

HOW WAS THE LELLE KIT DEVELOPED?

Rationale of the LELLE project = Reasons behind the LELLE Kit

'One of the basic skills for success in the knowledge society is the ability to learn. With increasingly rapid changes in the work place, in part due to changing technology and as a result of changing societal needs in the context of globalization, citizens must learn to learn in order that they can maintain their full and continued participation in employment and civil society or risk social exclusion. In this context learning to learn is a quintessential tool for lifelong learning and thus education and training needs to provide the learning environment for the development of this competence for all citizens including persons with fewer opportunities (those with special needs and school dropouts), throughout the whole lifespan (including pre-school and adult learners) and across different learning environments (formal, non-formal and informal).' (U. Fredriksson, B. Hoskins, Learning to Learn: What is it and can it be measured? EUR 23432, 2007).

Being successful today, apart from possessing factual knowledge, requires 'soft skills' and certain personality traits that are not taught as part of the primary, secondary and higher education, like Ability to Learn Quickly, Positive Attitude/Motivation and Loyalty. There is a skills gap, or rather a training gap between the skills graduates have and the skills employers seek in their employees. The concept of learning to learn has appeared to be an important one in a number of countries, which is also proven by the fact that EU has also taken certain measures in order to raise awareness of it (competence for lifelong learning has come to the fore at a European policy level since Lisbon 2000, it has been identified as one of the eight key competences mentioned in the recommendation on key competences adopted by the Education Council and the European Parliament in December 2006). Although it is already a well-established idea in some of the participating EU countries (e.g. the Netherlands, Austria), there is still a lack of awareness in the more recent EU member states (e.g. Hungary, Poland).

Project development = Finding proper partners and proposing for funding the elaboration of the LELLE Kit

The University of Pannonia – as the initiator of the project, the applicant organisation – introduced a partner search by consulting their network. Europa Consortium was involved in the search as well to find the best partners to implement the project.

The project partners have been selected after a careful consideration, taking their field of expertise and their experience into account. The partners have all had previous project experience and have successfully conducted and contributed to a number of international projects.

After the successful search, five partners representing four countries started to work together on the project proposal. All of them provided a short overview on the situation of learning skills development in their country, based on which the project outputs and activities could be identified. The LELLE Consortium constitutes of an appropriate mix of countries in terms of how widely spread the concept of training missing learning skills is: Austria and the Netherlands are pioneers in this respect and have already well-established organisations in this field, while Hungary and Poland represent areas, where the concept is yet to be rooted and which will serve as optimal pilot areas for the project.

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The overall goal of the project initiator as well as that of the partner universities is to become more competitive, which can be achieved through a high quality and attractive education offer. By teaching their students the missing learning skills as part of their curricula, HEIs will prepare them for the labour market and also enable them to become a great work force that has no trouble with completing assigned tasks efficiently and effectively at their workplace.

Project implementation = Delivering and testing the content of the LELLE Kit

The modules and content of the LELLE Kit have been developed in three stages:

In stage 1, a [collection of best practices](#) was conducted in two phases

First, desktop research and establishing initial contacts with organisations representing formal and non-formal educational institutions, as well as specialised training agencies were carried out. All relevant organisations, such as schools and universities, enterprises, as well as training agencies were approached via an insight-card. Next, a total of 72 structured interviews across Europe were conducted in order to find out about the (i) importance of the three skill-sets, (ii) areas where the skill-sets are particularly needed, (iii) methods of assessing skill-sets, (iv) applied methods of developing the skill-sets, and (v) methods of evaluating the acquired skill-sets.

In stage 2, the [LELLE Mentor Training materials](#) and the [profiling questionnaire](#) were designed and developed

The training materials include methods of developing and evaluating the selected core skill-sets recommended in the findings of stage 1. Implementation examples with clear objectives and activity descriptions have been elaborated by BEST Institute and the Open University of the Netherlands to provide a guiding framework for university lecturers in integrating the teaching learning skills into their curriculum and instructional programme.

In stage 3, LELLE partners focused on [hands-on experience](#) where the training materials for mentors were piloted

For two semesters in 2016-2017, the University of Pannonia and Wrocław University of Economics provided training to the lecturers on the implementation of the skill-based training materials during their seminars. Students acquired the three core skill-sets via different tasks and activities. More than 200 learners of the Hungarian and the Polish universities were involved in the training of the core skill-sets. Meanwhile, individual coaching meetings were also provided for students to learn how to manage their own learning process. The overall outcome of the pilot was that there is a huge need among students to have such workshops and seminars.

Awareness raising = Dissemination of the LELLE Kit

Partners organised regional dissemination conferences with the aim of introducing the parts and the first achievements and results of the LELLE Kit implementation. The events attracted more than 150 professionals in the countries of the LELLE partners. Feedback was obtained from the participants (students, trainers, mentors, teachers, enterprise representatives, even the Hungarian Police) to deliver the LELLE Kit. The agreed amendments and upgrades were integrated in the demo version, which was tested during a five-day intensive course organised for fellow teachers of the partners (who were not involved in the development of the LELLE Kit parts), the so-called summer camp at Lake Balaton in Hungary.

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The [summer camp](#) offered an intense initiation and familiarization with the demo version of the LELLE Kit. Participants had the opportunity to put their new knowledge into practice in the last day of the summer camp through a trial session with some students. Before this, in the course of the summer camp, 1-1 day was dedicated to present each of the selected core skill-sets. The professional programme started with an introductory session, followed by providing information on the application and measurement of the particular skill-set, as well as the know-how gained during the pilots. Simulated classes also supported the understanding and uptake of the activities and exercises of integrating the development of the skill-sets into curricula. The professional programme of the days ended with moderated feedback sessions, followed by preparations for the trial teaching session. LELLE camp enabled the partners to come together – share and compare feedback from students, teachers and project’s staff in various countries after 2 semesters of testing. It was a unique platform to compare results and more so– try to modify some of the exercises and LELLE KIT items based on the feedback received.

Participants of LELLE camp got the chance to summarize their experiences within the project and compose final remarks when it comes to the implementation of LELLE KIT in various institutions.

The [international conference](#) implemented in Kőszeg, Hungary, provided excellent opportunity to familiarize the LELLE Kit with a wider circle of professional experts.

The LELLE Kit is offered for downloading free of charge but upon registration in the following link: [.....](#)