

## CASE STUDY: FINAL VERSION

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### University Factsheet

University Title	University of Brest
Location/country	Brest (FRANCE)
Public or private	Public
Year when the institution was founded	1971
Number of overall students of the institution	18107
Degree/non-degree <sup>1</sup>	18107/4680
Number of academic/research and non-academic/administrative staff	660 academics /270 researchers /940 Administrative
Number of faculties	<p>6 faculties:</p> <p>Medicine and Health Sciences</p> <p>Dentistry</p> <p>Arts and Humanities</p> <p>Science and Technology</p> <p>Law and Economics</p> <p>Sport and Physical Education</p> <p>7 institutes:</p> <p>IUEM (European University Institute of the Sea)</p> <p>Brest and Quimper IUT (University Institutes of Technology)</p> <p>IAE (Business Management Institute)</p> <p>IPAG (Institute for General Administration Training)</p> <p>EURIA (European Actuarial Institute)</p> <p>Brittany IUFM (University Institute for Teacher Training)</p> <p>1 Graduate School of</p>

<sup>1</sup> Persons who are involved in non degree courses are not registered as „Students“

\*The case studies have been written in English by non-native English speakers and, in order to retain the original voice of the partners, they have not been edited.

	Microbiology and Food Safety)
Kind of degrees offered (if possible including EQF)	Acces Diploma (4) Diploma of technology (5) Bachelor (6) Master (7) Doctoral (8)
Date of the Case Study	March 2010

## University-specific best practices in relation to the 10 Commitments

Commitments	Best practice from your university's Case Study, if applicable	
	<b>Example Brest (FR)</b>	
1 Embedding concepts of widening access and lifelong learning in their institutional strategies	3.1 (statute) and 3.3 (Goals)	
2 Providing education and learning to a diversified student population	8.1	
3 Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners	4.2 paragraph 4	
4 Providing appropriate guidance and counselling services	8.2	
5 Recognising prior learning	8.2 and 4.2 paragraph 2	
6 Embracing lifelong learning in quality culture		
7 Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning		
8 Consolidating reforms to promote a flexible and creative learning environment for all students		
9 Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes	4.2 paragraphs 3 and 7	
10 Acting as role models of lifelong learning institution	5.5	

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## 1. Basic Information

**Institution:** UNIVERSITY OF BREST (Bretagne Occidentale)

**Country:** FRANCE

### French context:

French regulations have organised adult participation to higher level Life Long Learning on the premise of “integration”. French education code, modified in 1984, and in 2007, has formalised it. From that time, several situations can be observed. Public universities in France have very low tuition fees, and then, adults who want to participate to diploma programs pay the same than as full time students. At the same time, French law organises the adult education (known as “Vocational Continuing Education”) with another legal framework coming from inter-professional agreements, negotiated between organisations of employers and employees. This law put this activity on the market. For unemployed persons, it is a little bit more complicated, because it depends on regional government. More recently, higher-level Education has been opened to work based learning. Today, it is not rare to find in the same university classroom full time initial students, unemployed persons, employees, and also part time “employee-students”, all of them preparing exactly the same diploma, with the same learning outcomes. Each year, an average of 90000 adults prepare a diploma in this framework. Since 2002, these schemes have been completed by the recognition of prior learning procedure, which fully applies to higher-level education and open the possibility to deliver full diploma. On another hand, most of Universities organise short courses, on specific topic, for an average of 250000 attendees/year.

### University of Brest context:

University of Brest (UBO) is a multi-discipline university (excluding and is one of the four universities of Brittany but the only one with this specificity. It welcome more than 20,000 “regular” students each year and more than 5000 trainees on further education courses.

With 2,400 personnel including 660 lecturer-researchers, 940 non-teaching personnel and 270 personnel of research bodies, it is the 5<sup>th</sup> employer of the district of Brest urban area. It is established in 6 training sites: Brest, Quimper, Morlaix, Saint Brieuc, Vannes, and Rennes. It has 21 components part and 38 laboratories.

The main domains at bachelor and master level are :

- Marine and Coastal Sciences
- Humanities and Social Sciences
- Arts, Literature and Languages
- Law, Economics and Management
- Science, Technology, Health
- Sciences and Technology of Sport and Physical Activity

**Staff involved with the Case Study of the institution:**

	<b>First and last Name</b>	<b>Job Title/role</b>	<b>Email</b>
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4	BENEY Michel	Director of the Pedagogical Unit	Michel.Beney@univ-brest.fr

**Staff and other stakeholders involved in the internal group of the University:**

	<b>First and last Name</b>	<b>Job Title/role</b>	<b>Email</b>
1	BOURLES Laurent	Assistant-Director of the UCE Dept.	Laurent.Bourles@univ-brest.fr

**2. Brief Analysis of the Case-Study process (key-questions):**

The case study has been created by the workgroup describe below between January and April 2010. After, it has been circulated and discussed through different councils of the University: the board of directors of the university composed of Vice-rectors and directors of faculties and the steering committee of the UCE Department.

