



2014 eucen AUTUMN SEMINAR

*How to develop University Lifelong Learning programmes:
From the needs analysis to the design*

Dialogue between research and practice

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Framework

“How to overcome
EXPECTATIONS
to reach
NEEDS...”



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NEEDS ANALYSIS

Case study: “Political abilities for School’s Directors”

In the changing context of public school, the function of "Director" move more and more through a role of manager less focused on the daily-based quality of the provision than the general operation of the establishment, the risks and resources management and the representation into the community. This evolution creates many questions to the Directors, particularly in terms of relationship to the hierarchy, to political power (Ministry) as well as to different stakeholders (Town Hall, executives and institutional actors). This paradigm of rather strategic management has highlighted the need for training to the 'political skills" in order to better navigate into these networks while playing influence. We speak then of **strategic intelligence**.



«NEEDS DOESN'T EXIST !!!»

«WE CAN JUST MEASURE THE GAP
BETWEEN THE REALITY AND THE EXPECTED
SITUATION»



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Several key steps are needed in the design of such a device:

The problem

The activity

The representations

The repository

The emblematic situations

The inputs

The pedagogy

The assessment



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The problem

How to understand the issues and gaps as they occur
in the principals?

What are the mechanisms at work in general in
society?

The activity

What are the most common actions in strategic
management (prevalence)?

What are the effects of the current gaps (impact)?

The representations

What are the major paradigms dealing with (ethics, autonomy, power)?

The repository

Where to situate the skills expected in the repository of action and/or descriptions of function?

The emblematic situations

What are the significant and recurring situations that best illustrate the problem?
How to work the audience above?



The inputs

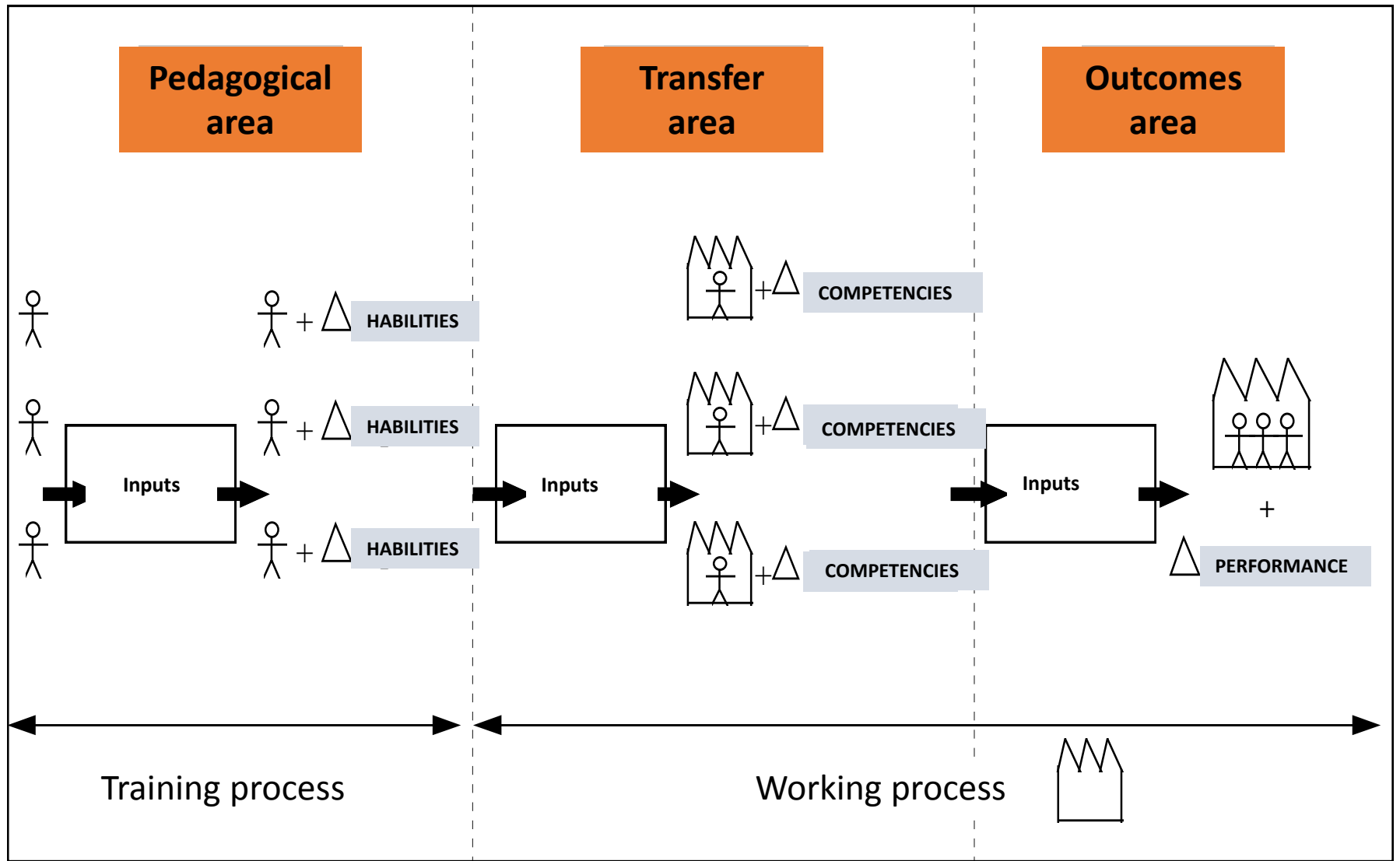
What concepts are needed? What records are affected? What relevant models for this audience?

