

CASE STUDY

**Version of Martine Carette (University of Sciences and Technologies of Lille 1, FR)
Visited by Lucilia Santos (University of Aveiro, PT)**

University Factsheet

University Title	Université Lille 1 Sciences et Technologies
Location/country	France
Public or private	Public
Year when the institution was founded	1562
Number of overall students of the institution	18 000 (initial education) 10000 (CE)
Degree/non-degree	
Number of academic/research and non-academic/administrative staff	1662 (academic + research) 1093 (non academic and administrative)
Number of faculties	13
Kind of degrees offered (if possible including EQF)	BMD + 1 st cycle vocational qualification Access Degree (DAEU) University specific degrees
Date of the Case Study	20/07/2010

University-specific best practices in relation to the 10 Commitments

Commitments	Best practice from your university's Case Study, if applicable
1 Embedding concepts of widening access and lifelong learning in their institutional strategies	3.1 4
2 Providing education and learning to a diversified student population	3.2
3 Adapting study programmes to ensure that they are designed to widen participation and	4 5

*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.

attract returning adult learners	
4 Providing appropriate guidance and counselling services	4 5
5 Recognising prior learning	4 5
6 Embracing lifelong learning in quality culture	
7 Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning	4 5
8 Consolidating reforms to promote a flexible and creative learning environment for all students	4 5
9 Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes	6
10 Acting as role models of lifelong learning institution	

CASE STUDY: 1ST VERSION

**Version of Martine Carette (University of Lille 1, FR)
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1. Basic Information

Institution: Université de Lille 1 Sciences et Technologies

Country: France.....

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(please provide more lines if necessary)

Staff and other stakeholders involved in the case study preparation of the University:

Lille 1 has appointed in 2009 a permanent Committee to discuss the university strategical orientations regarding continuing education. This Committee is made of representatives from the different internal departments likely to contribute on lifelong learning issues, of stakeholders (professional bodies and trade unions), and of representatives of the State and the Region.

This Committee meets twice a year. Its role is to orient the lifelong learning strategy of the university, to make more readable for external partners the university potential, to reinforce cooperation and to better anticipate the future evolution of the Region.

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20	Marie Laure Balmes	Dir Régionale du Travail, de l'Emploi et de la Formation Professionnelle	
21	Karim Khetib	Dir Pole Emploi	

(please provide more lines if necessary)

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

- To what extent was the report discussed within the institution?
- How would you describe the Case Study process (what were positive aspects and encountered difficulties)?

This case study is not focused on a specific action. It is a presentation of a long process in which internal partners as well as stakeholders have been permanently involved. It is a synthesis of documents, reports and orientations that have been discussed with them during years in the different Councils of the university, in workshops or working groups, in formal and informal meetings. So it has not been formally discussed with the Strategic Committee but will be presented to this Committee at the next meeting.

(please expand the textbox as necessary to include all relevant information)

3. Universities LLL-Vision& Mission& goals

3.1. Please briefly describe the overall University Vision¹ concerning ULLL

3.2. What is the Mission² of the institution towards ULLL?

3.3. What are the goals³ of the institution towards ULLL? What is the schedule for these goals?

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

3.1 Vision:

The strategy of the University of Lille 1 Sciences and Technologies is guided by a vision of education and training which is not limited to initial education, or to a conception of lifelong learning based on continuing education, but by an integrated organisation of all educational provisions.

3.2. Mission:

To offer answers embedded in a lifelong learning perspective to diversified populations of students, contributing by this way to the economic and social development of the Region.

The process started with a decision of internal actors who wanted to contribute to the economic and social rebirth of the Region. Progressively this policy contributed in building the identity of Lille 1. . This strategy received the full support of the ministry when the Minister decided to sign every four years a contract with each university on the basis of a strategic plan.

