



## National overview

### The relations between the research and the long life learning, the presentation of the general framework in France

I - The piloting, the implementation and the evaluation of the research in France ([www.enseignementsup-recherche.gouv.fr/.../missions-et-organisation](http://www.enseignementsup-recherche.gouv.fr/.../missions-et-organisation), [www.francecontact.net/pages/avant/accAV4.html](http://www.francecontact.net/pages/avant/accAV4.html) ...)

#### 1 - The piloting of the research

Several structures contribute to the piloting and to the evaluation of the public research in France.

- The **Ministry for Higher Education and Research**

The Ministry of Research, at present the Ministry for Higher Education and Research, is in charge of coordinating the policy of research. He is a referent for the inter-ministerial mission "Research and Higher education ". Within the ministry, the head office (executive management) for the research and the innovation (la Direction générale pour la recherche et l'innovation, DGRI), created in 2006, is more specially in charge of following all which touches the research.

- The consultative authorities
  - The High Council of the science and the technology

The High Council of the science and the technology was created by virtue of the law of program for the research in 2006. Placed directly with the Prime Minister, it is in charge of advising the Prime Minister, as well as the Government and the Parliament. It consists of scientific personalities or the business world, among 20 maximum, as well as of a representative of the parliamentary Service of evaluation of the scientific and technological choices. He especially has to express opinions on the big orientations in terms of research, transfer of technology and innovation.

- The upper Council of the research and the technology

The upper Council of the research and the technology (CSRT) was created in 1982. It is placed with the minister of research who chairs it. It consists of 44 members, whose researchers half are indicated by various authorities, and other half formed by representatives of the civil society, in particular union representatives. Recommending of the ministry, it can be brought to pronounce on the projects of reform, on the allowance of the credits and on the scientific employment.

- The national Agency of the research

The national Agency of the research (ANR) was, originally, established in the form of a grouping of public interest in 2005. It was transformed into public institution. She wants exclusively an "agency of means ", it thus has for mission to collect and to distribute credits to establishments or companies within the framework of partnerships public - private. While previously, the budgets assigned to the research were distributed in laboratories, the ANR attributes them henceforth according to "programs of research" for duration of 3-4 years, programs which are determined by the Ministry. This aroused certain number of protests, criticizing the short-term vision, the productivism, and the seizure of the political power by the freedom of the research.

## **2 - The evaluation of the research**

The agency of evaluation of the research and the higher education (AERES)

The Agency of evaluation of the research and the higher education is an independent authority created in 2006 from two pre-existent authorities. Its mission of evaluation practices is applied towards establishments, teams and staffs. Its council is formed by 25 personalities, the some named, and the others were proposed by the authorities of representation of the researchers.

## **3 - The public research in France**

The public research in France is mainly realized within the laboratories of institutions of higher education and research bodies.

Institutions of higher education gather combine in particular:

- 85 universities
- 31 engineering schools
- 3 grouping polytechnic national institutes each several engineering schools
- 4 "Ecoles Normales Supérieures" (teacher's training colleges) to train in particular the future teachers, the professors and the researchers in any sorts of domains
- 9 Institutes of Political Studies
- And big establishments of diverse statutes

The bodies which participate in the research correspond to various types of establishments; it is a question in particular:

- public institutions with scientific and technological character ( EPST)
- public institutions with industrial and commercial character (EPIC)
- public institutions with administrative character ( EPA)
- and also of private institutes or foundations.

So certain laboratories or units of research depend exclusively on a research body or on an institution of higher education, the others are affiliated to some of them. Half of the laboratories of the establishments of the higher education is so associated with one or several research bodies: these laboratories are called mixed units of research (UMR).

Among the main EPST:

- CNRS (NATIONAL CENTER FOR SCIENTIFIC RESEARCH)

The national centre for scientific research (CNRS) is the main French non-specialized research body. It depends directly on the ministry delegated to the Higher education and to the research. The CNRS has 1260 units of research covering varied domains.

- INSERM

The Institute of the health and the medical research is dedicated to the human health. The research is made within its 335 laboratories and 41 clinical centers.

- INRA

The Institute national agronomic research makes researches in the domains of the food, the agriculture and the environment. THE INRA has 235 units of research and 60 experimental units.

- INRIA

The Institute of IT research and in automatic is actual in the domains of the sciences and the technologies of information and the communication. it has 143 research teams.

- IRD

The Research institute for the development (IRD) cooperates with certain African, Asian and South American developing countries in scientific and technical research. The big themes of research articulate around the environment, around the health and the dynamics were connected to the globalization.

## **II – LLL framework and strategy in France**

Economic crisis, economic and social changes, technological progress call into question in a continuous and recurrent manner the activities, the jobs and the skills, by encouraging the emergence the needs of training throughout life. The trajectories of each person's life will be characterized by a continuum consisting of many round trips between training and employment.

The establishment by social negotiation, State and local Authorities action, the rights to training, and the financing of vocational training, this, in correlation with the construction

of devices that offer training solutions and personalized knowledge accreditation constitute an essential social approach to ensure individuals a form of a professional and social security and the full exercise of their citizenship.