The pedagogy

How can the training modalities include targeted skills?

The assessment

How to validate the acquisition of these skills? What kind of criteria for this assessment? How to distinguish the skills assessment and the evaluation of the performance?



EDF-GDF (S. Fortin) in Education Permanente – 1998

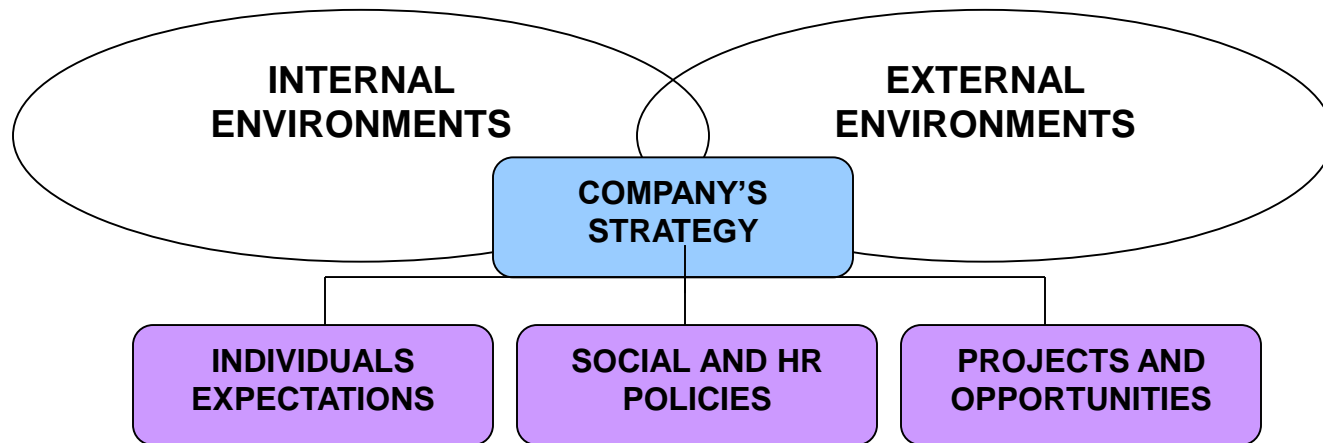
PLANING SYSTEM

- **The source of needs**
CONTEXT
- **The training needs**
DEVELOPMENT
- **The training process**
SOLUTION