On the basis of the experience accumulated during the two first contracts, Lille 1 decided recently (2006) to propose to the ministry to become a pole of experimentation in France for access and participation in the university of students of all ages providing them with opportunities to build, according to their project and resources, linear or fragmented learning paths from Baccalauréat to Doctorate.

This implied for us to work simultaneously on three dimensions:

- to ensure better transition between secondary schools and university after the Baccalauréat or a short cycle vocational degree;

¹ **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.

² **Mission:** defines the fundamental purpose of the institution, basically describing why it exists and what it does to achieve its Vision.

³ **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.

- to organise the integration of adults in “normal” programmes by providing flexible learning pathways and validation of what they have learnt informally or non formally;

- to give support to the acceleration of mobility between education and work, between universities, between countries.

This strategy is based on two key notions: learning path and guidance. This means that Lille 1 intends to provide demanding research based but flexible learning provisions, adapted to the characteristics and constraints of its students. This means to aim at individualisation of learning paths taking into account on one side the project of each student and on the other side what he/she learnt before in different settings formally or informally. This leads to the definition of specific arrangements and the implementation of a Service dedicated to guidance and counselling likely to help students to build learning paths the most adapted to their project and individual resources, to support them in making it concrete and to give them an integrated service to avoid difficulties or problems linked to scattered or not connected services.

3.3. Goals/schedule

This strategy aims two main objectives:

- To reach higher academic successful rates for students and to contribute more effectively to the professional insertion of the young ones or to the professional re-insertion or progression of adults;

- To develop a culture of lifelong learner for all, preparing students to become partners for life of our university and guaranteeing them with long term services.

This orientation implies a complete reorganisation of our pedagogical and administrative relationships to students.

3.4. Top 3 LLL priorities

It is impossible to answer this question. If we want to implement a strategy we have to work simultaneously on the whole dimension of the problem. To put in reality a LLL strategy imposes a global vision and to make sure that all decisions in the university include this perspective.

(please expand the textbox as necessary to include all relevant information)

4. LLL-path of your institution

- **How can the process and progress on the LLL-path of your institution over the last 10 years be described? How would a time graph look like with the main decisions and a short description of them?**
- **What were key incidents/highlights/achievements during these 10 years?**

- **What are the obstacles and challenges met (solved/unsolved problems/failures) during these 10 years?**
- **Which kind of organisation has been built in structural/personnel terms?**

The adoption of this strategy is the result of a long process that started at the beginning of the seventies. We can identify four main steps

1 The first step was a policy clearly dedicated to adults with separated provisions. Taking stock of the new regulation adopted in France in 1971 regarding continuing education and particularly the creation of a training leave for employees allowing them to be paid when participating in training programmes, the University of Lille 1 decided then to create an Institute for what we called at this period “permanent education”. This decision was based on a shared analysis of the social and economic situation of the Region. As we said before, the Nord-Pas de Calais was a Region of traditional industry (coal mining, steel, and textile), a large part of the population had a low level of qualifications, and young people in most cases were not interested by school and a fortiori by university. Decision makers in the University considered that Lille 1 had to play a role actor in the process of reconstruction engaged by the State and regional authorities. The contribution of this Institute has been both to work on renewing pedagogical and organisational approaches for low qualified populations (leading experimentations, creating new pedagogical supports and arrangements, doing research,...) and to provide programmes making possible access to the university for low qualified people and adapted university programmes for those who wanted to get a higher qualification. At the beginning, the programmes were offered principally in the first cycle, but progressively the demand evolved and the university enlarged its provisions at Bachelor and Master levels.

2 The second step started in 1986. Taking advantage of the adoption of new statutes enforcing the 1984 French law on Higher Education, the University decided to set up a transversal Service, directly linked to the President of the University, whose mission was to define and implement a global policy at institutional level and to develop a deeper implication of faculties, institutes and departments in continuing education, enlarging the provisions and services offered previously. The SUDES (Service Universitaire de Développement Economique et Social –Social and Economic Development University Service) was created. Its role was to become an interface between the demand (the Region, companies, professional bodies, individuals,...) and internal resources and competences. Concretely it meant:

- provision of pedagogical arrangements making possible flexible participation for people engaged in professional life or for unemployed people;
- provision of advice and counselling helping candidates to design their individual learning paths, to organise the validation of non formal and informal learning for access and exemption (according to a new decree published in 1985), to manage at administrative and financial level the participation of adults in regular programmes and provide guidance and support during their route in the University.