The case study work, and particularly the SWOT analysis, will be used to strengthen our internal policy and the strategy that will be presented in our next quadrennial contract with Ministry (2012-2015).

This version has been completed in accordance to the remarks of our expert visitor, Ulle Kesli.

### 3. Universities LLL-Vision& Mission& goals

#### 3.1. Description of the overall University Vision<sup>2</sup> concerning ULLL

This vision of our institution can be analyzed through its statute, including the statute of its UCE department, but also through the “quadrennial contract<sup>3</sup>” signed with the French ministry of higher education and research (covering 2008-2011). It can be also pointed through the institutional communication, either papers or web site. Regularly, since 1972, one can find official documents, but also actions dedicated to development of adults education and economical development. For example, the statute approved in 2008:

Statute: Art.1 ...”University of Brest participates (contributes to) in the development of the research and in the rising of scientific, cultural and professional level of the nation and citizens, in the regional and national development, in economic growth and in the realization of an employment politic. Finally, it contributes to the reduction of social and cultural exclusion”.

#### 3.2. Mission<sup>4</sup> of the institution towards ULLL?

The institution follows the missions that are defined by the “French Education Act” (code de l’Éducation) for HEI:

« Art. L.123-3. – HE institutions missions are:

- 1° Initial and continuing education;
- 2° Scientific and technological research, diffusion and valorisation of its results;
- 3° Guidance and professional integration;
- 4° Diffusion of Technological and scientific culture
- 5° Participation to the European Higher Education and research area;
- 6° International cooperation »

And also the definition of Continuing Education given by art L.123-4:

“Continuing Education is for all persons engaged or not in active life. It is organised to meet individual or collective needs. It includes the possibility to open basic training (initial education) to adults, and also the set up of professional or specific cultural trainings.”

The first mission can be translated by LLL but not always in an integrated view. Nevertheless, it is the first mission in the list!

The reader must have in mind the fact that the French continuing education system and organisation is shared between several stake-holders, mainly the “employment” stake-holders, the “Regional” and stake-holders and the Education stakeholders. From a labour point of view, there is a national system for adult continuing education based on an agreement between social partners and conveyed in laws by Parliament and in the “Labour act”. An important issue of this is the financing scheme of continuing education but also the decision circuit. Continuing education is so under double **responsible** authorities and is on the market. Higher Education Institutions are in competition with

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<sup>2</sup> **Vision:** Defines in a few words the desired or intended future state of the institution in terms of its fundamental objective and/or strategic direction in a long term view.

<sup>3</sup> “**Quadrennial contract**” Each four years, all Higher Level Institution have to prepare, and to present its strategy in terms of courses, diplomas, research activities and organisation, management of human resources, IT development, its new projects... to the Ministry in charge of these questions. An evaluation of the previous contract is done at the same time. The university has also to estimate the cost of all its propositions. Then a negotiation occurs between the Ministry and the University. At the end, a contract is established for the next four years (with all the accepted propositions and the funds dedicated) and formally signed.

<sup>4</sup> **Mission:** defines the fundamental purpose of the institution, basically describing why it exists and what it does to achieve its Vision.

several other actors (either commercial or non for profit organisations). This appears specifically for short courses but more and more for the preparation of diplomas.

To complete this overview of our missions, we must include also all the cultural activities, together with “intergenerational university” (also called “university of free time”) and public conferences on several subjects such as history, social activities, and public health.... All these activities are not considered in the scope of the UCE department, but are involved in the concept of LLL. There are funded by public grants.

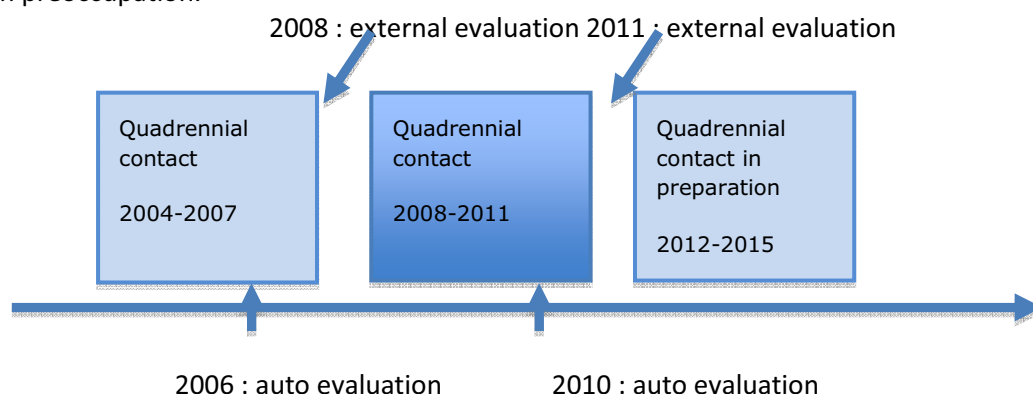
### 3.3. Goals<sup>5</sup> of the institution towards ULLL and schedule for these goals

