

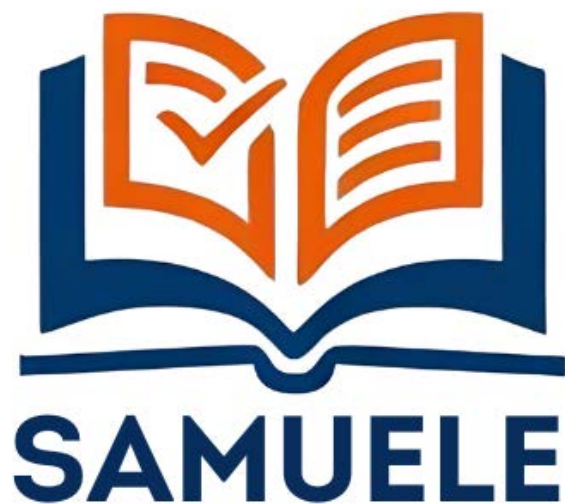
# MATRIX FROM THE SAMUELE UNIVERSITY LIFELONG LEARNING NATIONAL SURVEY

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Overview of National Context for ULLL								
Country	National policy or strategy for ULLL	National regulations or legislation for ULLL	National definition of ULLL	Effectiveness of national policy/strategy/legislation	Main public bodies or authorities regulating ULLL	National quality standards or mechanisms for ULLL	Stakeholders Universities Collaborate with in ULLL	Overall Effectiveness of national approach to ULLL
Austria	Partially	No	Yes	Moderately effective	Bundesministerium für Unterricht, Kunst und Kultur; Bundesministerium für Wissenschaft und Forschung; Bundesministerium für Arbeit, Soziales und Konsumentenschutz; Bundesministerium für Wirtschaft, Familie und Jugend, Mag. Edith Winkler	No	Regional/local authorities, Employers/private sector, Civil society organizations	Moderately effective
Belgium	Yes	Yes	No	Minimally effective	Minister of Education and Minister of Higher Education	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Other universities or educational institutions	Moderately effective
Croatia	Partially	No	No	Very effective	The Agency for Vocational Education and Training and Adult Education is responsible for implementing the LLL Strategy, and the Government is responsible for the Strategy as such.	Yes	Employers/private sector	Moderately effective
Denmark	Yes	Yes	Yes	Moderately effective	The Ministry of Higher Education and Science, The Danish Agency for Higher Education and Science, The Danish Accreditation Institution	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Other universities or educational institutions	Slightly effective
Estonia	Partially	Yes	No	Extremely effective	Ministry of Education and Research	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions	Very effective
Finland	Yes	No	Yes	Moderately effective	Ministry of education and culture	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions	Moderately effective
France	Yes	Yes	Yes	Very effective	State, regions, employers' and employees' organizations	Yes	Regional/local authorities, Employers/private sector, Other universities or educational institutions	Slightly effective
Germany	Partially	Yes	Yes	Minimally effective	Ministeries, different one depending on the federal state. In Baden-Württemberg - Ministry of Science, Research and Arts (MWK)	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions	Slightly effective
Hungary	No	No	No	Moderately effective	National Ministry for Culture and Innovation	Yes	Regional/local authorities, Employers/private sector, Civil society organizations, Other universities or educational institutions	Slightly effective
Ireland	Partially	Yes	No	Moderately effective	Higher Education Authority; Quality and Qualifications Ireland (incl National Framework of Qualifications); Government of Ireland's Department of Further and Higher Education, Research, Innovation and Science	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions	Moderately effective
Italy	Yes	Yes	Yes	Moderately effective	National level formal recognition in HE and LLL field, Regional level formal and informal in vocational and qualification field, Universities and academic organisation - LLL and formal recognition (hard and soft skills)	Yes	Regional/local authorities, Civil society organizations, Other universities or educational institutions	Moderately effective
Netherlands	Partially	No	No	Minimally effective	Ministry of Education, Culture and Science; The Universities of the Netherlands, UNL	No	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Other universities or educational institutions	Moderately effective