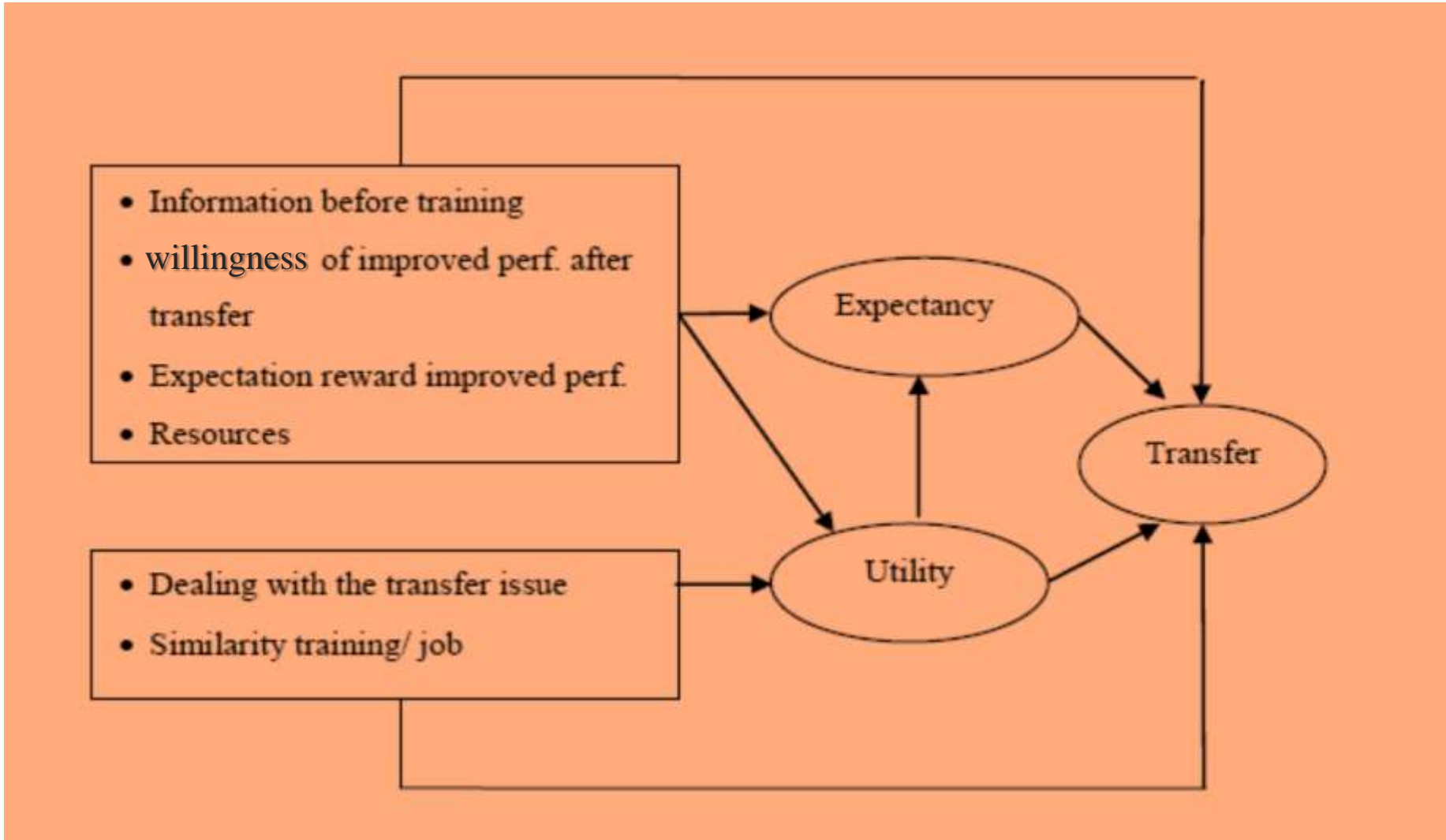
SOURCES OF NEEDS

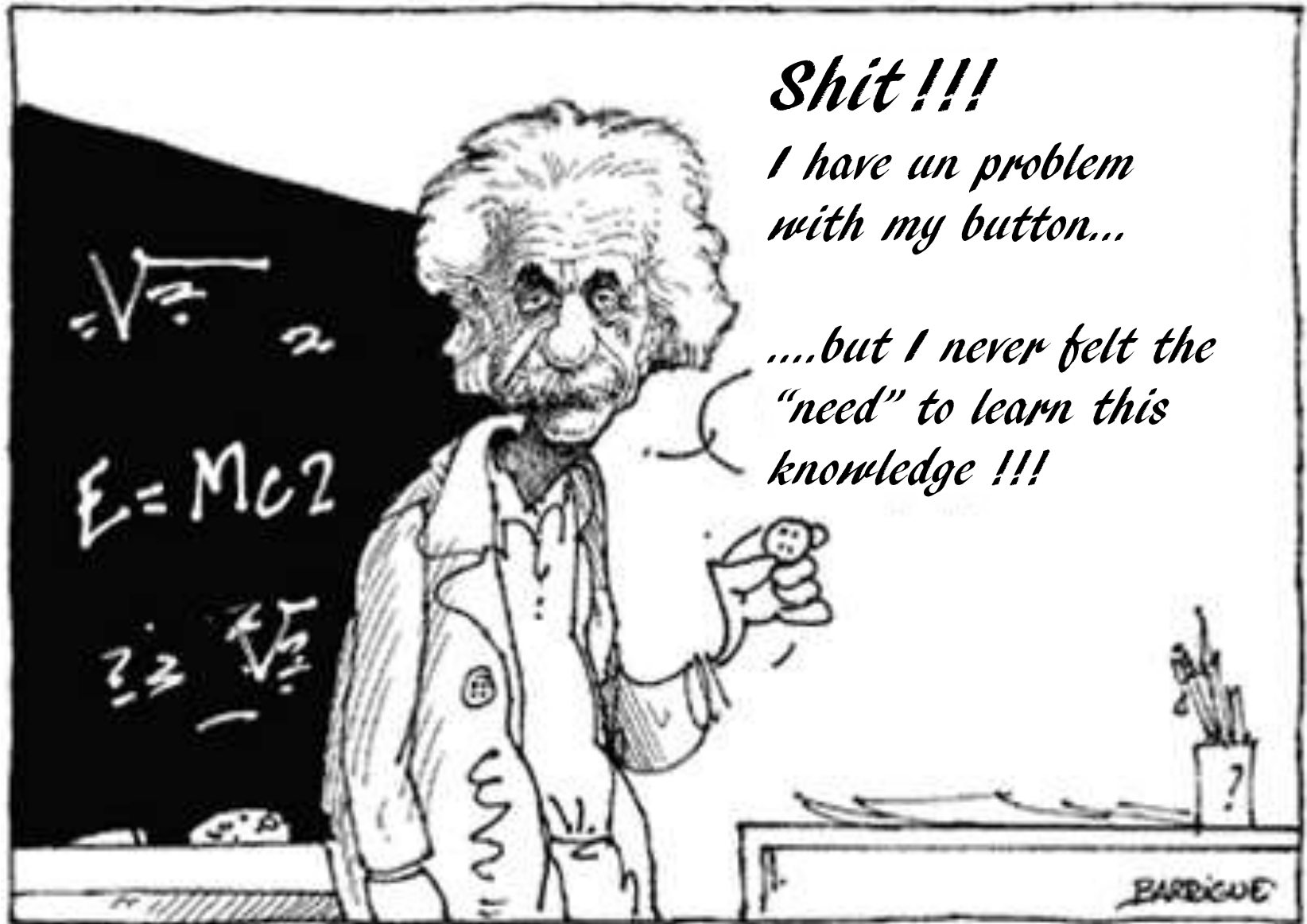
- **Problems or lack of quality**
 - **Change management**
 - **Investment projects**
 - **Work mutations**
 - **Cultural evolution**



A MODEL ?

From Dumay (2004)





Shit!!!

*I have un problem
with my button...*

*....but I never felt the
"need" to learn this
knowledge !!!*