In France, further to inter-professional negotiations, the Law of July 16th, 1971 (Law Jacques Delors) introduces an obligation of spending of training chargeable to companies, for a rate in percentage of the raw payroll, this for companies of more than ten employees. The law puts the principle of a financing deprived of the training, so creating a market of the training answering the laws of supply and demand. A new inter-professional national agreement is signed on September 20th, 2003. It results in the law of May 4th, 2004 relative to the long life learning (LLL). The law of 2004 establishes a right for the LLL. It moves closer to the employers and to the employees in the choice of training initiatives, gives to the employees more initiatives in the elaboration of their route of vocational training and assures a bigger visibility on needs in training.

Long life learning (LLL) is a global concept that includes all the dimensions of education, whether formal or not, initial or not, and is an individual but also collective challenge for the company and the society.

With the adoption by the EUA (European University Association) of the “European University Charter for learning throughout life”, launched on the 25<sup>th</sup> October 2008, at the conference held in Rotterdam (Netherlands), the European Higher Education affirms its willingness to take its place in this field, the vehicle of economic and social development.

And then, the signature by the employers' and Trade-union organizations of several inter-professional national agreements, allowed to make and to progress the right to long life learning (National agreement of October 5th, 2009 concerning the access of the employees to the vocational training throughout the professional life, Agreement of January 7th, 2009 concerning the development of the training, the professionalization and security the of vocational pathway, Agreement of November 14th, 2008 concerning the projected management of jobs and the skills, Agreement of January 11th, 2008 concerning the modernization of the labor market, national Agreement of December 5th, 2003 concerning the access of the employees to long life learning. (Source: <http://cpnfp.w3sites.net/v2/cpnfp/anidec03.phtml>).

The University constitutes in this context and facing this social challenge a major territorial actor of the training throughout life:

- Because university courses provide basic skills that form the essential foundation to conduct a lasting professional path.
- Because the universities are, through their research laboratories, institutions of knowledge production and of dissemination of learning.



- Finally, because the multi-and interdisciplinary approaches that are currently developing constitute the means to tackle the complexity and all steps of integration that characterize many contemporary jobs.

Thus, the construction of training throughout life facilities and the development of this activity become a major strategic axis for the university; importance which is increased in the frame of the university autonomy and in the face of the challenge of increasing the territorial attractiveness of the institution.

### **III – The relations between Research and LLL**

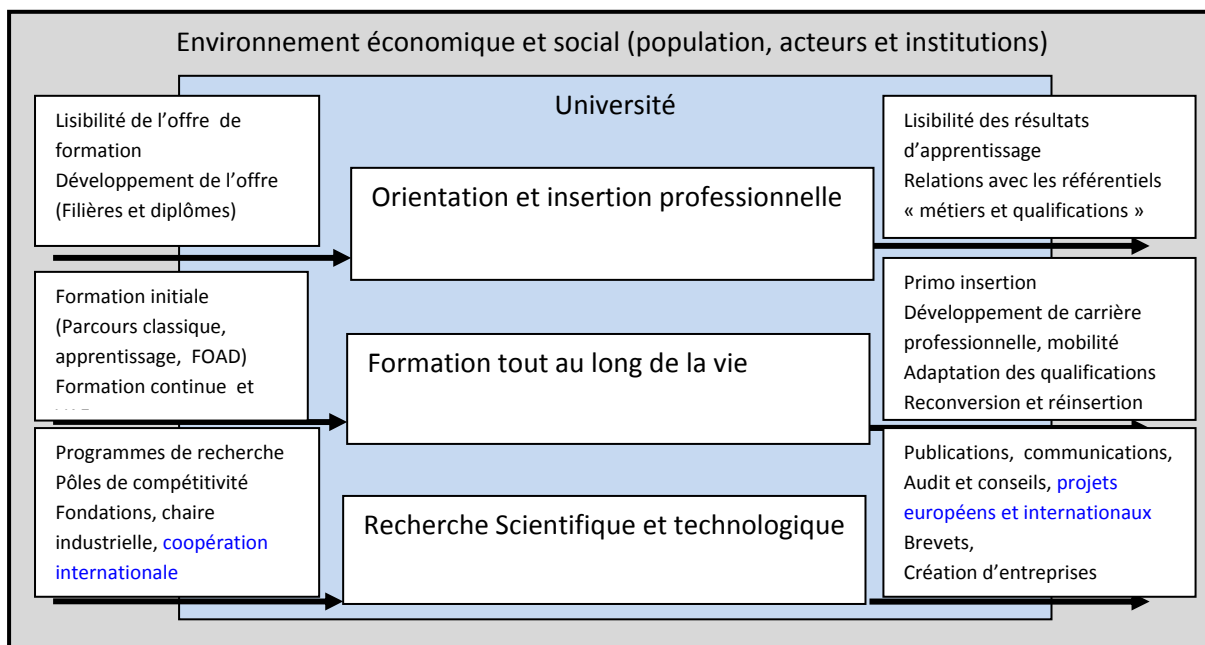
Research and Education constitute in France two fundamental missions of the University, which were specified and supplemented by the Law “Freedoms and Responsibilities for the Universities” of August 10th, 2007, France (LRU Law, article L 123.3). More precisely the missions of the university defined by the LRU Law are:

- Initial training and lifelong training;
- Scientific technological research and the dissemination and the valorisation of its results;
- Orientation and professional insertion;
- Dissemination of culture and the scientific and technological information;
- Participation in the construction of the European space of higher education and research;
- International cooperation.