These missions are developed and contracted in a formal act, signed each four years, with the Ministry of HE&R. We can read in the last one, signed in 2008 that development of the quality of LLL services is one of the objectives of the institution and that seven action points are pointed out:

1. To develop Welcoming, information, counselling and tutoring of adults who want to resume their studies
2. To develop pedagogical innovations inside training curricula
3. To secure and optimize recognition and accreditation of prior learning process
4. To facilitate professional integration of adult trainees
5. To develop international mobility of trainees and staff:
6. To make training offer more readable and easy to understand, using learning outputs description and diploma supplement.
7. To widened participation and equality

As we will see in the next points, most of theses missions are really implemented, goals are partly reached, mainly because of the constant political support at institutional level, but we have also to notice a lack of support from regional authorities, in charge, in France, of the Continuing Vocational Education policies. This is very specific and difficult to manage for Higher Level Education in some regions, specifically in Brittany. We have some good results because of our connection with some professional stakeholders and also with the third sector.

These goals are not completely new for our institution. The UCE department has been created in 1973, but nothing is definitively acquired. The quadrennial contract gives us some qualitative and quantitative objectives for all the seven points. We are doing the auto-evaluation and we will be evaluated at the end of 2010 by the national quality Agency (AERES). We have to say that LLL is not their main preoccupation.



<sup>5</sup> **Goals:** what do we want really? There are a lot of ‘similar’ words in a strategic planning activity: desired end states, plans, policies, goals, objectives, strategies, tactics and actions.

### **3.4. Amongst these goals, please choose the 3 LLL priorities for the next coming years until 2015**

Our top 3 LLL Priorities would be: 1, 2 and 3.

1. To develop Welcoming, information, counselling and tutoring of adults who want to resume their studies.
2. To develop pedagogical innovations inside training curricula
3. To secure and optimize recognition and accreditation of prior learning process

As we are at the auto-evaluation stage of the current “quadrennial contract”, we have to define more precisely our goals in respect with our SWOT analysis.

## **4. LLL-path of your institution**

### **4.1 Description of the process and progress on the LLL-path of the institution over the last 10 years.**

Over the 10 last years, our institution has made real progress on several points, including adaptation of the university to Adults learners with adapted training curricula, RPL, description of diplomas and curricula,.. The result is a growing number of trainees, more incomes, staff development, and real recognition of ULLL as a mission of the University.

To our vision, a time graph would be regularly rising because of a constant support of the staff of the university and specifically the 3 successive rectors.

### **4.2 Key incidents/highlights/achievements during these 10 years**

It is quite difficult to identify key incidents because, there is no one in our memory but it’s easier to find highlights and decisions that have had positive effect on LLL in our University (in chronological order):

1. National contest for UCE development organised by French Ministry of HE in 1999: University of Brest was one of the selected projects and “has won” 3 teachers positions and 100 000 €. The consequence has been recognition of the quality of our organisation at internal and external level. The result was a new organisation and new statutes for the UCE department (2001) and also a best coordination at regional level with the 3 other universities of Brittany.
2. Implementation of the different French regulations concerning on APL (1992 law, 2002 law) with European Social Funds (ESF) participation (2000-2007). University of Brest has made its first collective RPL action in 1996 for a bank and has implemented a procedure used 5 years after to implement the 2002 APL law, creating “VAE” and REVA (Reprise d’Etudes et Validation des Acquis for “Resumption of Studies and Recognition of Prior Learning”) Office. In 2009, we have design a specific procedure for the first demand received for a PHD degree. It was an important moment for us because it’s one of the first time in France that the highest HEI degree was delivered by RPL procedure. It’s really a “symbolic” event.
3. Design of curricula that meet professional needs and based on learning outputs (2000, 2002, 2007, 2009): eg. Professional bachelor created for Bank counsellors, with manager of human resources, High Environmental Quality for building Bachelor created with



professional organizations, public stakeholders... all these new curricula have been designed with a strong partnership with professional.