Portugal	Yes	Yes	No	Minimally effective	Ministry of Work and Solidarity and Social Security	No	Employers/private sector, Civil society organizations	Slightly effective
Spain	Partially	No	Yes	Minimally effective	Ministry with competences in Universities.	Yes	Regional/local authorities, Employers/private sector, Other universities or educational institutions	Slightly effective
Sweden	Yes	Yes	No	Moderately effective	n/a	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Other universities or educational institutions	Moderately effective
Switzerland	No	Yes	Yes	Very effective	SEFRI: national state secretariat for training, research and innovation, national level: Swiss universities (conference of rectors), regional level: Triangle Azur (alliance of three French speaking regional universities) and Cantonal Governments, local level: Universities, Polytechnics and Universities of Applied Science	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions	Moderately effective
Turkey	Partially	No	No	Moderately effective	In Turkey, there are no authorities specifically dedicated only to regulating University Lifelong Learning (ULLL). But several public bodies oversee lifelong learning broadly and higher education activities, which include ULLL indirectly. Main responsible entities are: Council of Higher Education (YÖK), Ministry of National Education (MoNE) – Directorate General for Lifelong Learning, Universities and their Continuing Education Centers (SEMs), Vocational Qualifications Authority (MYK) (less central to ULLL)	Yes	Employers/private sector, Trade unions and professional associations	Moderately effective
UK	Partially	No	No	Very effective	Higher Education in the UK is regulated by: the Office for Students (OFS) in England and Northern Ireland; the Scottish Funding Council (SFC) in Scotland; and, Wales is regulated by Mehr (The Commission for Tertiary Education and Research).	Yes	Regional/local authorities, Employers/private sector, Trade unions and professional associations, Civil society organizations, Other universities or educational institutions, this varied enormously across the different institutions	Moderately effective

## SUMMARY OF COLLECTED DATA

Overall Results for 18 Countries	1. Partially - 50%	1. Yes - 56%	1. No - 56%	1. Moderately effective - 44%	<ol style="list-style-type: none"> <li>1. Ministries of education and higher education</li> <li>2. Agencies for vocational and adult education</li> <li>3. Higher education authorities and accreditation bodies</li> <li>4. Regional and federal authorities</li> <li>5. Government departments for labor, social affairs, and employment</li> <li>6. Universities and academic organisations</li> <li>7. Stakeholder Organisations</li> <li>8. National Councils and directorates for lifelong learning</li> <li>9. Public agencies for research and innovation</li> <li>10. No dedicated ULLL authority (indirect regulation)</li> </ol>	Yes - 83% No - 17%	<ol style="list-style-type: none"> <li>1. Employers/private sector - 94%</li> <li>2. Regional/local authorities - 83%</li> <li>3. Other universities or educational institutions - 78%</li> <li>4. Trade unions and professional associations - 61%</li> <li>5. Civil society organizations - 56%</li> </ol>	<ol style="list-style-type: none"> <li>1. Moderately effective - 61%</li> <li>2. Slightly effective - 33%</li> <li>3. Very effective - 6%</li> <li>4. Extremely effective - 0%</li> <li>5. Not at all effective - 0%</li> </ol>
	2. Yes - 39%	2. No - 44%	2. Yes - 44%	2. Minimally effective - 28%				



Financing of ULLL				
Country	Funding sources for ULLL	Financial incentives for HEIs	Financial incentives for learners	Sufficiency of ULLL funding
Austria	National government funding, EU or international funding programmes	No	No	Not at all sufficient
Belgium	National government funding, Regional/local government funding	Yes	No	Not at all sufficient
Croatia	National government funding, Regional/local government funding, Student fees	No	Yes	Somewhat efficient
Denmark	National government funding, Private sector partnerships, Student fees	Yes	Yes	Not at all sufficient
Estonia	EU or international funding programmes, Private sector partnerships, Student fees	Yes	Yes	Somewhat efficient
Finland	National government funding, Regional/local government funding, EU or international funding programmes, Private sector partnerships, Student fees	No	No	Somewhat efficient
France	National government funding, Regional/local government funding, Private sector partnerships	Yes	Yes	Somewhat efficient
Germany	Student fees, National government funding	Yes	Yes	Somewhat efficient
Hungary	National government funding, EU or international funding programmes, Student fees	Yes	Yes	Not at all sufficient

