

Overview of the LELLE Project

Being successful today, apart from possessing factual knowledge, requires 'soft skills' that are not taught at most universities, 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. Higher education institutions and employers should work together to improve this alignment, so universities would be teaching students the skills they will need to succeed in business and industry. Out of the identified important soft skills, our initiation provides a working solution to acquire the skill: "Ability to Learn Quickly". Our project aims to raise awareness in higher education institutions on the skill-deficit in our graduates and the importance to foster the learning to learn culture and integrating the teaching of these learning skills into the curricula.

The main objective of the project was to equip students with learning skills needed for completing their higher education studies, and also for their future employment. We aimed to bridge the training gap by profiling the learning skills of students entering universities and then training them those missing learning skills by integrating the teaching of these skills into the regular HE curricula. as part of their subjects.

The project objectives have been achieved through the collection and analysis of available good practices. Based on that research a student profiling tool and training materials were developed. The developed tools and materials have been tested, students acquired the missing learning skills. The teaching materials were built into the existing curricula of the piloting universities. After a two-semester testing period, the LELLE Kit with all the necessary information on profiling students and teaching learning skills built in any university curricula was revised and developed into a coherent whole elaborated.

Project LELLE has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein. Project number: 2015-1-HU01-KA203-013619