4. Better knowledge of the “adults students” included with “initial” or full time students in faculties. We have build, after several discussions and presentation to different university councils, a University level regulation (2004) for participation of adults coming back to university. We have described the administrative and pedagogic process, the cost and financial arrangements with faculties...
5. The creation of language certification centre (TOEIC, Cambridge, French as foreign language...) (2005). This centre is very active and more than 1500 persons have come to Brest, and most of them are very young ...this year. It’s clearly a very good communication media for the entire university, but also for the UCE department that can show its professionalism.
6. The creation, just after last local elections in 2007, of an office in charge of qualification of elected persons in all area of competencies required by their new position and responsibility. We design very short courses, (1 or 2 days max) at different level. The result was higher that we could never expect with more than 1500 attendees (over the 4500 people possibly concerned in our “département”<sup>6</sup>). As for the Certification Centre, it is also a good “marketing” operation, because most of the attendees are local stakeholders.
7. Development of work based curricula (2008). Following the same process than for previous points, we have organized the procedure with internal regulation and created an office for “work based learning management”, inside the UCE department. Several professional bachelors and masters (of management, of software design,...) have been organized on this base (Work based pedagogy) by this office, mainly in faculties.
8. The official creation of a new action, dedicated to development of ULLL at regional level in the cluster combining 23 higher education and research institutions all over Brittany (Université Européenne de Bretagne [www.eub.eu](http://www.eub.eu)) can be seen as one consequence of this first point. Université of Brest is responsible of this activity that has started in June 2009.

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<sup>6</sup> Our “département” is an administrative area, called Finistère.

### 4.3 Obstacles and challenges met (solved/unsolved problems/failures) during these 10 years

The challenge was to develop the activity and impact of the UCE in the area of Brittany. If we compare the situation, in term of activity and budget, we can consider that the progression is real:

Indicators	1999	2004	2008
Number of adults involved in short courses	3223	2835	4680
Number of adults preparing diploma studies (B, M or D)	505	1131	1614
Number of exams for language certifications	0	904	1631
Number of RPL juries (B, M, D)	146	405**	203**
Number of Hours/trainees	302 000	367 000	416 000
Incomes	1,59 M€	2,66 M€	2,94 M€

\* Recognition of professional experience only (law of 1993)+ VAP 1985 decree

\*\* Recognition of prior learning (law of 2002)+ VAP 1985 decree

Short courses have more and more participants, but they are very dependant of economic activity. We have designed a new offer dedicated to new elected persons in local elections in 2008. The result is a dramatic increasing of the number of attendees this year, but elections take place only every 5 or 7 years...

At UBO, we have focus on diploma studies. We can see the result as the figure is also increasing. We can say that the development and quality assurance for this activity, part of our public mission, is our main objective since several years, together with RPL as a complementary tool. The number of RPL jury is like the number of short courses, very dependant of economic situation. We have done more than 1500 juries since 2000, so, in our area, 150 to 200 per year would be the average for the future.

The obstacles are quite easily identified:

1. A lack of availability or/and interest from university teachers and/or researchers, without progress today... not solved
2. A real difficulty to have a good connection with regional government, in charge, and responsible of CE in the region (by the decentralisation laws, 1994): not solved
3. A lack of recognition by professional organisation (mainly employers but not only, also by trade unions), so, few demands arrive directly to university: partially solved now, with some of the main organisation: Metallurgy employers, Banks, Culture...
4. A lack of visibility in university. The location and flat for UCE Department is not adapted to our diverse missions. It's very difficult to identify where is the desk for UCE, for example. We are thinking about more global unit including Counselling<sup>7</sup>, Welcoming,

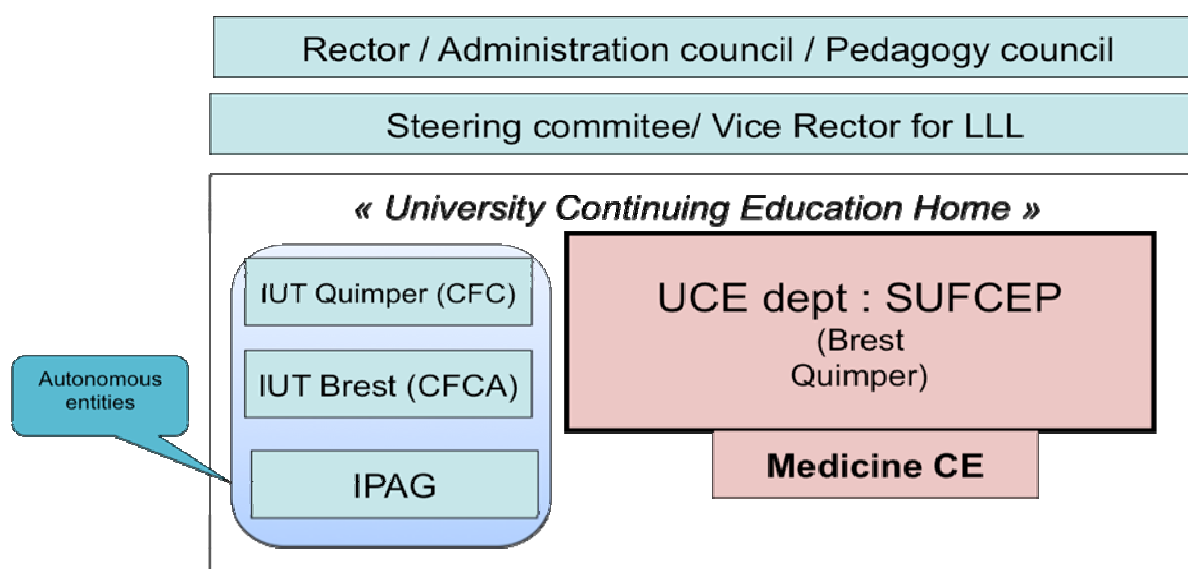
<sup>7</sup> The counselling services include advices on carriers, job opportunities, diplomas, existing curricula, funding possibilities...