By this way the University wanted to consider continuing education as a central element of its activity, fully integrated in its policy. This strategic choice showed clearly to external actors, policy and decision makers, heads of companies, social partners, that the University of Lille 1 wanted to become a partner definitely involved in the society and able to contribute to the economic and social reconstruction of the Region promoting a new model based on new activities, implying new technologies and renewed organisations, calling for higher competences for employees.

Rapidly this organisation met a big success and the number of candidates rapidly increased. After just a few years, more than 1000 candidates were applying for validation each year and several thousands of adults were involved in normal or adapted programmes. This open approach was welcomed by professional bodies as well as regional authorities that decided to support and grant this demarche and to facilitate access and participation of employees (for professional organisations and companies) or unemployed (for the Region) to the programmes provided.

3 The third step was based on the contracts signed after between 1990 and 2006, every four years, with the Ministry in charge of Higher Education. This new way of financing universities in France, gave us the opportunity, from date to date, to discuss internally and externally our orientations, to define collectively our strategy and to discuss with the ministry, and other key actors, the way to make concrete this strategy.

The first contract signed in 1990 gave the University the opportunity:

- to define its short term and mid term strategy intending to give a new dynamism to its well established and successful policy in continuing education⁴. Four principles guided our approach: individualisation (to offer an adapted answer to the projects of the individual), fluidity (accumulation of credits taking into account the rhythm of individuals and their professional constraints, systematic validation of non formal and informal learning and reorganisation of academic provisions allowing people to have access to the university programmes at any moment of the year;
- to contribute to establish a new organisation of SUDES with the creation of three specifically oriented Services: the Access Service, the Validation of non formal and informal learning Service and the Competences Appraisal Service (Option+) established as a branch of SUDES;
- to finance the construction of a new building designed to accommodate and facilitate the different missions of SUDES linked to access and participation of adults.

This strategy was successful, and currently, on average, each year:

- 5000 individuals are received personally by advisors;
- 3000 are enrolled in "normal" university programmes;

⁴ The contribution of the SUDES to the definition of this strategy was a 28 pages document entitled "Technicians and Executives for 2000"

- 1500 application forms for validation of non formal and informal learning.

The three last contracts signed with the University in 2002 (period 2002/2005), 2006 (period 2006-2009) and recently in 2009 (period 2009-2013) provide evidences of the progression of the University on the way to become a lifelong learning institution.

4 Fourth step. In 2006, the University decided to make a rupture in its way of thinking access and participation of adults in university programmes. We took the opportunity offered by the discussions on the project to explore how to move from a university largely open to adults, facilitating access and participation, offering a second chance to those who have not attended higher education before or for those who had to turn to a new type of employment, to an **organisation making possible access to our programmes lifelong in a logic of continuity and progression.**

This institutional position was based on our vision of the evolution of professional life and of the challenges that employees (employed or not) will have to face in the future:

- a professional life in deep transformation (the current economic crisis is providing additional evidences of this evolution): increased internal and external mobility, professional routes less linear, fragmented by ruptures, periods of unemployment, changes in employments, reconversions;
- a large part of the future occupations which are not yet existing, obliging educational institutions and, on the forefront, universities, to prepare and equip students to face this situation and to provide them with possibilities to come back to formal studies several times during their professional pathway, in order to face radical evolutions in technologies and organisations;
- but activities more “intelligent”, more complex, offering more and more opportunities to learn formally and informally.

