

GRID FOR A STRATEGY

UNIVERSITY OF BREST

1 VISION

- Analytical dimension: challenges, identification of drivers of change
Role of national and international comparison, participation in seminars, conferences...

- Strategical dimension:

“The University of Brest contributes in the development of 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 policy. Finally it contributes in the reduction of social and cultural exclusion”.(Art1 Statutes 2008)

- Missions/statements
The law recognizes initial and continuing education as one of the six missions of the University, but LLL is not mentioned in the law

LLL activities dedicated to adults

Specific services
- Motivations
- Values

2 OBJECTIVES

- To develop reception, information, counseling and tutoring of “returners”
- To develop pedagogical innovations in programmes
- To secure and optimize recognition and accreditation of prior learning processes
- To facilitate professional integration of adults
- To develop the international mobility of trainees and staff
- To make programmes more readable and easy to understand, using learning outcomes description and the diploma supplement
- To widen participation and equity

3 ORGANISATION

Constant political support at institutional level

A centralized policy

A UCE Department created in 1973.

Over the last 10 years real progresses at university level regarding adult learners participation: adaptation of curricula, RPL, description of diplomas and programmes.

Increasing number of trainees

A progression by steps: success in a call of proposals from the ministry in 1999 which brings 3 new teachers to the university and 100 000 € positively considered at internal and external level; implementation of validation after 2002; specific programmes with professional sectors; better identification of returners;...

But not adapted location of the UCE Service

4 ACTORS

- Internal/external
 - Difficulties with regional authorities in charge of CE
 - Difficulty to be recognized by employers and more generally by social partners as partner but thing evolve positively now
 - Lack of availability or interest from colleagues
 - Lack of pedagogical skills adapted to adults
- Isolated actors/teams/ collective approach

5 DISCUSSIONS

- Risks vs. benefits
- Strengths vs. weaknesses
- Debates, conflicts
- Level and type of involvement

6 DECISION

- Priorities : Four year Contract with the Ministry 2008-2011
 - For the next contract the 3 main priorities will be the development of reception, information and counseling, pedagogical innovations in programmes and validation.
- ...

7 IMPLEMENTATION

- Key elements: infrastructure, human resources, organization
Staff development

Involvement of University administration
- Roadmap, workplans, timing
- Budget: costs – resources
Increasing resources
- Evaluation: indicators
Few indicators in the evaluation process done every 4 years by the national agency (AERES)
- Management, leadership
A vice president in charge of LLL

Recognition of LLL as a mission of the University

Support from the 3 last Rectors

8 PERSPECTIVES

- Further developments
Collaborative work with regional stakeholders

A building dedicated to “interface” activities”

Flexibility in recruitment of academic and administrative staff
- Next steps:
To strengthen reception, information and counseling

To develop individual pathways using RPL and modular training, taking into account the individuals’ constraints

To continue to transform and adapt training modalities in most of curricula

To have a real global approach at university level, without internal competition and to work in a more collaborative way.
- Need to train teachers to new ways of teaching