

SWOT-Analysis in the TWG Learning and Guidance

Short abstract of the case study:

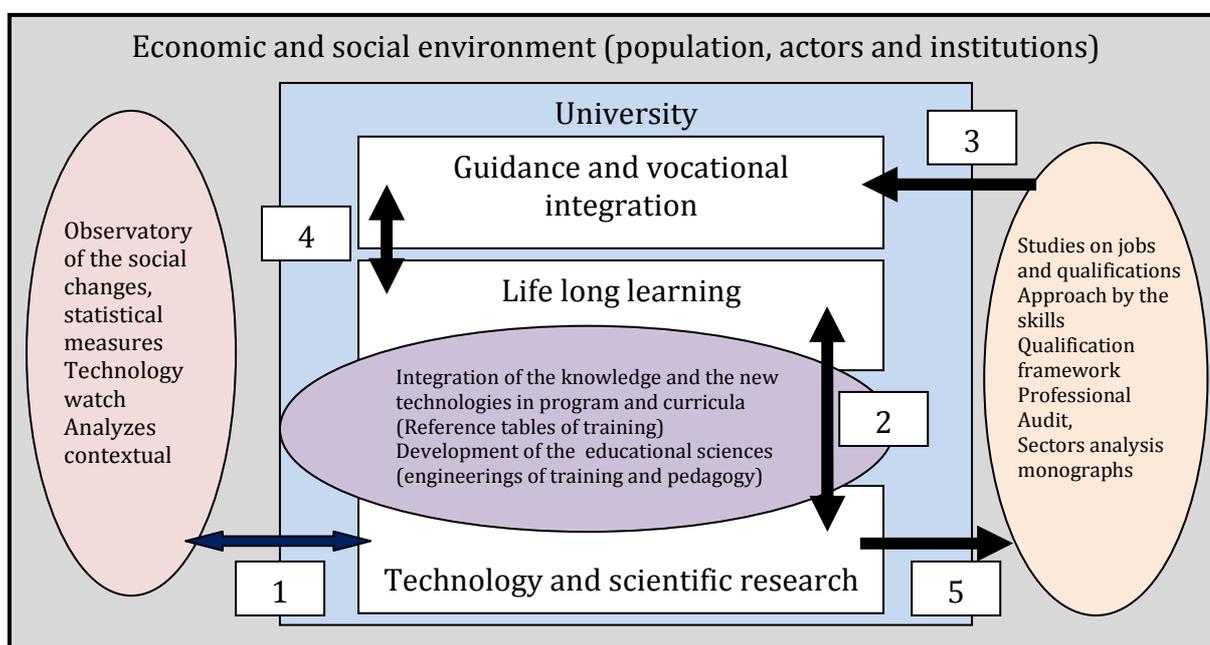
The green transition results in a problem of adaptation of the qualifications to exercise the green jobs (evolution of existing / new jobs). What offers of training to build? How to develop the existing trainings impacted by the perspective of sustainable development? What are the concerned publics? What pedagogies to implement by considering the diversity of profiles of learner? How to take into account the prior learning of the experience?

The relevant answers base on a cooperation between research centers (topics of research: sustainable development and in educational engineering) with institutions in charge of the implementation of the lifelong learning. The case study proposed by the UVSQ for the group " Guidance and Training " concerns the construction of a vocational Bachelor's degree on the services to the environment management (water, energy, cleanliness, transport), intended to train future operating managers on these various domains pillars of a strategy of sustainable development.

The case study will present the collaboration both at the level of the contents of training in connection with the laboratory REEDS (research in economy-ecology, eco-innovation and engineering of the bearable development) and from the point of view of the contributions of the research in educational engineering.