guidance, KTP, enterprise desk... and we think it could be better for the students. Another media for visibility is Internet. We need a more practical, interactive, dynamic web site, for public access, but also professionals, staff,... Not solved

5. A difficulty to be strongly connected with research valorisation and knowledge transfer... (to be solved..)
6. The lack of pedagogical skills, more or less specific of adult education, of most university teachers. We try to solve this obstacle by the creation of a "pedagogical Unit" at UBO.

#### 4.4 LLL organisation in structural/personnel terms

UCE is organized at University level with one centralized department managing UCE activity with all faculties and some autonomous entities, mainly the 2 technological institutes and the public administration institute. These autonomous entities have their own budget but apply the policy coordinated by central UCE department.



**Structural view of LLL organisation at University of Brest**

Activity	Full time equivalent	Persons
UCE staff (development, conseillers...)	10,1	12
RPL office	4,8	5
Staff & administration	5,1	6
Work based learning management	3,8	4
Teachers	9,8	10
<b>TOTAL</b>	<b>33,6</b>	<b>37</b>

#### **Specific personnel in the central UCE department in 2009 (SUFCEP)**

See point 7 for other personnel involved in this activity.

## 5. LLL-future at your institution

### 5.1 Future perspective of the institution

Strategy of the institution is defined and discussed each 4 years and is validated with ministry of HE&R through a pluriannual contract. So, the future of ULLL in one university depends greatly of the President and his team. At regional level, which is the level of competencies defined by the decentralization law in 1994, that depends on the option of the regional government... and in Brittany, they focused mainly on very low level of qualification. At National and European level, the current declaration are mostly positive for HE qualification and their needs for new jobs, for innovation, knowledge transfer... So, we can be optimistic on this hand. On another hand, we must convince firms, professional organizations to work with universities... this is, in France, quite difficult because of the history and the strong connexion of firms with High schools. At local level, 3 successive Presidents have support this development, with quite good results, so why would they stop the process?

### 5.2 The plan to reach the goals described under 3.3.

We are just entering the process for the new four years contract (2012-2015). We are preparing an auto-evaluation of the whole LLL process on the institution. We want to examine each actions and to put in light their strengths and weaknesses. A new law for adult education and orientation has been voted in last November and, together with the HE reform started in 2007, will modify external context and offer new opportunities which can be included in our next contract.

### 5.3 The next steps

- a. To put strength on welcome, counselling, and support to individuals,..
- b. To put strength on individual pathways, using RPL and modular training, combined with the constraint of the persons
- c. To continue to transform and adapt training modalities in most of the curricula and faculties,
- d. To have a real global approach on the university, without internal competition and to work in more collaborative way.
- e. ...

### 5.4 The conditions to meet

- To establish a real collaborative work with regional stakeholders (Politicians, enterprises, organisations...)
- To have a building dedicated to all "interface" activities and open widely (in time, date...)
- To have more flexibility in recruitment both academic and administrative staff....
- ...

### 5.5 Trends which have an influence on the institution

One important trend is pedagogy. New ways of learning are developed like learning half time in factories and half time in university (Work based learning). New ways of learning mean new ways of teaching. This mean for us to develop training of our teachers. We have already developed training of our university's teachers to promote new ways of teaching in traditional courses. The training of teachers (and not only in the university) is increasing. For instance the way schoolteachers will be graduated is changing. We will have to train

performed teachers who will coached the new teachers. This new way of graduating the new teachers will push the older one to return to university to get the same level or grade. The government intends to promote LLL for the teachers and has asked universities to do that. Another issue is in factories: more and more of them are taking in account ecology and sustainability. They have to teach new skill to their collaborators and for that they will need new trainers of trainers who will have in charge this job.

