



ALLUME Project

Management meeting N°2

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Malta

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L'Université
est
une
chance

University of Brest Case study

Visitor : Ulle Kesli

One element of context :

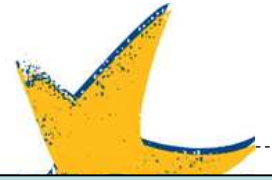
**French continuing education system
and organisation is shared between
several stakeholders...**

The “employment” stakeholders....

- *Existence of a **national system** for adult continuing education (from a labour point of view...)*
- *Based on **agreements between social partners**, conveyed in laws by Parliament (last one in nov. 2009)*

The Ministry of Higher Education and research stakeholders...

*Lifelong learning (including Continuing education)
is one of the 6 main "missions" of the
universities... included in the "Education code"
(new law 10/08/2007)*



Integrative model

As stated in the Education A

- Adults and students can follow the same courses and get the same diplomas, **but tuition fees can be different...**
- All HLE diplomas can be obtained through different ways,
- There are specific possibilities for adults to access HLE Institutions.

*Q1 : What have you learned on **key turning points, initiatives or decisions** that actually helps a university to develop his LLL-provision?*

- 1. It appears that a comprehensive definition or description of **ULLL** help us as a "floor plan" in the discussions either during the elaboration of the case study and the SWOT analysis. (we use the Beflex one). I use it now at the opening of all presentations/discussions internal or external.*
- 2. A question also arise from comparison with Flemish holistic approach : is it relevant to consider separately "young" and "adults" in a LLL perspective ? From pedagogical, financial, objectives, organisational,.... Point of view?*

Q2 : What insights did you derive from the first part of this project on the development process of universities towards **becoming a LLLU**? What are the Do's and Don'ts?

From UBO case study **do's** ...:



1. Mobilised academic staff and researcher for **understanding** the challenge of LLL for society <- (cf Q1)
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...

From UBO case study to **general/specific do's** ...:



1. Mobilised academic staff and researcher for **understanding** the challenge of LLL for society <- (cf Q1)
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...

From UBO case study **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...!!!**

Q3: How did the study visits challenge your vision on LLL within universities?

This question from Karine...



"what are the indicators for LLL from a holistic point of view?"

If we don't want to think about LLL as the provision of separated courses for special target groups, but as a principle that works through all the university levels (LLLU), what indicators should steer this process of becoming a LLLU? »

Q4: Concerning the process of the case study production and the study visits, which were eye-openers, **what was remarkable and/or new for you?**

Q5: What **key questions** or which other points do you find highly relevant to keep in mind for the production of the **guidelines**?

At internal level



1. Mobilise academic staff and researcher for **understanding** the **challenge** of LLL for society (based on BeFlex ULLL definition ?) and build a **university strategy and support** for LLL (including information system, communication) with staff, academics and researchers **validated by official bodies on a multi-annual basis and an evaluation process.**
2. Use “internal good practices” as example;
3. If necessary, use and recall the regulations if they exists
4. build a full range of **integrated services** for adults,
5. **Mobilise** internal potential resources like laboratories, Technical platforms, internal “experts” of all kind...

At external level



1. to have « good » national/regional regulations concerning LLL and also HE....
2. To develop partnerships at local, regional or national level
3. To be included and active in professional networks at all level...
- 4.