Systemic approach

- Identification of spheres of action having a potential impact on the training throughout the life:
 - Domain I: observation, technology watch, contextual analysis.
 - Domain II: integration of the new knowledge in the trainings, the impact of the educational sciences on the engineering of training and pedagogy.
 - Domain III: development of relations with the economic and social environment

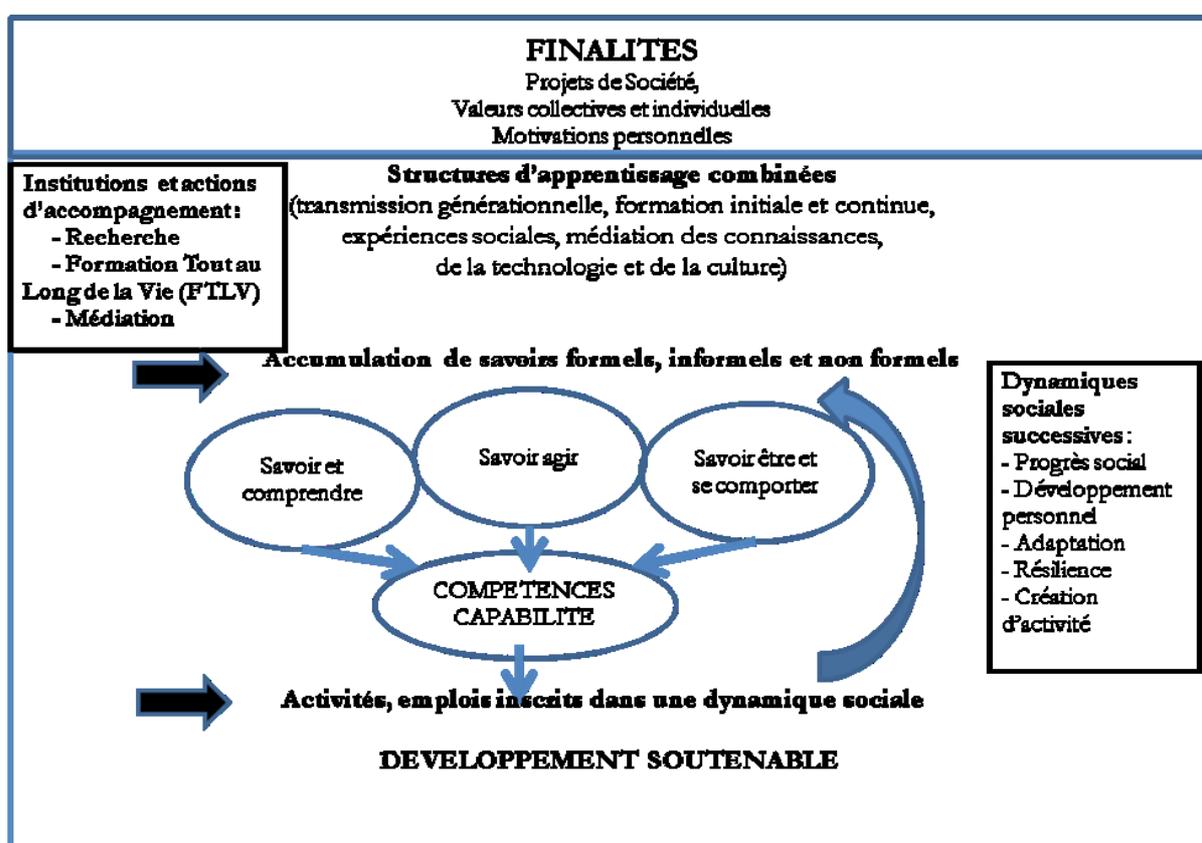


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- Identification of the relational system between research and practitioners of the lifelong learning.

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).

- Relation 5 result : a model apprenticeship society, social dynamics and sustainable development