<b>Ireland</b>	National government funding, Private sector partnerships, Student fees	Yes	Yes	Somewhat efficient
<b>Italy</b>	National government funding, Regional/local government funding, EU or international funding programmes, Private sector partnerships, Student fees	Yes	Yes	Not at all sufficient
<b>Netherlands</b>	Regional/local government funding, Private sector partnerships, Student fees	Yes	No	Not at all sufficient
<b>Portugal</b>	EU or international funding programmes	No	No	Not at all sufficient
<b>Spain</b>	EU or international funding programmes, Private sector partnerships, Student fees	No	Yes	Not at all sufficient
<b>Sweden</b>	National government funding	No	Yes	Somewhat efficient
<b>Switzerland</b>	Private sector partnerships, Student fees	No	Yes	Not at all sufficient
<b>Turkey</b>	National government funding, Regional/local government funding, EU or international funding programmes, Private sector partnerships, Student fees	No	No	Not at all sufficient
<b>UK</b>	National government funding, Private sector partnerships, Student fees	No	Yes	Not at all sufficient

## SUMMARY OF COLLECTED DATA

<b>Overall Results for 18 Countries</b>	<p>1. Student fees - 72%   2. National government funding - 72%   3. Private sector partnerships - 67%   4. EU or international funding programmes - 44%   5. Regional/local government funding - 39%</p>	<p>1. Yes - 50% 2. No - 50%</p>	<p>1. Yes - 67% 2. No - 13%</p>	<p>1. Not at all sufficient - 61% 2. Somewhat efficient - 39% 3. Fully sufficient - 0%</p>
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ULLL Learners				
Country	Target groups for ULLL	Typical age range of participants	Motivations for learners to participate	Barriers learners face
Austria	Employed professionals	26-45	Career advancement (promotion, salary increase), Personal enrichment, Re-entering workforce after career break, Active citizenship	Lack of time, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Lack of support from their employer
Belgium	Employed professionals, Unemployed professionals, Alumni of HEIs, Older adults (50+), Immigrants/refugees, Individuals without formal HE qualifications	No typical age range	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Re-entering workforce after career break, Active citizenship	Lack of financial resources, Lack of time, Childcare issues, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Lack of confidence to pursue study in HE
Croatia	Employed professionals, Unemployed professionals, Individuals without formal HE qualifications	No typical age range	Career advancement (promotion, salary increase), Enhance employability with new skills for job market	Lack of financial resources, Lack of time, Lack of awareness of available opportunities for ULLL in HE, Lack of support from their employer
Denmark	Employed professionals	No typical age range	Career advancement (promotion, salary increase), Career change, Joy of learning and lifelong curiosity, Meeting own employer's training requirements	Lack of financial resources, Lack of time, Lack of awareness of available opportunities for ULLL in HE, Lack of support from their employer
Estonia	Individuals without formal HE qualifications	No typical age range	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Active citizenship	Lack of financial resources, Lack of time, Lack of guidance, Lack of support from their employer
Finland	Employed professionals, Unemployed professionals, Alumni of HEIs, Older adults (50+), Immigrants/refugees, Individuals without formal HE qualific	No typical age range	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Re-entering workforce after career break, Active citizenship	Lack of financial resources, Lack of time, Childcare issues, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Technical barriers (lack of digital skills, access to devices, etc.), Lack of support from their employer, Lack of confidence to pursue study in HE
France	Unemployed professionals	No typical age range	Career advancement (promotion, salary increase), Career change, Re-entering workforce after career break	Lack of time, Lack of guidance, Lack of confidence to pursue study in HE
Germany	Employed professionals, Unemployed professionals, Alumni of HEIs, Older adults (50+), Immigrants/refugees, Individuals without formal HE qualific	30-55	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Re-entering workforce after career break	Lack of financial resources, Lack of time
Hungary	Individuals without formal HE qualifications	25-55	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Meeting own employer's training requirements, Re-entering workforce after career break	Lack of financial resources, Lack of time, Lack of guidance, Lack of support from their employer, Lack of confidence to pursue study in HE
Ireland	Employed professionals, Unemployed professionals, Alumni of HEIs, Older adults (50+), Individuals without formal HE qualifications	30-55	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Re-entering workforce after career break	Lack of financial resources, Lack of time, Childcare issues, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Technical barriers (lack of digital skills, access to devices, etc.), Lack of support from their employer, Lack of confidence to pursue study in HE
Italy	Immigrants/refugees	No typical age range	Career advancement (promotion, salary increase), Career change, Active citizenship	Lack of financial resources, Technical barriers (lack of digital skills, access to devices, etc.)

