

# EUPeace Lifelong Learning

A Guide to Course Development



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## About EUPeace

**EUPeace is the European University for Peace, Justice, and Inclusive Societies.**

**Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.**

|                                  |                                                                                   |                                      |
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## Document information

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## EXECUTIVE SUMMARY

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This Guide is divided into five parts:

1. What is EUPeace Lifelong Learning?
2. EUPeace Lifelong Learning: A Concept
3. Objectives
4. Development and Approval Process
5. Lifelong-learning Course Proposal Form

EUPeace Lifelong Learning is the Alliance framework for developing short, flexible and competence-oriented learning opportunities that respond to the needs of learners at different stages of their personal and professional lives. The focus is on the competences learners need in order to engage with social, professional and civic challenges in ways that reflect the Alliance values of peace, justice and inclusive societies.

This guide explains what EUPeace understands by lifelong learning, how this approach connects with current European discussions on flexible learning and certification, and how academics can develop or adapt offers for the Alliance. It also provides a proposal form for collecting the information needed to assess the academic, practical and quality-assurance aspects of a prospective offer.

As stated in the [EHEA Tirana Communiqué](#) “[t]he need for [l]ifelong learning in society is increasing, especially for all those requiring or desiring new competences to enhance their professional, personal or civic potential”. Based on its understanding of education provision to society, EUPeace is committed to offering lifelong learning opportunities, in all possible forms, to its communities, thereby also contributing to the objectives of the European Union’s Union of Skills. EUPeace is concentrating on lifelong learning overall, as a broad and inclusive framework, explicitly also including “micro-credentials”. While micro-credentials usually refer to specific forms of certification or short learning units, lifelong learning captures the wider educational purpose of the programme: supporting continuous skills development throughout a person’s personal and professional life. This broader terminology is also useful because the concept of micro-credentials may not be understood or applied in exactly the same way across all partnerships, institutions or national contexts.

In addition, “lifelong learning” better reflects the distinctive nature of this programme in comparison with other areas of curriculum development. The initiative is aimed, although not exclusively, at learners who may already be established in a professional career and who need flexible opportunities to update, expand or acquire new skills over time. In this sense, the term connects the programme with continuing professional development and with wider European priorities around employability, adaptability and skills development in a changing labour market.



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## 1. WHAT IS EUPEACE LIFELONG LEARNING?

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EUPeace Lifelong Learning refers to the Alliance-wide development and promotion of learning opportunities that help participants update, broaden or acquire competences throughout life. These offers may address professional development, personal development, civic engagement or a combination of these aims. They are designed to be accessible, flexible and clearly oriented towards learning outcomes.

The EUPeace approach starts from the needs of learners. Some participants may be enrolled students seeking additional competences; others may already be established in a professional career and looking for targeted continuing professional development. Offers may also be relevant for university staff, external learners, civic partners, local communities and other groups, depending on the aims of the course and the policies of the providing institutions.

Across the Alliance, similar learning opportunities may be developed under different institutional names, such as certificates, continuing-education modules, specialisations, nanodegrees or other local formats. EUPeace uses the term “lifelong learning” purposefully as a shared umbrella precisely because it allows partner institutions to work within their own legal, academic and administrative frameworks while contributing to a common Alliance purpose.

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## 2. EUPEACE LIFELONG LEARNING: A CONCEPT

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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 deliver 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.

However, the **Alliance encourages all universities** to develop (and co-develop) their lifelong learning offers in very close conformity with the official [European Approach to Micro-credentials](#). This, in turn, has closely informed the development of this EUPeace Guide.



### EUPeace Lifelong Learning: A Mission Statement

- EUPeace will foster the competences of lifelong learners, in line with the European policy framework on skills development.
- EUPeace will experiment with innovative themes and formats that anticipate future educational needs, such as modular and stackable micro-credentials.
- EUPeace 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.
- EUPeace aims to foster and facilitate collaboration between institutions by encouraging the co-design and co-teaching of lifelong learning offers.

