This paper outlines key proposals for Inclusion in Lifelong Learning in Higher Education. The challenges of the 21st century makes heavy demands on the educational Institutions who play an important role for the future. Increased university population nowadays does not mean increase in inclusion of disadvantaged groups, like migrants, disable and vulnerable students, low achievers, working students, children of low income or low educated families in most countries, and big efforts are needed to the aim of inclusion of all learners.

The text is organized in three parts: the need of inclusion in Higher Education and the aims of it (equity, personal dignity, labor market returns, upskilling for civic participation), the institutional and organisational measures (further research, flexibility, recognition of qualifications, training of teaching staff, networking, exchange of best practices), and the educational work (career guidance, active learning, peer tutoring, formative assessment), developing innovative strategies and tools for improving the quality of LL at the University for disadvantaged groups.

I consider research results, statistic findings, the suggestions of international Institutions like UNESCO and the professional experience in the daily practice in my university, for improvement of existing not yet inclusive conditions.
Key words: Universities, Inclusion, Lifelong Learning
Palabras claves: Universidades, Inclusión, Aprendizaje Permanente.