<b>Netherlands</b>	Employed professionals, Unemployed professionals, Alumni of HEIs	35-55	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity	Lack of financial resources, Lack of time, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Lack of support from their employer
<b>Portugal</b>	Alumni of HEIs	No typical age range	Enhance employability with new skills for job market	I do not know
<b>Spain</b>	Employed professionals	35-45	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market	Lack of financial resources, Lack of time, Lack of guidance
<b>Sweden</b>	Employed professionals, Unemployed professionals	No typical age range	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Re-entering workforce after career break	Lack of financial resources, Lack of time, Lack of support from their employer
<b>Switzerland</b>	Employed professionals, Alumni of HEIs	30-50	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Re-entering workforce after career break	Lack of financial resources, Lack of time, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Lack of support from their employer, Lack of confidence to pursue study in HE
<b>Turkey</b>	Employed professionals	25-40	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment	Lack of financial resources, Lack of guidance, Lack of support from their employer
<b>UK</b>	Employed professionals, Unemployed professionals, Alumni of HEIs, Older adults (50+), Immigrants/refugees, Individuals without formal HE qualific	No typical age range	Career advancement (promotion, salary increase), Career change, Enhance employability with new skills for job market, Personal enrichment, Joy of learning and lifelong curiosity, Meeting own employer's training requirements, Re-entering workforce after career break, Active citizenship, Keeping up to date within your profession (e.g., healthcare practices, guidelines, or innovations)	Lack of financial resources, Lack of time, Childcare issues, Lack of awareness of available opportunities for ULLL in HE, Lack of guidance, Technical barriers (lack of digital skills, access to devices, etc.), Lack of support from their employer, Lack of confidence to pursue study in HE, Different issues for different groups but all apply to varying degree (I can provide a breakdown of responses)

## SUMMARY OF COLLECTED DATA

<b>Overall Results for 18 Countries</b>	<p>1. Employed professionals - 72%    2. Unemployed professionals - 50%    3. Alumni of HEIs - 44%</p> <p>4. Individuals without formal HE qualifications - 44%</p> <p>5. Older adults (50+) - 28%    6. Migrants/refugees - 28%</p>	<p>1. No typical age range - 56%</p> <p>2. Mid-career (30-55) - 44%</p> <p>3. Early career (25-30) - 17%</p>	<p>1. Career advancement (promotion, salary increase) - 94%</p> <p>2. Career change - 83%</p> <p>3. Enhance employability with new skills for job market - 78%</p> <p>4. Personal enrichment - 61%</p> <p>5. Re-entering workforce after career break - 56%</p> <p>6. Joy of learning &amp; lifelong curiosity - 50%</p> <p>7. Meeting own employer's training requirements - 44%</p> <p>8. Active citizenship - 33%</p>	<p>1. Lack of financial resources - 83%</p> <p>2. Lack of time - 83%</p> <p>3. Lack of guidance - 67%</p> <p>4. Lack of support from their employer - 67%</p> <p>5. Lack of awareness of available opportunities for ULLL in HE - 50%</p> <p>6. Lack of confidence to pursue study in HE - 39%</p> <p>7. Childcare issues - 22%</p> <p>8. Technical barriers (lack of digital skills, access to devices, etc.) - 22%</p>
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ULLL Offerings				
Country	Types of ULLL offerings	Modes of delivery	Alignment with labour market needs	Pedagogical approaches used
<b>Austria</b>	Part-time credit-bearing courses, CPD courses, Continuing education programmes, Open and distance learning programmes, Apprenticeships	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Outreach delivery	Yes	Online/blended learning, Work-based learning, Competency-based learning, Recognition of prior learning (RPL), RPL has become more important since 2022
<b>Belgium</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials, Apprenticeships	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery	Yes	Online/blended learning, Work-based learning, Competency-based learning, Recognition of prior learning (RPL)
<b>Croatia</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Open and distance learning programmes	Blended learning, Face-to-face classroom delivery in HEIs	Yes	Online/blended learning, Work-based learning
<b>Denmark</b>	Part-time credit-bearing courses, Continuing education programmes, Executive education, Micro-credentials	Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery	Partially	I couldn't say which is most common.
<b>Estonia</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Yes	Online/blended learning, Competency-based learning, Recognition of prior learning (RPL)
<b>Finland</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials, Apprenticeships	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Yes	Online/blended learning, Work-based learning, Competency-based learning, Recognition of prior learning (RPL)
<b>France</b>	Short non-credit bearing courses, Continuing education programmes, Executive education, Open and distance learning programmes, Apprenticeships	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs	Partially	Online/blended learning, Work-based learning, Recognition of prior learning (RPL)

