials.

3. EUPEACE LIFELONG LEARNING: A CONCEPT

In view of the diverse set of frameworks and conditions across the Alliance, EUPeace will be creating and curating its offer of micro-credential courses under the banner of “lifelong learning”.

The advantage of this is that it enables the different partner institutions to develop and delivery their offers in line with their established terminology, thus facilitating local adoption and take-up. It also enables some flexibility of definition. “Lifelong learning” refers primarily to the development of lifelong skills; but it can also refer to “lifelong learners” in the sense of course participants who have already graduated and are wishing to extend their skills portfolio in either a professional or a personal direction.

3.1 EUPeace Lifelong Learning: A Mission Statement

- We aim to foster and facilitate collaboration between institutions by encouraging the co-design and co-teaching of lifelong-learning offers.
- We will experiment with innovative themes and formats that anticipate future educational needs, such as modular and stackable micro-credentials.
- We will explore the use of lifelong-learning courses to strengthen ties between institutions and their cities/regions, embedding local knowledge in global education for peace, justice and inclusive societies.

3.2 EUPeace Lifelong Learning: Basic Principles

- EUPeace defines its lifelong-learning offers as short-term learning opportunities, generally (but not exclusively) ranging between 3 and 30 ECTS, that can be completed within a semester, but which can also be flexibly extended over more than one semester (in the case of certificates in several parts).
- EUPeace lifelong-learning offers should culminate in a set of assessed competences.
- They are recognized as part of an overall lifelong-learning framework which can be opened in principle to different target groups, depending on national frameworks and institutional policies (see below).
- Current lifelong-learning offers at EUPeace partner institutions are developed and delivered under different terminologies (e.g. certificates, nanodegrees, specialisations), but they all share the common feature of certifying targeted, short-term learning outcomes.
- Existing lifelong-learning offers within the Alliance may be re-labelled and adapted to become EUPeace lifelong learning offers (depending on local policies and frameworks). However, the Alliance will prioritize the development of new offers.

3.3 EUPeace Lifelong Learning: a definition

- **Delivering institutions:** EUPeace lifelong-learning offers may be developed by a single university or jointly by multiple partner institutions.
- **Forms of delivery:** EUPeace lifelong-learning offers may take diverse delivery forms: in-person, hybrid, or fully online, with a strong encouragement towards blended and digital formats to maximize accessibility across the Alliance.
- A balance will be sought between virtual collaboration and physical exchange, with the aim of maximizing cross-Alliance participation.
- **Language(s) of provision:** EUPeace lifelong-learning offers should be offered primarily in English to ensure Alliance-wide accessibility, though delivery in national languages is also permitted to maximize local impact.
- **Values and content:** Regardless of their personal or professional foci, and regardless of thematic orientation, all EUPeace lifelong-learning offers should maintain a clear rootedness in and orientation towards EUPeace's core values of peace, justice, and

inclusive societies, while embedding cultural and regional particularities linked to sustainability and environmental responsibility.

- EUPeace lifelong-learning offers can also be tailored to local cultural, professional, and societal contexts, aligning with respectively institutional strategies, while contributing towards Alliance-wide values and objectives.
- **Target audience & skills orientation:** EUPeace lifelong-learning offers can be opened up for a variety of different target audiences, depending on the offering institutions' strategic priorities or organizational or funding structures: e.g. enrolled students, non-enrolled lifelong learners, university staff, or a combination of these groups.
- Lifelong-learning offers should enable the development of skills relevant not just for professional but also for personal growth and development.
- Professional lifelong-learning offers should be directly responsive to current and future local, national, European, and global labour markets.
- **Funding structures:** Depending on university funding structures, models and regulations, EUPeace institutions might be able to fund their lifelong-learning offers from standard university budgets; or they might have to set fees (especially for external, non-enrolled participants).
- **Digital integration of micro-credentials:** Although EUPeace lifelong-learning offers do not necessarily have to be stackable, partner institutions are nonetheless able to offer series of stackable certificates.
- In order to enhance visibility and recognition, EUPeace institutions should – as far as local resources allow – explore and implement digital credentialing tools such as Open Badges and other digital forms of certification.

3.4 A common recognition framework for EUPeace lifelong-learning offers:

- We will work towards developing a common recognition framework that allows MCs to be portable, transparent, and attractive across the Alliance and beyond.
- The finalization of this framework should be a priority for the academic year 2026-27 at the earliest.