This implied:

- to help teachers and “learners” to change their mind, to move from a continuing education or continuous professional development approach to a lifelong learning conception and vision, to help them to become more aware of this new perspectives and of its potential effects on their personal expectations and practices;
- to prepare our students to become lifelong learners, to train them to learn to learn, to become more conscious of what they are learning, whatever the situation they live, to become able to organise, formalise, criticise what they learn or have learnt in different settings and to refer it permanently to the current state of knowledge in use;
- to reinforce our services to learners in information, reception, advice and guidance, helping them to define their individual projects and to drive their individual routes in the university;
- to review our administrative, financial and pedagogical arrangements;

- to build up or to develop new competences for staff: new roles and attitudes for teachers who have less to teach than to help students to learn, integrate and formalise what they have learnt by themselves, new missions for advisors becoming more “guides” than “counsellors”.

The 2006 proposal drafted an integrated vision tempting to reduce the separation between initial education and continuing education approaches, putting forward a general arrangement offering at any individual, young or less young, to have access and participation in our university programmes, at any moment of his/her personal and professional trajectory and guaranteeing validation of what he or she has learnt elsewhere. This meant to become an institution offering long term services to our students.

This orientation has been reaffirmed in the last contract signed in 2009. The central objective was to make closer initial and continuing education, to interlink the two logics, and to help “students” to adopt new attitudes. Individuals have to take the entire responsibility of their personal and professional pathway, in the perspective of several returns between education and training during their professional life. Five goals orient this next step:

- To reinforce activities in access, advice and guidance, in management of individual routes. One proposition is to set up “An Individual personal and professional route Management Centre” broadening services which are currently offered and providing new tools.

- To reinforce the use of validation of experience at transition points of the professional routes and to improve guidance methods and tools to take into account new needs more linked to human resources management in companies.

- To increase the flexibility of provisions provided to “adults” by developing a permanent offer based on the diversity of programmes offered by the university, allowing “returners” or candidates being partly awarded in validation procedures to find immediately solutions (based on a range of pedagogical modalities) to start or finish a learning process at any moment of the academic year.

- To build training programmes for staff engaged in this process (teachers, advisors and counsellors, administrative and financial officers,...), to develop competences in providing appropriate answers to make this project successful.

- To capitalise and disseminate the tools developed in guidance of “adults” to all students.

The lessons learnt from our experience

The main difficulty has been to convince our colleagues to be part of this process. The problem was not lying in the University management; this strategy was a central decision, but in our capacity to mobilise the heads of faculties and departments, our colleagues to implement it. On the basis of this rather long experience, we are able to identify five **key success factors**:

- a permanent involvement of the management of the university during the last twenty years;

- regular policy discussions with the different Councils of the University and with Faculties and Departments, but also with external actors (regional and local authorities, social partners,...);
- the existence of a Service not doing things separately but acting as support for the lifelong learning activities developed by Faculties and Departments, offering central services, elaborating solutions and tools;
- the mobilisation in continuity of teachers and staff;
- a common preoccupation: to meet the needs of participants.

This could be drafted in what we call the successful triangle which implies the learner as end-user of the process and a couple made of two internal partners, the teacher and the advisor, providing in articulation the expected services.

On the basis of our experience we have identified three **main benefits**. To appear as a lifelong learning organisation, offering flexible pathways and making possible validation of non formal and informal learning and permanent access:

- to make our university more attractive for students, and especially for non-traditional students;
- to appear as a dynamic institution, open to external demand and preoccupations;
- to increase external contacts at local, national or international level and develop links and partnerships with companies, local and regional authorities;
- to explore new ways for funding.

Strategies, organisation and arrangements are necessary, but are not enough. The only chance to be successful is **progressivity** (to respect the rhythm of colleagues, to take time for experimentation,...) and **sustainability**. Sustainability depends of men and women involved in the process, of the permanent support from the successive presidents of the university and from their management team, and of the possibility to attract young generations, whose interest is most based on investment in research, because their individual careers leads on this investment. And, until now, lifelong learning is not a criterion in Shanghai ranking and not yet considered as a contribution to excellence by the majority of Rectors (even they have no chance to get a good ranking). And finally this radical evolution of our institutions is so much in rupture with traditional approaches that even good results are fragile and may be questioned, as soon as a difficulty appears.