<b>Germany</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Partially	Online/blended learning, Work-based learning, Competency-based learning, Recognition of prior learning (RPL)
<b>Hungary</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Open and distance learning programmes, Micro-credentials, Apprenticeships	Online learning (synchronous), Blended learning, Face-to-face classroom delivery in HEIs	Yes	Online/blended learning, Work-based learning, Competency-based learning
<b>Ireland</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials, Apprenticeships	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Yes	Online/blended learning, Work-based learning, Recognition of prior learning (RPL)
<b>Italy</b>	Continuing education programmes, Open and distance learning programmes	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs	Partially	Recognition of prior learning (RPL)
<b>Netherlands</b>	Short non-credit bearing courses, Part-time credit-bearing courses, Continuing education programmes, Executive education, Open and distance learning programmes	Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery	Partially	Work-based learning, Competency-based learning, Recognition of prior learning (RPL)
<b>Portugal</b>	Short non-credit bearing courses, Part-time credit-bearing courses, Continuing education programmes	Online learning (synchronous), Online learning (asynchronous), Blended learning	Partially	Online/blended learning, Competency-based learning
<b>Spain</b>	CPD courses, Continuing education programmes, Open and distance learning programmes	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs	Partially	Online/blended learning
<b>Sweden</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Open and distance learning programmes, Micro-credentials	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Partially	Online/blended learning, Work-based learning, Competency-based learning

<b>Switzerland</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs	Yes	Online/blended learning, Competency-based learning
<b>Turkey</b>	Short non-credit bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials	Online learning (synchronous), Online learning (asynchronous), Face-to-face classroom delivery in HEIs	Partially	Online/blended learning, Competency-based learning
<b>UK</b>	Short non-credit bearing courses, Part-time credit-bearing courses, CPD courses, Continuing education programmes, Executive education, Open and distance learning programmes, Micro-credentials, Apprenticeships, what is offered differs between universities and across the UK	Online learning (synchronous), Online learning (asynchronous), Blended learning, Face-to-face classroom delivery in HEIs, Workplace delivery, Outreach delivery	Yes	Online/blended learning, Work-based learning, Competency-based learning, Recognition of prior learning (RPL), androgogical approaches!