Another trend is national and international comparison. We try to develop participation to event , conferences, seminars... and also personnel mobility..

## 6. Funding systems of the institution and the LLL activities

Our University cannot have a holistic perspective for LLL due to the raisons given at point 3.2. The budget dedicated for LLL activities can be separated into two main parts:

- University (state) provision not included yet in the UCE department budget because we don't prepare a real consolidated budget. The state funds include specifically civil servants salaries paid by state budget (and now university budget). In 2009, it was 11 full time persons (over the 33,6). Another part is the participation of state for people involved in curricula preparing national diplomas and without financial support of other organisation. In 2008-9, this represents 455 adult students. State funds, in this last case, are the same that the one for regular students but are not included in the LLL budget. They are included in the global budget of the University.
- Incomes from UCE activity: invoice to "clients", individuals or companies, organisations collecting training tax, grants from institutions...

**Table 1:**

	<b>Please specify the year</b>	<b>University's Total Budget</b>	<b>LLL Total Budget</b>	<b>Research Budget</b>
<b>Approximately-10y ago (e.g. 2000)</b>	1999	33,1 M€ (without state salaries)	1,66 M€	5,6 M€
<b>Approx. 5y ago</b>	2004	34,1 M€ (without state salaries)	2,65 M€	7,2 M€
<b>Current</b>	2008	55 M€ (without state salaries)	2,94 M€	14,8 M€
<b>Future (State salaries included because of the 2007 reform)</b>	2010	163 M€	3,7 M€	34,1 M€

**Table 2:**

Sources of income	Current University's Total Budget	LLL Total Budget
Public	50,9 %	35,4 %
Student fees	4,9 %	16 %
Industry	4,3 % *	25,6 %
Research	23,6 %	0 %
Other (please specify)	13,2 % *	23 % (Sub contract)
Total	100%	100%

\* These figures are not clearly identified

**2. What are the allocation procedures within the institution? Who decides what and how? In general? Who controls the income?**

For the UCE budget:

One budget is established for each action. The director of the UCE validates the budget.

For the whole UCE activity, the director prepares an annual provisional budget, validated inside the whole budget of the university by the administration council (CA).

The control of the incomes is done by a special service in the university who is in charge of the recovery of invoices. The director is responsible of the equilibrium of its budget.

**3. Approximately what percentage of the budget could be used by the institutional leadership to implement new initiatives?**

Most of new initiatives are, in fact, answers to request as we can consider CE as a service delivered to community or economic environment. In these cases, the budget has to be obtained from partners. New initiatives are approved by the director who is responsible of the equilibrium of the budget of the department, and if the balance is positive, he can decide of more specific new initiatives. Last year, the final balance was 0,4M€. And finally, for some very specific actions, he can required specific grant from University budget.

**4. What does the institution perceive as strengths and weaknesses in terms of its funding, and how could weaknesses be remedied and strengths be further enhanced?**

The main weakness of this activity is the salaries cost that represents more than 80% of the total. More or less, 50% are incompressible because they are not connected directly with the activity. We have to always look for new activities, new "clients" and prospect the market. May be, communication and marketing could be enhanced.

**5. Which trends/future perspectives you see for the funding streaming?**

It's very difficult to have a clear perspective. The main trends are clearly a decline of state public funds, and the necessity to have more incomes from professional continuing education funds. We are looking for higher support from regional authorities, but the best perspective is to developed partnership with professional organisation (public or private),

based on specificities of higher Education connected with research. It's the best way to secure our funding streaming.

## 7. Institution's/ LLL-Staff

### 7.1 Functions and positions of LLL staff

The university of Brest has dedicated personnel.

- 36 are administrative and staff:
  - 1 director (part time, teacher) and 2 responsible in the IUT (Technological University Institute, one of the "autonomous entities") (part time, teachers)
  - 1 assistant director (full time)
  - 9 training engineers (project management, organisation, counselling, budget, ...) + 2 in institutes
  - 3 assistant for budget management + 3 in institutes
  - 12 assistants, secretary, ... + 3 in institutes
- 10 are full time teachers (3), teacher-researchers (7)
- Between 300 and 400 (depending on activity) are part time teachers (or mostly on overtime)
- Between 400 and 500 are external (mostly "professionals")

### 7.2 How many are internals/externals?

It's easy to compare: The externals deliver only specific courses. Each year, they are 4 to 500 persons. All the others are internal to institution. 10 are full time dedicated and 3 to 400 are part time or on overtime.

### 7.3 How many full and part time staff?

90% of the LLL staff is full time;

### 7.4 How many persons are involved in total with the LLL-provisions?

We can consider, on average, that more than 450 persons are involved with LLL-Provisions each year. So, it's 23% of all UBO personnel.