### EUPeace Lifelong Learning: Basic Principles

- EUPeace defines its lifelong learning offers as short-term learning opportunities, generally (but not exclusively) ranging between 1 and 30 ECTS – or the equivalent workload. A lifelong learning offer should be completable within a semester, but it can also be flexibly extended over more than one semester (in the case, for example, of certificates in several parts).
- EUPeace lifelong-learning offers should culminate in a set of assessed competences. They are recognised 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. Current lifelong learning offers at EUPeace universities 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 relabelled and adapted to become EUPeace lifelong learning offers (depending on local policies and frameworks). However, the Alliance will prioritise the development of new offers.

### EUPeace Lifelong Learning: A Definition

- **Delivering Institutions:** EUPeace lifelong-learning offers may be developed by a single university or jointly by multiple partner institutions.
- **Quality Assurance:** EUPeace institutions should conduct their own internal quality assurance in order to ensure that the lifelong learning offer is in conformity both with this Guide and with the European Approach to Micro-credentials.
- **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 maximise accessibility across the Alliance.
- A balance will be sought between virtual collaboration and physical exchange, with the aim of maximising 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 welcomed to maximise 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 organisational 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/or 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, 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.

#### A Common Recognition Framework for EUPeace Lifelong Learning Offers:

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

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### 3. OBJECTIVES

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EUPeace aims to develop lifelong learning opportunities across the Alliance as a way to foster the competences of learners at different stages of their academic, professional and personal pathways.

Within EUPeace, lifelong learning is understood as a broad framework for flexible, accessible and high-quality learning opportunities, addressed both to university communities and to wider audiences beyond academia. These offers are intended to respond to new and emerging societal needs and to contribute to the Alliance's wider mission of promoting peace, justice and inclusive societies through education.

EUPeace lifelong learning offers may be organised through online, blended or in-person formats. Where relevant, they may combine virtual collaboration with physical exchange, allowing learners to benefit from the expertise, diversity and transnational dimension of the Alliance.

These offers are being progressively published on the Alliance's shared online [Course Repository](#) of joint learning opportunities. This repository will make visible the lifelong learning activities and joint curriculum elements developed within EUPeace, as well as relevant existing teaching units offered across the Alliance.

#### Objectives

In line with the goals the Alliance has set itself:

- By October 2025, EUPeace aims to have created an initial set of 10 to 15 lifelong learning courses across the Alliance, corresponding approximately to 1 to 2 units per institution.
- By October 2027, the Alliance aims to expand this portfolio to around 30 to 40 lifelong learning courses, corresponding approximately to 3 to 4 units per institution.
- EUPeace aims to enrol around 10 to 20 learners or participants per programme each year.
- On average, the Alliance aims to reach around 540 participants per year through these offers.

#### Staff Training and Capacity-Building

The development of lifelong learning offers will be supported by staff training and capacity-building activities across the Alliance.

A key priority is to support teaching staff in the internationalisation of curricula and in the design of educational approaches for blended and virtual European exchange. This will contribute to the development and implementation of high-quality lifelong learning opportunities in line with European policy on skills development and learning recognition.



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## 4. DEVELOPMENT AND APPROVAL PROCESS

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### Existing Offers:

1. The Education Board has approved the Alliance's current list of lifelong learning offers.
2. Academics 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 section A3, 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.

### New Offers (involving a single institution):

1. Academics proposing a new lifelong learning offer involving a single institution shall adhere to the established internal processes, regulations and timelines of their home institution. The development of a new lifelong learning offer will therefore require advance planning, including academic, administrative and financial considerations.
2. At an early stage of development, academics should ensure that the proposed offer demonstrates a clear added value in the context of the EUPeace, in particular with regard to its thematic relevance, target group(s), and contribution to the Alliance's mission and values.
3. Where appropriate, academics are encouraged to informally consult the Alliance Team working on Lifelong Learning during the concept development phase in order to:
  - verify the suitability of the proposed offer for Alliance-level delivery;
  - identify potential overlaps or synergies with existing or planned lifelong learning offers.
4. Clarify expectations regarding scope, format and certification. Academics interested in developing and offering their lifelong learning course for EUPeace are asked to complete the lifelong learning course proposal form with as much information as possible about the proposed offer. Particular attention should be paid to the description of internal institutional quality assurance and approval procedures, including the stage reached and indicative timelines.
5. The completed proposal form should be submitted to the Alliance Team working on Lifelong Learning<sup>1</sup>, which may, where appropriate, request clarifications or minor revisions prior to forwarding the proposal for formal approval.
6. The Alliance Team working on Lifelong Learning will conduct an intermediate validation step during the course development phase. This validation aims to ensure the feasibility, strategic alignment and suitability of the proposal before institutions invest additional time and

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<sup>1</sup> September 2026: Dr Robert Craig, at [eupeace.wp2@uni-giessen.de](mailto:eupeace.wp2@uni-giessen.de)



resources. Only proposals that successfully pass this intermediate validation will proceed to the formal approval phase by the Education Board.