## SUMMARY OF COLLECTED DATA

<b>Overall Results for 18 Countries</b>	<p>1. Continuing education programmes - 100%</p> <p>2. Open and distance learning programmes - 89%</p> <p>3. Short non-credit bearing courses - 78%</p> <p>4. Part-time credit-bearing courses - 78%</p> <p>5. CPD courses - 78%</p> <p>6. Executive education - 61%</p> <p>7. Micro-credentials - 61%</p> <p>8. Apprenticeships - 39%</p>	<p>1. Blended learning - 94%</p> <p>2. Face-to-face classroom delivery in HEIs - 94%</p> <p>3. Online learning (synchronous) - 83%</p> <p>4. Online learning (asynchronous) - 78%</p> <p>5. Workplace delivery - 50%</p> <p>6. Outreach delivery - 39%</p>	<p>1. Yes - 50%</p> <p>2. Partially - 50%</p> <p>3. No - 0%</p>	<p>1. Online/blended learning - 83%</p> <p>2. Competency-based learning - 67%</p> <p>3. Work-based learning - 61%</p> <p>4. Recognition of prior learning (RPL) - 61%</p>
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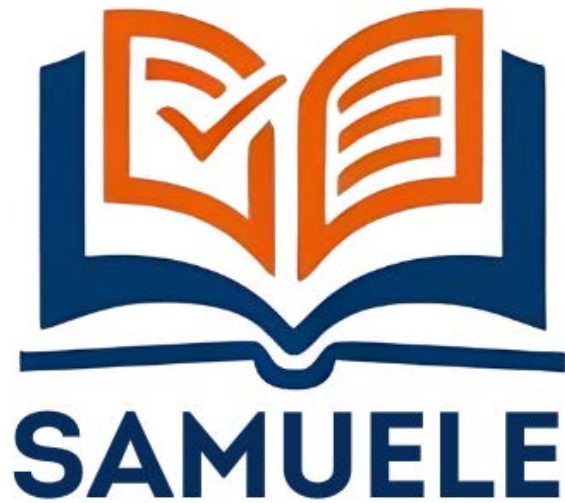
Country	Strategic Outlook			
	Trends influencing ULLL	Biggest challenges facing ULLL	Stakeholders who should play a greater role	Recommendation for change to make ULLL more attractive
<b>Austria</b>	Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Government focus on ULLL, Changing demographics	Insufficient funding, Lack of ULLL culture, Lack of awareness of ULLL among general public	National government, Regional/local government	Awareness for ULLL in general; Micro Credentials in combination with RPL
<b>Belgium</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers, Changing demographics	Insufficient funding, Lack of ULLL culture, Limited recognition of ULLL credentials, Low participation rates, Difficulty in aligning with labour market needs, Lack of awareness of ULLL among employers, Lack of awareness of ULLL among general public, Lack of academic staff training in delivering ULLL courses, Bureaucracy in HEIs, Lack of financial incentives to engage in ULLL	Regional/local government, University leadership, Academic staff in HEIs, Employers, Professional associations, Civil society organisations, General public	Awareness of Policies Regarding ULLL and the Need for Additional Resources
<b>Croatia</b>	Digitalisation and online learning, Upskilling and reskilling due to economic shifts	Insufficient funding, Lack of ULLL culture, Limited recognition of ULLL credentials, Difficulty in aligning with labour market needs, Lack of academic staff training in delivering ULLL courses, Resistance to change in HEIs	University leadership, Academic staff in HEIs, Professional associations	making CPD for teachers and all academic staff compulsory. Building the culture for LLL, why it is important and why Universities should offer it apart from receiving additional funding.
<b>Denmark</b>	Increased collaboration with industry/employers, Government focus on ULLL, Changing demographics	Low participation rates, Bureaucracy in HEIs, Lack of financial incentives to engage in ULLL, National bureaucracy, and a diverse labor market for academic with few cross-cutting needs	National government, University leadership, Academic staff in HEIs, Employers	I would make the legislation more flexible so that there is not such a big difference between ordinary programmes and continuing and further education, and make it possible to study ordinary programmes part time. The possibility to reduce working hours if needed to focus on new learning.
<b>Estonia</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers, Government focus on ULLL, Changing demographics	Insufficient funding, lack of opportunity to be away from work to attend training	National government, Regional/local government, Employers, Professional associations	supporting employers to enable employees to participate in training; financial support mechanism for individualized learning routes
<b>Finland</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers, Government focus on ULLL	Insufficient funding, Lack of financial incentives to engage in ULLL	National government, Regional/local government, University leadership, Trade unions, Civil society organisations, General public	Funding!!! Financing!
<b>France</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts	Lack of ULLL culture, Limited recognition of ULLL credentials, Lack of academic staff training in delivering ULLL courses, Resistance to change in HEIs	University leadership, Academic staff in HEIs, Civil society organisations, General public	Building a lifelong career guidance system; Professional advice, information on training entitlements, flexibility in designing training programs