### 7.5 How much personnel are involved in total with the LLL-provisions?

We can consider, on average, that more than 450 persons are involved with LLL-Provisions each year. 43 are full time and all the other part time, but mostly on overtime.

### 7.6 How can they be divided in terms of functions and position?

All the administrative personnel allocated to LL provision is full time (from execution level to engineer level) (33). Ten teachers dedicated to LL are also full time (10). The 3 director and responsible are only part time. Most of the other teachers work on overtime for LL.

### 7.7 Who is delivering the courses?

Courses are delivered by 4 different categories of personnel: (figures from 2007)

- In service courses by university of Brest teachers: 4,5%
- In overtime by university of Brest teachers: 28,5%

- In overtime by teachers from external institutions: 32%
- External professionals (for their specific skills and competencies) 35%

## 8. Institutions/ LLL-Target groups & Services

### 8.1 target groups

There is several ways to answer the question about the public who is target by the ULLL provisions. The LLL mission of our university is not specialized in a unique public but try to answer and guide all professional or personal plans. The only condition is to be classified as “adult public” i.e to have the appropriate status or to have interrupted the initial learning record since more than one year.

- The salaried employee group
- The non-salaried employee groups: liberal profession, craftsmen, tradesmen, farmers, elected people in local or regional governments...
- Civil servants, including teachers,
- Unemployed persons
- Volunteer workers
  - Everybody with or without a qualification
  - Everybody whatever his diploma
  - Everybody except pensioners in general<sup>8</sup>.

ULL-target groups will open up real opportunities for our institution; indeed it creates a real and direct link between the professional world and the university.

### 8.2 Support services that are established for the target groups

The university of Brest is a multi-discipline university with a lot of entities. We have the faculty of Arts, of Literature, of laws and management, of Sciences, of Sporting education, some Engineering schools and institutes. For all these subjects, our LLL department is in charge of guiding adults who need or have the desire to take courses leading to a diploma or acquire new knowledge.

Our university have twenty thousand students and about two thousand five hundred adult students each year.

In 1999, our university has created a specific office for all the process around of the welcome (reception), the information, the orientation and the guidance of the public.

The missions of “REVA office” are sum up in two important main lines:

1. To welcome and to guide the public of adults who want to take up studies at university or have a validation
2. To organize the procedure of validation and training.

There are three main points: the reception facilities, the centre of educational guidance and the centre of validation of course. There are seven people work in this office in relation with all the university departments, with an important part of the educational and administrative staff.

Since 2002, the date of the French validation law, about one thousand four hundred (1400) adults have enjoyed informal, non-formal and formal recognition in our university.

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<sup>8</sup> The French law on “Continuing education” doesn’t consider Pensioners and CE taxes or funds cannot be used for them. In a LLL perspective, this target group is addressed by most of our institutions, but attendees have to pay the complete cost. Nevertheless, specific funds from local authorities can be mobilised.



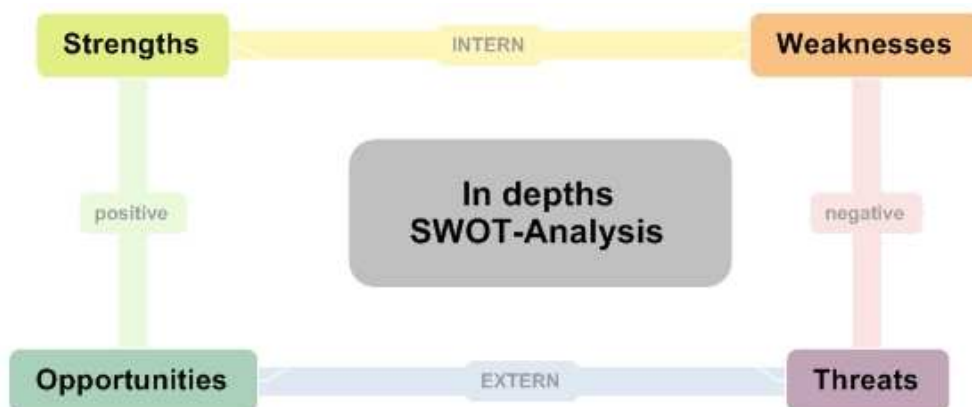
## 9. In depths SWOT-Analysis<sup>9</sup>

The LL activity of our institution clearly deal with the one proposed by BEFLEX project:

ULLL is the provision by higher education institutions of learning opportunities, services and research for:

- the personal and professional development of a wide range of individuals – lifelong and life wide
- the social, cultural and economic development of communities and the region.

It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors.