4. PROPOSED DEVELOPMENT AND APPROVAL PROCESS FOR LIFELONG LEARNING OFFERS WITHIN EUPEACE:

a) Existing offers:

1. The Education Board has approved the Alliance's current list of lifelong-learning offers
2. Colleagues interested in **adapting** a current lifelong-learning offer for EUPeace are asked to complete the below proposal form with as much information as possible – with a particular emphasis on A3 (below), and with links to local webpages, etc.
3. In order to be offered (and advertised) as a lifelong-learning course on the level of the Alliance, the lifelong-learning offer in question will need to be approved by the Education Board in close coordination with the Quality Assurance Board – and in possible strategic coordination with the Steering Committee.

b) New offers (involving a single institution):

1. Colleagues should adhere to the processes and timelines for the development of lifelong-learning offers at their home institution. The development of a new MC offer will therefore require **considerable advance planning**.
2. Colleagues interested in developing and offering their lifelong-learning course for EUPeace are asked to complete the below proposal form with as much information as possible about the proposed offer. The proposal form should then be sent to Dr Robert Craig, WP2 coordinator, at eupeace.wp2@uni-giessen.de.
3. In order to be developed and delivered as a lifelong-learning offer on the level of the Alliance, it will need to be approved by the Education Board in close coordination with the Quality Assurance Board – and in possible strategic coordination with the Steering Committee.

c) New offers (involving two or more institutions):

1. Colleagues are encouraged to contact WP2 with an initial project proposal (at eupeace.wp2@uni-giessen.de).
2. WP2 will help organize and mediate contact and networking within the Alliance.



3. Colleagues should be sure that their institutions will both approve and support the joint development of lifelong-learning offers in the context of the EUPeace Alliance. This process will therefore require **considerable advance planning**.
4. Colleagues interested in developing this new LLL offer for EUPeace are asked to complete the below proposal form with as much information as possible about the proposed offer.
5. In order to be offered (and advertised) as a lifelong-learning course on the level of the Alliance, the course will need to be approved by the Education Board in close coordination with the Quality Assurance Board – and in possible strategic coordination with the Steering Committee.

5. ANNEX (II): LIFELONG-LEARNING COURSE PROPOSAL FORM

This document serves to compile the necessary information for decisions by the Executive Boards – most notably, the Education Board and the Quality Assurance Board.

Colleague responsible for the development of the learning unit:

Management of the learning unit:	
Department / Institute:	
University:	
Name:	
Position / function in the university:	
Telephone number:	
Email address:	



A: Formal information about the learning unit:

A1: Unit title:

A2: Provider:

Which professorship(s) / which departments in which institute / faculty is/are the (co-)provider and host of the lifelong-learning unit?

A3: Internal institutional approval:

If this lifelong learning offer **already** exists, which internal institutional approval processes has it undergone?

If the offer is being newly created, which internal institutional approval processes will it have to undergo? Please provide a timeline estimate for these processes: the more detail you are able to provide, the better.

A4: Further Alliance partners:

Which professorship(s) at which faculty/faculties is/are the (co-)provider(s) of the lifelong-learning unit?



A5: Scope:

What is the scope of the unit (in ECTS points)?

A6: Format of the unit:

In what form and format will the unit be developed and offered?

In what form will participation take place (e.g. face-to-face, online, hybrid)?

On what platform?

In which language?

Please provide as much detail as you can.

A7: (Proposed) start and frequency of the offer:

When (i.e., in which semester) will the unit be offered for the first time? At what frequency / regularity will it be starting?

B. Description:**B1: Objectives, content specifications and central idea**

Please explain the objectives / content specifications / central idea of the unit.



B2: Qualification objectives and learning outcomes

What are the qualification objectives of the unit?

NB. The qualification objectives should be designed in line with the learning outcomes in a competence-oriented manner (i.e., oriented towards the principle of student-centred teaching and learning). Please list the intended learning outcomes according to the following scheme: “Upon completion of the course, participants will be able to...”

B3: Target group

What is the target group/what are the target groups of the unit? Please try to define your target group(s) as precisely as possible, distinguishing not only between already enrolled students and external participants, but also between different categories of students (e.g., Bachelor, Master, Teacher Training, Medical & Law students – if different from Bachelor students).

B4: Prerequisites / Entry requirements or recommendations

What are the prerequisites for participation in the unit? Are these strict requirements or recommendations?

B5: Assessment

Is a form of assessment planned – and if so, what form will it take?



B6: Certification of the offer:

How will the offer be certified? By which universiti(es) and in which form(s)? Will certification involve the issue of digital badges?

C. Calculation:**C1: Costs:**

Please attach a full cost calculation to this introductory concept, and comment on it here if necessary.

C2: University funding / participation fees:

Will the offer be covered from standard university funding source, or will you need to charge a participation fee?

Will a fee be charged for some participants (e.g., external learners) and not for others (e.g., enrolled students)? Will a particular category of participant be subsidized?

C3: Minimum number of participants:

C4: If applicable: Funding arrangements with cooperation partners:

What are the arrangements for splitting the funding between two or more partners? E.g., do both universities collect fees, or does one collect the fees and distribute them according to contribution?

D. Annexes

Please attach the following documents to your application:

- Full cost calculation
- ...

