



COMORELP Benchmarking Tool

COMORELP stands for “Collaborative Monitoring of REgional Lifelong learning Policies” (Erasmus+ KA2 Strategic partnerships 2020-1-PL01-KA204-082010) – 01/09/2020-31/08/2023. The project builds on the existing collaboration framework among key regional actors in Europe, with the view to expanding the partnership and developing a transnational interregional Policy Lab (the COMORELP Policy Lab Platform). The Policy Lab will comprise educational and training organisations and networks and will aim to assist and encourage transnational exchange of know-how in the design development and evaluation of lifelong learning initiatives/approaches integrated within Lifelong Guidance (LLG). It focuses on the role of Lifelong Learning (LLL) to support regional innovation policies that are aimed at socially inclusive economic development with a particular attention to disadvantaged adult groups. The project will capitalise on the results of previous initiatives and EU Projects (such as the LLLHub), developing a coherent conceptual and operational framework.

I. Lifelong Learning Strategy and Polices at Regional Level

1. Is there a regional policy for lifelong learning?

- Yes
- Partially yes
- Partially no
- No

2. Is lifelong learning a significant element of the regional development plan or regional strategy?

- Yes
- Partially yes
- Partially no
- No

3. Does the regional policy for lifelong learning cover the following sectors?

Sectors	Yes	No
Formal education (including university, college, etc.)		
Non-formal education		
Informal education		
All age groups		
Vocational education and training		



II. Inter-institutional Coordination and Governance of LLL Policies

4. Do stakeholders, students, and teachers participate in the governance system of lifelong learning?

- Yes
- Partially yes
- Partially no
- No

5. To what extent is there collaboration and coordination between the central and regional levels? If so, which areas do these cover:

Areas	Yes	Partially yes	Partially no	No
Financial				
Administrative				
Other				

III. Cooperation and Partnerships

6. Is there collaboration between the region and the stakeholders from the following areas regarding lifelong learning?

Areas	Yes	No
Abroad / international		
Other regions in the country		

7. Is the region affiliated with any international associations or networks that focus on lifelong learning or specific educational sectors?

- Yes
- No

8. Are there lifelong learning partnerships within the region?

- Yes
- No

9. To what extent do the regional authorities support partnerships for lifelong learning?

- To a very large extent



- To a large extent
- To a medium extent
- To a small extent
- Not at all

10. Do the members of these lifelong learning partnerships represent a wide range of sectors and/or organizations?

- Yes
- Partially yes
- Partially no
- No

IV. Information, Advice, and Guidance for Lifelong Learning

11. Is career guidance readily accessible to all individuals in lifelong learning? Are the following stakeholders' specific needs being considered:

Stakeholders	Yes	Partially yes	Partially no	No
Pupils/students				
Adults				

12. And are stakeholders specific needs considered?

- Yes
- Partially yes
- Partially no
- No

13. Are there any awareness and promotion campaigns in place to support lifelong learning uptake?

- Yes
- No

14. Does the promotion of lifelong learning cover each of the following age groups:

Stakeholders	Yes	No
Children		
Youth		
Adults		
Senior citizens		



V. Identification of Learner Needs and Monitoring Participation

15. Is the participation rate in lifelong learning monitored?

- Yes
- No

16. If so, how often is the monitoring of participation conducted?

- Once a quarter
- Once every six months
- Once a year
- Less than once a year

17. Is the region monitoring emerging needs from the learners' perspectives?

- Yes
- No

18. Is the region monitoring skill demands from the employers' perspectives?

- Yes
- No

VI. Professionalization of Educators and LLL Staff

19. Does the regional authority support the continuing professional development of:

Actors	Yes	Partially yes	Partially no	No
Managerial staff in educational institutions				
Teachers, trainers, and support staff				
Trainers/educators in informal education				

VII. Financial Support for Lifelong Learning

20. Does the regional or public funding support the training of job-related skills?

- Yes
- Partially yes
- Partially no
- No

21. Does the regional or public funding support education and training programs that are not specifically related to job skills?



- Yes
- Partially yes
- Partially no
- No

22. Are there programs or initiatives in place to support:

Actors	Yes	Partially yes	Partially no	No
Learners with special needs (e.g., disabilities, mental health problems)				
Recent immigrants and refugees marginalized groups				
Those unemployed long-term unemployed teens				
Unemployed women				
Senior citizens				
Other categories				

VIII. Green and Digital Transition – Making it Reality

23. Is access to online learning opportunities part of the regional LLL policy?

- Yes
- No

24. Are there quality standards in place to monitor distance learning?

- Yes
- No

25. Are there regional resources to help people access distance learning? If so, are they targeted for:

Actors	Yes	Partially yes	Partially no	No
All age groups?				
People with specific learning needs?				

26. Does the regional strategy include the support of lifelong learning as part of its green transformation?

- Yes
- No

27. Does the region monitor current and future green skills?



- Yes
- No

28. Does the region monitor green jobs demand and supply?

- Yes
- No

29. Do the regional authorities promote education that focuses on environmental sustainability?

- To a very large extent
- To a large extent
- To a medium extent
- To a small extent
- Not at all

IX. Recognition and Validation of Learning

30. Is there a validation system in place for informal learning?

- Yes
- No

31. Has a system such as micro-credentials been implemented for the region?

- Yes
- No

X. Regional Policy Evaluation

32. Are formal evaluation practices for lifelong learning policies in place for the region?

- Yes
- No

33. How frequently are the evaluation activities typically conducted?

- At least once a year
- Every two years
- Less often than every two years

34. Are evaluation reports made available to the public?

- Yes
- No

35. Are evaluations being actively used to inform and improve the lifelong learning policies?

- Yes
- No