### Strengths:

- LLL is embedded in our mission,
- Our institution has a long history in the domain of UCE (1973) and a national visibility because of our participation in networks,
- The UCE department has an efficient and motivated staff, involved in the life of the university
- Key decision makers of the university are convinced of the importance of LLL,
- We have some recognized “specialities” such as certification, RPL, work based pedagogy at high level...;
- We have some “niche market”
- The university is multidisciplinary and has some good laboratories.
- Our university develops applied research oriented for SMI and is member of very efficient knowledge transfer organisation
- Academic staff can include in its official duty some of ULLL specific activities

### Weakness

- UCE activity has a quite poor community visibility, because of our weak and unsuitable communication policy.

<sup>9</sup> A SWOT analysis must start with defining a desired end state or objective. The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieving the objective. These come from within the company's unique value chain. SWOT analysis groups key pieces of information into two main categories: internal factors (S W) and external factors (O T):

- The flat and the location of the UCE department are not adapted,
- ULLL provisions for enterprises and also individuals are not integrated and accessible easily
- Poor coordination between university departments such as UCE department, Information and orientation department, Pedagogical services, ODL department...
- We have not a good Information System (University, UCE dept...)
- Territorial economic situation is not so good,
- Regional government which is legally responsible of continuing education at local level doesn't support our ULLL strategy globally, but only at individual level
- As in most other universities, the investment and/or participation of teachers and researchers in LLL provision is quite poor.

### Opportunities

- According to the decisions of the government to put more money in Higher Education (France is quite under the CE average), a master plan for the campus is being established.

It's an opportunity to reconsider the "public" and "Professional" entry of the University in order to have better visibility. The information system master plan, also in progress, is an opportunity to get a real and efficient information system including LLL activities.

- "Clusters of competitiveness" and clusters of SMI have to work on human resource management.
- Industrial partners seems to have a more positive opinion on university,

These points open new possibilities to develop the professional oriented LLL and strengthen our visibility.

- We have seen that international cooperation, mainly through European projects, strengthen our professionalism,

We have to participate to more European projects

- A new regional government has been elected in March 2010. Regional government is responsible in France for a large part of LLL orientations, mainly for unemployed persons, or young adults with problems of inclusion, RPL...

We have a Regional cluster of UCE departments in Brittany, and we will have to promote new relationship with this new team.

### Threats

- The new funding regulation at national level, based on the European "services directive", doesn't make easier the development of real public policies for LLL.
- The new regulations for university teachers career, together with the ranking of Universities, focuses mainly on research results and not on social utility. This has a negative influence on ULLL development.
- Many private organisations from the education sector try to establish partnership with us to "send" our diplomas. We have to be very careful with this kind of agreements witch can become very bad deal.

- From a national or regional geographical point of view, Brest is far from big centres. Economic structure of the region or sub region is not so good,
- The concurrence (even with ODL) from other Universities (either French or foreign), all on the same market.

## 10. Conclusion

### 10.1 Summarises of the strengths, weaknesses, opportunities and threats.

LLL is now really taking into account in all public positions of university staff, and is a reality for our institution. It offers most of the services one can hope from a Higher Education institution. The main weakness comes from the localisation and visibility, and also the lack of efficient information system.

On the other hand, there are currently and in the next future many opportunities. Our staff is very efficient and agree with the vision on ULLL. University seems to be currently more interesting for employers and professional organisations. They “discover” the interest of the national diplomas and RPL for human resources development. This can be due also to the proximity with research activities, mostly implemented in our institutions. The context of the global reform of Higher Education, started in 2007, could make each institution more responsible of its choices and LLLU can be one of them.

The main threats concern national regulations, so, we can only be careful of the consequences. The other ones require a great watchfulness but can be easily put under control.

### 10.2 Specific action plan to remedy weaknesses and to develop strengths

The action plan to remedy weaknesses is in discussion, according to the fact that we are defining the University strategy for the next four years (2012-2015). This strategy involves building, Information system, partnership, offer of diploma, research objectives...

Another action in progress, started this month, is the discussion with regional authorities for a territorial scheme of LLL. We can hope to have a better organisation and coordination of a global social and economic strategy at the territorial level.

All these actions will use several aspects of the strengths of our organisation such as efficient RPL procedure work based learning, ...

### 10.3 top 5 “Do’s and Don’ts” in the construction of a LLLU

#### Do’s

- 1 – Mobilized academic staff and researcher for understanding the challenge of LLL for society
- 2 - Build visibility and work with external stakeholders,
- 3 – Build a university strategy and support for LLL (including information system, communication) validated by official bodies.
- 4 – build a full range of integrated services for adults

5 – Mobilise internal potential resources like laboratories, Technical platforms, internal “experts” of all kind...

**Don'ts**

- 1 – Never think that Universities have a monopole.
- 2 – Never use the same arguments than commercial organisations.
- 3 – Never stop to try to extend the partnerships
- 4 – Never look for personal profit
- 5 – Never lose hope