



Case Study template

A) General Part

General	Research and LLL cooperation training and guidance workshop
Case Study Title	Research and LLL services Cooperation about green transition, green jobs and LLL
DIALOGUE thematic group	Learning and Guidance
Date of the case study	2005 to 2011
Contact Information	
Name of the institution	University of Versailles-Saint Quentin
Location/country	Versailles/France
Size of the organisation/ Number of academic/research and non- academic/administrative staff	19 000 students (2887 LLL students) 1389 academic/research staff 752 non academic/administrative staff 33 laboratories
Website	http://www.uvsq.fr
Abstract	
Key words	Green transition, green jobs, pedagogical building, skills and competences, qualification, APL
Please provide a short abstract of the case study	The green transition leads to problems of adaptation of the qualifications in relation with green jobs (trends, characteristics, evolution, prospects). Which training to build? How to make evolve existing training and courses impacted by sustainable development? Which are the public concerned ones? Which pedagogies to implement by considering the diversity of profiles of learning students? How to take into account the assets of the experiment? The relevant answers rest on a cooperation between the research centers (on sustainable development and in teaching engineering) and the institutions in charge of the implementation of lifelong education programmes. The case



study proposed by the UVSQ for the group “Learning and Guidance” deals with the building of the vocational license in the field of the management of environmental services (water, energy, cleanliness, transport) intended to train future mid-level managers in charge of exploitation on these various fields by implementing a sustainable development strategy. The case study will present the collaboration with the laboratory REEDS (research in economy-ecology, éco-innovation and engineering of sustainable development) in terms of training courses contents and the research contribution research in the field of teaching engineering.

B) Specific Part

The following part depends on each thematic group, outlining strengths and weaknesses of the chosen situations.

1. Context:

Please present the general background (“landscape of experience”) of the activity and in which institutions, organisations, units or sectors the case took place.

The UVSQ, a new university created in 1991, impelled a strategy supply of education programmes associated with complete courses with several levels of outcomes and professional insertion (LMD), constituting many possibilities of entry for resumptions of studies and the qualification demand. These courses are organized in connection with research laboratories contributing to Poles of Excellence on different fields (the UVSQ has been part of the Shanghai classification for several years). The UVSQ is member of several poles of competitiveness. The UVSQ in partnership with companies has created industrial foundations. In this context, the UVSQ has promoted a teaching and scientific pole specialized in sustainable development: the OVSQ (Observatory of Versailles Saint Quentin). This pole, characterized by a complete course (Bachelor – Master –PhD), is associated with several research laboratories in particular with the laboratory REEDS (Research on ecological economics, éco-innovation and sustainable development). This pole build a relations network with the economic partners (poles of competitiveness), and industrial foundations (ECONOVING, FONDATERRA).

2. What are the objectives and purposes of the concrete action?

The objectives are :

- To develop a new vocational curricula, the “Licence professionnelle services à l’environnement”, as an answer to the needs in term of green jobs (manager of a exploitation center, water, energy, transport, cleanliness) .
- To open this training to a large public (student, employee, job seeker)
- To develop a pedagogy focused on the skills and competences approach..

3. How does this activity combine insights from research and practical hands-on experience?

The curricula include the results from the sustainable development research as a global approach of the green job activities..

Learning outcomes are formulated in term of skills and competences

The training combines curses and practical period in a firm.

4. Does the institution/sector/unit provide instruments (e.g. ICT or human resources) for the implementation of the concrete action? Which tools were applied?

The pedagogic team includes university researchers and firm practitioners.

The vocational training leads to examine and analyze several practical situations in various firms.

In some domains we can use tools (Project guidance, accounting...) and documents (accounting, reporting...) from various firms.

5. Best practice/ Bad practice:

What kind of results were obtained? What do you consider to be the innovative or interesting part of this concrete action?

What are the barriers (potential and effective) to the full implementation of this action and what are its benefits?

In which sense can this action be useful for DIALOGUE?

Results:

- The curricula have good results in terms of diploma success (90%) and employment.(100 %).
- The training contributes to the continuing process of qualification adaptation in the green

transition context.