<b>Germany</b>	Digitalisation and online learning, Demand for micro-credentials and short courses	Insufficient funding, Limited recognition of ULLL credentials, Bureaucracy in HEIs, Resistance to change in HEIs	National government, Regional/local government	Currently, ULLL in Germany often relies on temporary project funding or participant tuition fees, which limits long-term planning, institutional integration, and accessibility. The Community Framework for State Aid for Research and Development and Innovation is frequently used as a justification for the lack of structural investment in ULLL. At present, the commitment to ULLL in Germany is stronger on paper than in actual implementation. A dedicated national funding framework would enable sustainable programme development, strengthen the integration of ULLL within university structures, and foster broader participation—particularly among underrepresented groups. It would also enhance collaboration with regional stakeholders and ensure better alignment with national strategies for lifelong learning and skills development. Reduce bureaucracy and secure stable funding. ULLL in Germany would be more attractive with less administrative burden for both learners and providers, and with long-term funding to ensure flexible, relevant, and high-quality programmes that support career development and lifelong learning goals.
<b>Hungary</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers	Lack of national policy support, Insufficient funding, Limited recognition of ULLL credentials, Difficulty in aligning with labour market needs, Lack of awareness of ULLL among employers, Lack of academic staff training in delivering ULLL courses, Lack of financial incentives to engage in ULLL	National government, Regional/local government, Professional associations	Formulating a relevant Strategy on LLL with a chapter on ULLL; better RVA and efficient + accessible financial tools
<b>Ireland</b>	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers, Government focus on ULLL, Changing demographics	Lack of national policy support, Insufficient funding, Lack of ULLL culture, Lack of awareness of ULLL among employers, Lack of awareness of ULLL among general public, Bureaucracy in HEIs, Resistance to change in HEIs, Lack of financial incentives to engage in ULLL	National government, Regional/local government, University leadership, Academic staff in HEIs, Employers, Professional associations, Trade unions, Civil society organisations, General public	General public targeted communications to build a national culture of LLL; More visibility in the media and online; Systematic funding; more and higher level guidance / career coaching
<b>Italy</b>	Digitalisation and online learning, Upskilling and reskilling due to economic shifts, Changing demographics	Insufficient funding, Bureaucracy in HEIs	National government, Regional/local government, University leadership, Academic staff in HEIs, Civil society organisations	motivations and evaluate the impact of lll process ; explain the "CHANGES OF LIFE" with LLL process (f.e. refugees students)
<b>Netherlands</b>	Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Government focus on ULLL, Changing demographics	Lack of national policy support, Insufficient funding, Lack of ULLL culture, Low participation rates, Lack of awareness of ULLL among employers, Resistance to change in HEIs, Lack of financial incentives to engage in ULLL	National government, Regional/local government, University leadership, Academic staff in HEIs, Employers, Professional associations, Trade unions	Legal task for ULLL institutions, LLL-entitlements; Tailormade, short course as a starter
<b>Portugal</b>	Digitalisation and online learning	Lack of national policy support, Insufficient funding, Limited recognition of ULLL credentials, Lack of academic staff training in delivering ULLL courses, Bureaucracy in HEIs, Lack of financial incentives to engage in ULLL	Academic staff in HEIs, Employers, Professional associations, Civil society organisations	Implementation of flexible learning paths; Co-design programmes with industries to ensure relevance; Encourage broad-based knowledge and lifelong adaptability; Make entry easier for working adults and non-traditional students
<b>Spain</b>	Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Changing demographics	Lack of national policy support, Insufficient funding, Limited recognition of ULLL credentials, Resistance to change in HEIs, Including LLL in the National Qualification Framework, need for a national web for trusted University LLL courses.	National government, Regional/local government, University leadership	Including LLL in the National Qualification Framework; With a main national search database for ULLL.
<b>Sweden</b>	Digitalisation and online learning, Upskilling and reskilling due to economic shifts, Government focus on ULLL	Lack of national policy support, Insufficient funding, Lack of ULLL culture, Difficulty in aligning with labour market needs, Bureaucracy in HEIs, Resistance to change in HEIs, Lack of financial incentives to engage in ULLL	National government	Strong and precise directive by the government to enhance ULLL and with NEW resources so as to avoid zero-sum infighting at individual HEIs; Truly comprehensive portal with relevant information about initiatives.