7. In order to be developed, delivered and advertised as a lifelong learning offer on the level of the Alliance, the proposed course shall be submitted for approval to the Education Board. Approval shall take place in close coordination with the Quality Assurance Board and, where appropriate, in strategic coordination with the Steering Committee.
8. Following Alliance-level approval, the proposing institution shall confirm its readiness to implement the offer as described in the approved proposal, including arrangements for delivery, assessment and certification.
9. Only lifelong learning offers that have received formal approval and confirmed implementation readiness may be labelled, communicated and promoted as EUPeace lifelong learning offers.

#### **New Offers (involving two or more institutions):**

1. Academics intending to develop a new lifelong learning offer involving two or more institutions are encouraged to contact the Alliance Team working on Lifelong Learning at an early stage with an initial project proposal<sup>2</sup>. This initial proposal should outline the basic concept of the offer, the envisaged partner institutions, and the intended scope and format.
2. The Alliance Team working on Lifelong Learning will support the initiation of joint lifelong learning offers by helping to organise and mediate contact and networking within the Alliance, and may, where appropriate, assist in identifying additional partner institutions or relevant expertise.
3. During the concept development phase, academics should ensure that their proposed joint offer demonstrates clear added value through inter-institutional cooperation, for example through complementary academic expertise, shared teaching responsibilities, or increased accessibility for learners across the Alliance.
4. Academics should ensure that all participating institutions are willing and able to approve and support the joint development and delivery of the lifelong learning offer in the context of the EUPeace Alliance. The joint development of such offers will therefore require advance planning, including coordination of internal approval procedures and timelines across institutions.
5. Where appropriate, participating institutions are encouraged to clarify roles and responsibilities at an early stage, in particular with regard to academic coordination, teaching contributions, administrative support, assessment arrangements and certification.
6. Academics interested in developing this new lifelong learning offer for EUPeace are asked to complete the lifelong learning course proposal form with as much information as possible

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<sup>2</sup> September 2026: Dr Robert Craig, at [eupeace.wp2@uni-giessen.de](mailto:eupeace.wp2@uni-giessen.de)

about the proposed offer, clearly indicating the respective contributions and responsibilities of each participating institution.

7. The completed proposal form shall be submitted to the Alliance Team working on Lifelong Learning, which may, where appropriate, request clarifications or revisions prior to submission for formal Alliance-level approval.
8. The Alliance Team working on Lifelong Learning will conduct an intermediate validation step during the development of joint offers. This step will ensure strategic alignment, feasibility across partner institutions, and prevent unnecessary investment of time and resources in proposals. Only proposals that pass this intermediate validation may proceed to the formal approval stage by the Education Board.
9. In order to be offered and advertised as a lifelong learning course on the level of the Alliance, the course shall be submitted for approval to the Education Board. Approval shall take place in close coordination with the Quality Assurance Board and, where appropriate, in strategic coordination with the Steering Committee.
10. Following Alliance-level approval, the participating institutions shall confirm their readiness to implement the joint offer as described in the approved proposal.
11. Only joint lifelong learning offers that have received formal approval and confirmed implementation readiness may be labelled, communicated and promoted as EUPeace lifelong learning offers.

## 5. ANNEX: LIFELONG-LEARNING COURSE PROPOSAL FORM

This document serves to compile the necessary information for decisions by the boards of EUPeace – 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 Quality Assurance and Approval:

If this lifelong learning offer **already** exists, which internal institutional quality assurance and 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 by standard university funding sources, 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 subsidised?

**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;
- Any further documents relevant and pertinent to your application, which may assist the Alliance in making a decision about the proposed offer.