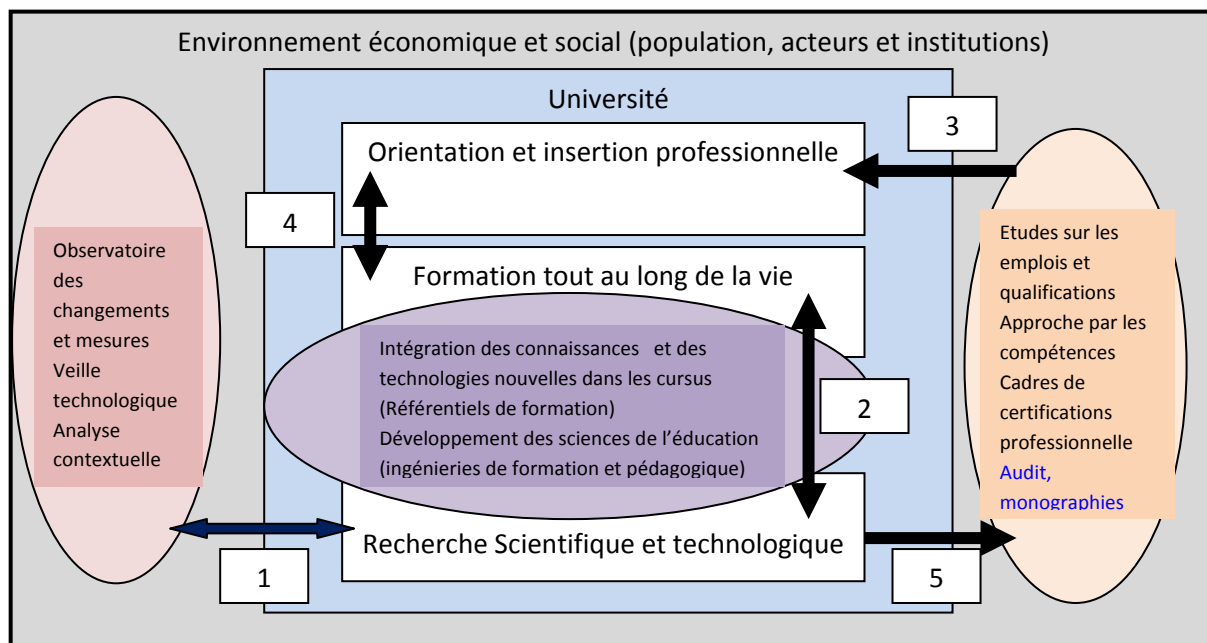
This evolution in the missions shows that we leave the traditional model of the university to develop a more open university on society.

In the traditional approach, the university as an essential social institution is regarded as a place relatively closed and folded up on itself; this is the place of science and reason dedicated to the reflection and the critical analysis to develop the knowledge and to transmit it to students. The new approach consists in widening the missions of the university by the construction of an opened institution, becoming an essential territorial actor, to accompany the individuals in the building of their life trajectory and thus to develop the citizen participation contributing to the evolution of society. The university also plays a macroeconomic role through its contribution to the economic and social institutions in their activities and through the search for a new development model in an internationalized context. Considering the globalized dimension of the contemporary economy and its ambivalent impact on societies, the opening and the intervention of the university must be under consideration on more or less wide territories by building multiple partnership cooperation's.

In the latter approach, the university is thus characterized by the emergence of new relational systems (networks) as well internally as external, making it possible to develop new logics of integration answering the contemporary societal complexity and to ensure a very great flexibility of the answers in adequacy with the singularity of the expressed needs.



In this context, the relations between research and the lifelong training (dimension "guidance and training") is at several levels and on various sets of themes.





The various points of relation presented in the plan will serve to build the case study. The case study proposed constitutes an illustration of these new relations between research and the training throughout the life in France. The case study is associated with the field of the sustainable development. Initially, we will show that the research tasks developed on the sustainable development as well as the observation of the evolution of the activities in relation with the environmental problems (1) in France lead to integrate this approach in the university vocational training (2) by developing new sectors of formation with various diplomas at exit. In the second time, we will show how these formations can be presented in terms of outcomes of training formulated in competences – skills. This conception is based on the research tasks developed on the competences approach and on the construction of certification frameworks (3). Then, we will see how the evolution of the activities and employment on which fit the graduates (student and trainees of continuing education) of this sector leads to the emergence of the research issues related to the green growth, the green transition associated with employment and qualifications in some differentiated social contexts (4). Lastly, this approach of research can fit in various European and international programs (UNESCO, the World Bank, AUPELF...) leading to some field analyses and social dynamics in progress in different contexts. This body of research programs aims to enlighten and model the universal aspects of the sustainable development and the specificities associated with the observed social configurations (5).