Switzerland	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers	Lack of national policy support, Insufficient funding, Lack of ULLL culture, Limited recognition of ULLL credentials, Lack of awareness of ULLL among employers, Lack of awareness of ULLL among general public, Lack of academic staff training in delivering ULLL courses, Resistance to change in HEIs, Lack of financial incentives to engage in ULLL	National government, Regional/local government, University leadership, Academic staff in HEIs, Employers, Professional associations	Create an individual learning fund to give the chance to learn to anybody; give (financial) incentives to employers who send their employees to get trainings (as a contribution to enhancing employability of citizens; reinforce the support to adults to get back to learning by stimulating an LLL attitude
Turkey	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts	Lack of national policy support, Insufficient funding, Limited recognition of ULLL credentials, Lack of awareness of ULLL among employers, Lack of academic staff training in delivering ULLL courses, Bureaucracy in HEIs, Lack of financial incentives to engage in ULLL	University leadership, Academic staff in HEIs	I would like to create a specific national ULLL strategy with dedicated funding, quality standards, and incentives for universities to systematically develop lifelong learning programs aligned with labour market needs and social inclusion goals. There would be several actions to make ULLL more attractive for potential learners in Turkey, which refer to make ULLL programs career-relevant, flexible, affordable, well-recognized, and actively promoted — and show learners how it improves their lives.
UK	Digitalisation and online learning, Demand for micro-credentials and short courses, Upskilling and reskilling due to economic shifts, Increased collaboration with industry/employers, Government focus on ULLL, Changing demographics, The greater alignment between work and learning. Employers are increasingly expecting employees to engage in professional learning development to maximise their effectiveness and employees are increasingly expecting employers to provide on-the-job learning opportunities	Lack of national policy support, Insufficient funding, Lack of ULLL culture, Limited recognition of ULLL credentials, Low participation rates, Difficulty in aligning with labour market needs, Lack of awareness of ULLL among employers, Lack of awareness of ULLL among general public, Lack of academic staff training in delivering ULLL courses, Bureaucracy in HEIs, Resistance to change in HEIs, Lack of financial incentives to engage in ULLL, The responses varied by institutions but all were cited across the respondents: other responses include: Lack of systems for dealing with ULLL; Lack of academic time available to deliver ULLL; limited institutional resources (staff, funding, infrastructure) to deal with diverse range of ULLL provision; challenges in integrating ULLL into existing academic structures; insufficient collaboration with industry/employers; lack of national and international policy support (e.g. absence of clear government strategy for ULLL, lack of dedicated funding streams, no framework for stackable learning, lack of incentives for universities to engage in ULLL)	National government, Regional/local government, University leadership, Employers, Professional associations	Create a clear national policy and rationale for ULLL which covers all existing provision types offered across the country and for the diverse range of reasons driving the need for ULLL to encourage universities to put it at the heart of their vision, mission and strategy. UALL is working to achieve this. Diverse range of provision in their area and clear communication about the different types of ULLL available and the reasons for undertaking each of the different forms.

## SUMMARY OF COLLECTED DATA

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Overall Results for 18 Countries</b></p>	<p>1.Upskilling and reskilling due to economic shifts - 83% 2.Digitalisation and online learning - 78% 3.Demand for micro-credentials and short courses - 72% 4.Changing demographics - 50% 5.Increased collaboration with industry/employers - 44% 6.Government focus on ULLL - 44%</p>	<p>1.Insufficient funding - 78% 2.Lack of financial incentives to engage in ULLL - 61% 3.Limited recognition of ULLL credentials - 56% 4.Lack of ULLL culture - 50% 5.Lack of national policy support - 50% 6.Bureaucracy in HEIs - 50% 7.Resistance to change in HEIs - 50% 8.Lack of academic staff training in delivering ULLL courses - 44% 9.Lack of awareness of ULLL among employers - 33% 10.Difficulty in aligning with labour market needs - 28% 11.Lack of awareness of ULLL among general public - 28% 12.Low participation rates - 22%</p>	<p>1.National government - 72% 2. Regional/local government - 67% 3. University leadership - 61% 4. Academic staff in HEIs - 56% 5. Employers - 44% 6. Professional associations - 44% 7. Civil society organisations - 33% 8. General Public - 22% 9.Trade unions - 17%</p>	<p>1. Policy &amp; strategy development (Create national ULLL policy, ULLL strategy with standards, integrate ULLL in national frameworks, legal obligations for ULLL) - 33% 2.Funding &amp; financial support (Dedicated funding frameworks, financial support for learners/employers, funding stability, financial tools, learning funds) - 33% 3.Awareness &amp; visibility (Build LLL culture, raise awareness, promote ULLL publicly, national portals, media engagement) - 28% 4.Access &amp; flexibility (Easier access for adults, short courses, part-time study, flexibility for learners and providers) - 22% 5.Guidance and learner supports (Career advice, guidance systems, RPL support services) - 22% 6.Curriculum &amp; pedagogical innovation (Microcredentials , co-designed programmes, relevant content, adaptable learning paths) - 17% 7.Institutional capacity &amp; staff development (CPD for staff, reduce HEI-level bureaucracy, build internal systems, government coordination across institutions) - 17%</p>
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How is University Lifelong Learning (ULLL) organised across Europe? How are countries doing things compared to other countries?

If you're looking for data or inspiration the **SAMUELE Matrix** offers a comparable overview of the ULLL landscape in Europe in 2025.

