

Preparations for ALLUME partner meeting in Malta 5-6 July 2010

Key turning points

- Major impact of legal framework on the practice and on the thinking on LLL
 - For example: concept of 'adult learner' had a total different meaning in France (no financial support after age 26) than in Flanders (extra financial support for the university)
- Economic and demographic changes impact the thinking on LLL: both driver for and blocking of change
 - Enormous boost in student numbers in Ghent lowers the willingness to think about the needs of new target groups (we can't even serve our 'normal' students properly, don't come up with 'special' ones)
- Ever growing focus on research in the career path of professors (financial and career incentives) undermines any valorisation of efforts on the LLL field

Biggest challenge for ALLUME project = finding a shared vision on the LLLU-concept

- Major diversity in the understanding of LLL and the provision under the flag of LLL
- Threatens to become a 'one fits all' concept
- Need for conceptualising the LLL/LLLU concept: what is it and what is it not?
- Need for concrete indicators to steer the process of becoming a LLLU and to measure the success of a chosen LLL strategy (normative!)

Balance between holistic (LLL as a principle) and special (LLL services)

- Finding a balance between 'special services' and mainstreaming LLL
- How to use the LLL concept as a driver for change of an entire institution whilst keeping the focus on target groups and special services?
- Need for a clearing house unit to balance different interests and needs
- How to create incentives for changing daily practice?

Do's

- Create a new institutional image for university: become seen as a partner in professional development of knowledge workers
- Communicate about LLL 'packages', create new 'products' out of the existing educational provision
- Re-educate professors to work with adult learners and to see the benefits of adult education for 'students'

Don'ts

- Create a (revolutionary) new legal framework for LLL and wait until the LL learners will show up
 - Creating a legal framework that enables LLL, doesn't imply in itself that those options will be used. There is more needed to move from a LLL possibility to a LLL chance for people! (eg communication, guidance, PR, re-educating professors, ...)
- Pull back when you meet resistance towards change (it's intrinsic to any major organisation).