- The research team observes, explores and analyzes the green transition issue.
- Development of active pedagogy with the use of ICT.
- A mixed public (academic students and lifelong education trainees) allows a teaching enrichment by interactive contributions between the two public ones. The students stimulate the lifelong education trainees concerning theoretical knowledge whereas the trainees transmit to academic students the professional culture and values and their practical experiment.

6. Are researchers and practitioners directly linked in this activity?

- If yes, how are they linked and what are the communication and interaction processes?
- If they do not communicate directly, how are findings from research connected to practical activities and vice versa?

Yes

There is a common building of the initial curricula, then to adapt the contents considering the activities and job changes.

There is cooperation for teaching; some courses are realized by academic teachers, some by practitioners.

Numerical resources are put on a pedagogical platform.

To tutor learners we use internet network (chats, Forum).

7. Which elements would you identify as easily transferable to other institutions in different regional and national contexts?

- The development of the use of ICT, to adapt learning activities to the variety of the profiles of learners.
- The development of the university-firms relations like an ongoing adaptation factor of qualifications
- The Importance of the experience feedbacks to enrich the questionings issued from the research.
- The Teaching added value of the vocational training.
- The interest of the validation of the assets of the experiment and the resumption of studies to allow the employees master his professional trajectory (security of the courses).
- The extent of the use of the TICE in compliance with the diversity of the profiles of learning students.



8. Recommendations for dissemination:

Briefly identify the most important points in the case study for other ULLL managers and practitioners – these may include risks as well as benefits.

Please formulate some recommendations for the dissemination on the basis of the case study addressed to the working group and other partners.

- The development of new formations in compliance with the evolution of the qualifications in a context of sustainable development.
- The development of new teaching methods for facilitating the professional insertion and for guaranteeing the security of the professional trajectories.
- Interest of the presentation of the courses expressed in terms of results of apprenticeship facilitating the legibility of the diplomas. It permits to develop a pedagogy centered on the activities and to allow the implementation of the validation of the assets of the experiment.
- To avoid a drift of the formations towards a short-run operationality.
- Diplomas as certification guarantee as well the short-term operationality for professional insertion as the mid and long-run adaptability required for an ongoing adaptation of qualifications within the personal trajectories

9. Additional information. E.g. bibliography, website, publications, reports

1. A. Nicolas (LLL service Manager, member of the Scientific council of FONDATERRA), K. Radja (Laboratoire REEDS) and P. Schembri 'Laboratoire REEDS, (2011), « Vulnerability and training-employment relationship: the French Case », *Journal of Qualification*, June 2011, EUCEN, European Union.
2. A. Nicolas, K. Radja and P. Schembri, (2009), « Quelles formations pour un développement soutenable dans les pays en développement? », *Monde en Développement* n°146, septembre 2009.
3. A. Nicolas, K. Radja and P. Schembri (2008), « Which Professionalizing Education Programmes For Which Sustainable Development? », *Industry and Higher Education*, June 2008.
4. Alain Nicolas (2011), "Strengthening and developing a locally integrated and sustainable LLL university strategy", SIRUS project Report "Shaping Inclusive and Responsive University Strategies", by Hanne Smidt and Andrée Sursock, EUA Publications 2011.
5. Alain NICOLAS¹, Nicole QUETIN² (2010), « Approche méthodologique des diplômés en termes de résultats d'apprentissage, dans le but d'orienter les publics de la formation tout au long de

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la vie, lors d'une reprise d'études ou d'une validation des acquis de l'expérience », Journal of qualification, HEQ Bridges Project (2010-2011),

6. Nicole QUETIN, Sophie BIDAUT (Université d'Evry Val d'Essonne)
Alain NICOLAS, Sandrine GIHR (Université de Versailles Saint Quentin en Yvelines) Fabienne POULARD, Georges MICHAÏLESCO (Université Paris Sud)
Alain GONZALEZ, Georges LARROQUE (Université Paris Nord, Université Paris Est Créteil), « Vers un modèle de fiche descriptive des compétences liées à un diplôme universitaire », *Actes de la conférence UNISO 2011*.

We are intending to put your case study on the website.

Please tick here if you do **not** wish to see your case study published on the project's website

ANNEX I

Example: New Media TWG. (How to connect virtual and physical space?)