And, to consider initial education and lifelong learning as a unique process still remains a challenge. We have made some progresses towards articulation and coherence. And finally we are not sure that it would be the solution. We think that we have to provide coherent and permanent answers to the needs of learners, but in different ways taking into account their specificities. The needs of a 20 years old student are not the same as those of a 40 years old employee, having worked during 15 years and having a family.

What is necessary now is to find a new equilibrium between priorities.

The organisation

The main decision regarding organisation was taken in 1986 when the president decided to create a central unit having to elaborate and implement a lifelong learning strategy. This obliged the “old” Institute of Adult Education to concentrate its activity not on University level but on pedagogical engineering and work with local and regional authorities, with companies on populations with low levels of qualifications.

The SUDES started with 4 staff in 1986. it employs now around 30 permanent employees. Excepted people dealing with administrative, logistic and financial issues, the most important part of the activity of the Service is dedicated to guidance and counselling.

(please expand the textbox as necessary to include all relevant information)

5. LLL-future at your institution

- **How do you see the future perspective of your institution?**
- **How do you plan to reach your goals (described under 3.3.)**
- **What are the next steps?**
- **What are the conditions to meet?**
- **Which trends have an influence on your institution?**

The contract 2010-2013, just signed between the ministry and the university confirms the strategy of our university regarding the lifelong learning perspective. This contract reinforces the orientations of the previous contract and adds new steps in our future progression:

- the information and reception Centre of SUDES will be transformed in a Centre whose mission will be to help individuals to manage their professional paths, linking in a closer way education and labour market;
- to provide sustainable solutions or opportunities to guarantee to individuals with continuity in their individual learning paths, especially at transition points;
- to develop validation of non formal and informal learning as a support for formalisation of what they have learnt in different settings;
- to develop validation of non formal and informal learning as a tool for human resources management in companies;
- to introduce more flexibility in programmes in sharing them in several “competences certificates” awarding a part of the whole qualification as step towards a full degree and to develop learning outcomes oriented approaches;

Simultaneously we will continue to work with our internal partners to better articulate initial education and continuing education, providing complementary services.

On the basis of our experience, we think that there are **three conditions to meet** to move towards a lifelong learning organisation:

- debates about lifelong learning issues must be part of all discussions in the University. All decisions taken at pedagogical, organisational, financial level have necessarily an impact on the provision of lifelong learning;
- to work simultaneously and permanently with teachers; start with very good cases, explain and demonstrate the benefits and the added value of adults' access and participation
- to work simultaneously on three dimensions: administration and organisation, pedagogy and financing.

(please expand the textbox as necessary to include all relevant information)

6. Funding systems of the institution and the LLL activities

- **Please explain how is your University's definition of LLL – do you follow a more holistic perspective for the whole institution or do you have in financial terms different budgets allocated? If you have not a separate LLL funding stream, then please give the information on the total University budget and give an indication on how you define and measure in your University (also including services & provisions)**

We think that this part of the questionnaire is not appropriate to our vision of lifelong learning in universities. If the objective is to become s stated in Beflex+ a lifelong learning university, this means that the budget is global, that there is only one budget and it is useless for this survey to present this budget.

If we consider that we have not yet a unified approach and that the universities identify two ways of financing, one for young students (mainly supported by the State) and one for other 'non classical' populations, in this case we can say that the university budget is made of two parts, one for "normal" students and one for "non classical students", but cannot call this second part a "lifelong learning budget". This will introduce confusion.

The University of Lille 1 has not yet a unique budget because the law imposes on universities to identify the continuing education budget in the university budget.