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1. The systemic view

Dimensions	Strengths	Weaknesses	
Domain I: observation, technology watch, contextual analysis.	<ul style="list-style-type: none"> • Relation of cooperation between researchers and practitioners of the lifelong learning • Mixed Teaching staffs: teachers, teachers - researchers and professionals of the company 	<ul style="list-style-type: none"> • Uneven Status between the missions of research and that of teaching for the evaluation and the career of the professors (teaching and research) • Weakness of the relations with the circles socioeconomic 	Strengthen the cooperation and the exchanges within the framework of common institutions (academic actors and social partners) and shared projects of competitiveness and progress
Domain II: integration of the new knowledge in the trainings, the impact of the educational sciences on the engineering of training and pedagogy.	<ul style="list-style-type: none"> • Construction of the program and curricula in mixed teams • Applied researches and publications of articles in common • Participation to thematic networks and conferences • Innovation and development of new devices in engineering of training and educational (approach skills) 	<ul style="list-style-type: none"> • Weakness of the applied research • disciplinary Subdivision, • Insufficiency of the access to the higher education • Insufficiency of the mediation of the knowledge 	needs of interdisciplinary Facilitate the mobilities
Domain III: development of relations with the economic and social environment	<ul style="list-style-type: none"> • Development of several industrial pulpits and foundations • Participation in the poles of competitiveness • Participation to national, European and international projects 	<ul style="list-style-type: none"> • Specificity of the approaches and the cultures between academic circles and socioeconomic circles • Phenomenon of mistrust in priori between the academic actors and the economic actors 	Facilitate knowledge mediation
	Opportunities	Threats	
Domain I: observation, technology watch, contextual analysis.	<ul style="list-style-type: none"> • The economic and social, cyclical and structural crisis imposes the research for a new model of development 	<ul style="list-style-type: none"> • The financial and social crisis which risks to limit the means • The domination of the short-term concerns 	To have a real democratic government at the European level with a long-term political vision clearly on the new model of development to be
Domain II: integration of the new knowledge in the trainings, the impact of the educational sciences on the engineering of training and	<ul style="list-style-type: none"> • The crisis and the accelerated renewal of the knowledges imposes the life long learning • The potential of educational innovation and adaptation to the various 	<ul style="list-style-type: none"> • The crisis of the education and the work (Labour) • The increasing complexity • The disparities of training and the insufficient masters fundamental knowledge • The regression of the idea 	

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pedagogy.	profiles of learner connected for the ICT	of progress and the rational thought	promoted
Domain III: development of relations with the economic and social environment	<ul style="list-style-type: none"> • The European charter for the life long learning • The interprofessional national agreements on the reassurance of the careers • the greater importance of diplomas in the reassurance of the careers • the participation of companies for the foundations • The national and European networks of cooperation on the lifelong learning. 	<ul style="list-style-type: none"> • The expanding social phenomena of exclusion and downgrading base of the ideologies anti-elites and populists • The weakening of mechanisms of social mobility connected to the initial training. 	To have a clear political support on the lifelong learning

2. Can the hindering factors (weaknesses and threats) be generalised and applied at national level? Which other hindering factors can be identified?

There is a risk of declining and blocked society.
The weakness of the political actors with regard to a reflection on the long term and with regard to dominant and short-term economic strengths

3. Once you have identified the general hindering factors, please try to analyse their reasons to find out how these factors are embedded in your respective learning and research culture.

The cultural, financial brakes, and organizational prevent the implementation of the internal and external synergies, necessary for the implementation of the social dynamics indispensable to the emergence of a new model of development.

4. Actions that could be carried out to overcome these identified reasons for barriers and hindering factors to cooperation between ULLL researchers and practitioners or solutions

Please identify and explain possible solutions for the identified reasons of barriers.

To Develop internal and external cooperation
To develop cooperation networks
To have a clear political support on the life long learning and the associated financial structures.

5. Actors which (could) play a role in carrying out these actions (based on the network analysis of activity 2 and 3) and reason:

Please reflect on how the identified actors of the network analysis could help to overcome identified barriers and constraints.



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Actors	Reason
the steering committee of the university	can declare that applied research in the region is relevant for the university
the ULLL management	can establish not only teaching networks but also research networks . Can establish also relation with economic and social actors on the topic of LLL (needs analysis, new knowledge, applied research...)
the project leader	must have a very good time management to coordinate the researchers for quick analysis results
Public authorities, State, companies, institutions for the job-seekers	Can play influencer's role to develop LLL. Can direct the research by making emerge needs.