In France there are four main sources of funding for continuing education:

- Companies and professional bodies for the benefit of their employees
- State, ministries, and State agencies for the benefit of civil servants and specific populations
- Regions and local authorities mainly for the benefit of unemployed people
- Individuals for themselves

The total amount of continuing education incomes in 2008 in Lille 1 was 10 275 080 €

4 830 017 € coming from companies and professional bodies

3 598 786 € coming from the Region

922 212 € coming from the State, ministries and public Agencies

353 634 € coming from individuals

And 570 431 € from different sources

The continuing education accounts are presented separately to Council of Administration. The director of the Continuing education Service is responsible for this budget. She presents the Continuing education budget and balance sheets each year to the approval of the Council of Administration of the university.

We have calculated ratios making us able to identify what are the real costs of our different activities. These ratios are revised regularly.

Our strategy has never been to make money, but to offer services. However the internal rule is that our activities must be balanced and continuing education contributes to the running costs of the university (10% of the incomes).

Regarding strengths and weaknesses, we think that we have established a good balance between public and private money. So, we offer provisions to a wide range of populations. We have also established good relationships with our external partners based on the quality of our services; this means that we have well established partnerships offering some guarantees for “permanent” funding. The university is often the only institutions or organisation thanks to its equipments in laboratories or to the competences of our teachers able to offer some services or answers to the needs expressed by companies. Our weaknesses are linked to our bureaucracy, to the rules of public accounting; or they are linked to the availability of our teachers and searchers (continuing education is an activity among others, considered as less important than research).

Our challenge is really to anticipate. To survive we have permanently to renew our provisions and services, to understand what will be the future needs or demands, to be prepared for that and to prepare our staff to move to new activities. This obliges us to monitor the evolutions in our environment, to be aware of the evolution of regulations and laws, to be in permanent contact with companies, to discuss with regional authorities.

(please expand the textbox as necessary to include all relevant information)

Please try to fill out the two tables below :

Table 1:

	Please specify the year	University's Total Budget	LLL Total Budget	Research Budget
Approximately-10y ago (e.g. 2000)				
Approx. 5y ago				
Current				
Future				

Table 2:

Sources of income	Current University's Total Budget	LLL Total Budget
Public	... %	... %
Student fees	... %	... %
Industry	... %	... %
Research	... %	... %
Other (please specify)	... %	... %
Total	100%	100%

- What are the allocation procedures within the institution? Who decides what and how? In general? Who controls the income?
- Approximately what percentage of the budget could be used by the institutional leadership to implement new initiatives?
- 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?
- Which trends/future perspectives you see for the funding streamings?

(please expand the textbox as necessary to include all relevant information)

7. Institution´s/ LLL-Staff

- **Do you have staff who are described as LLL staff – if so, please describe their functions and positions**
- **How many are internals/externals?**
- **How many full and part time staff?**
- **How many persons are involved in total with the LLL-provisions in your institution?**

The SUDES is a central Service of the University having a transversal mission. Its role is to impulse, lead, and coordinate the activities that are performed by faculties, institutes and departments. Its role is not lead programmes but to be an interface between the demands and the university resources and competences.

So, SUDES does not employ teachers. SUDES employs two categories of staff: staff in charge of reception, guidance, counselling, engineering and staff in charge of administration, accounting, technical issues. Most of these persons are working in the central Service, but when a Faculty, an Institute or a Department develop an important activity, we can decide to implement some staff in these departments to follow more closely the “local” activity” and to be closer to participants. But they are SUDES staff.

Currently, SUDES employs around 30 persons. They all have a high level of qualification: minimum level Master for personnel in charge of guidance and counselling, minimum level Bachelor for secretaries, clerks or technicians.

An organisation chart will be provided in annex

Courses are delivered by our internal partners. They call, depending of programmes, for academics or people coming from companies or external organisations or institutions. It is compulsory for professional programmes such as professional Masters or professional Bachelors to call for external teachers (around 50%).

(please expand the textbox as necessary to include all relevant information)

8. Institutions/ LLL-Target groups & Services

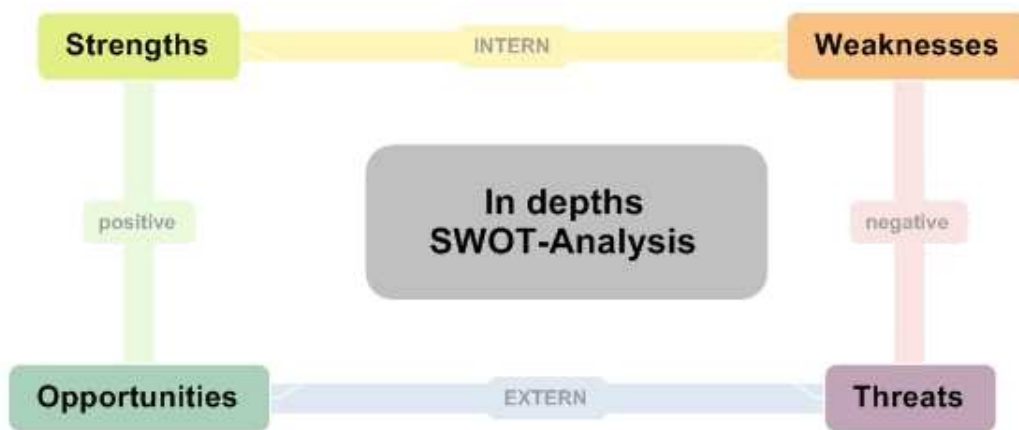
- At which target groups are your provisions aiming?
- Which are the most interesting target groups for your institution and why?
- Which kind of support services are established for the target groups and how effective are they enhancing their achievements?

We have no specific target groups. Our objective is to provide opportunities for technicians, executives and engineers likely to help them to update their knowledge and competences (CPD) and to come back at the university several times during their working life.

9. In depths SWOT-Analysis

- On the basis of the 3 priority goals, please complete a SWOT Analysis to assess your institution's capacity to further develop into a LLLU (please provide your institutions definition of a LLLU or give a explanation to which concept you refer (BeFlex+/LLL- Charter, etc)

- | | |
|---|--|
| - Commitment of rectors and heads of faculties continuing | - Difficulty to think globally initial and education |
| or Departments | |
| - Demand and support from external partners | - Work separately |
| - participation of colleagues | - Priority on young students |
| - shared approach based on permanent discussions | - Adults are not elected in Councils |
| - common culture, willingness to contribute to the generation of actors | - difficulty to mobilise a new |
| development of the Region | - progression based only on research |
| - teams of very good professionals academy | - permanent risk to come back to |



Regulations
to find

- separation or integration: new equilibrium

existence of a market

continuing education a priority for the Region

There is not yet a unique definition of a lifelong learning institution in our university. The general perception is that we have to move in this direction, to create a common culture by discussing and experimenting, to organise progressively programmes and services, but if we ask to the president, the vice-presidents, heads of faculties, members of the Council of administration, we will not have a common answer. It is for the moment a common conviction supported by concrete actions, but not a shared vision of the final result.

In addition we have to take into the fact that the university is not alone. The “final result” will also depend of decisions coming from the ministry (regulations, financing, appointments,...) and, as we are involving in this process the different ages of the life, the decisions from other external partners.

There is a danger to have a theoretical definition of lifelong learning, we prefer to have a definition that we elaborate progressively, pragmatically, on the basis of our results.

(please expand the textbox as necessary to include all relevant information)

10. Conclusion

- please prepare a conclusion which summarises the strengths, weaknesses, opportunities and threats and offers a specific action plan to remedy weaknesses and to develop strengths
- please draft an overall sketch of your top 5 “Do’s and Don’t’s” in the construction of a LLLU

We are half way.....

(please expand the textbox as necessary to include all relevant information)