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From the International Mobility to the Institutional Committment

A Case study at Lille 1 University – France

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Part I: Attractivity

Part II: Mobility

Part III: Institutional committment

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Part I: Attractivity



Lille 1 is an International University

19,000 Students - 4,500 come from abroad (23.6%)

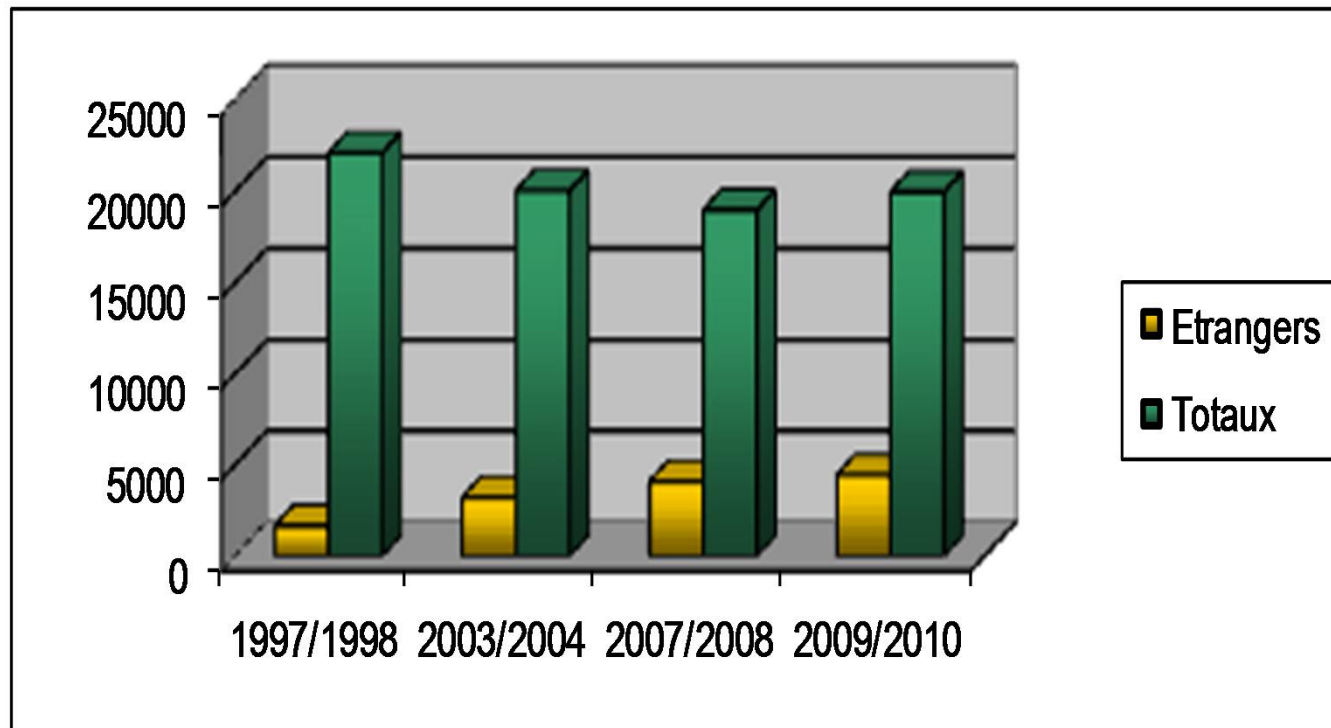
Part of International students:

- 17% at the Bachelor Level
- 32% at the Master Level
- 50% at the Doctorate Level

1,612 academic staff eq. FT (Post doc included)

Part of International Academic Staff Members:

417 individuals are international (17% eq. FT)



62% des étudiants étrangers sont issus de 7 pays :



Maroc : 952



Chine : 703



Algérie : 386



Sénégal : 229



Cameroun : 172



Guinée : 154



Tunisie : 145

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Amérique du Nord
41

Amérique du Sud
89

Afrique du Nord
1487

Afrique subsaharienne
1199

Europe
610

Proche-Orient
176

Asie
850



Number of International students	2000/2001	2007/2008	2010/2011
ERASMUS	194	198	173
Partnership agreements N-1 (French for Foreigners),	26	117	103
Other European programs	19	51	46
Masters Erasmus Mundus and Double-degrees	0	75	306
Specific Double-degrees with China	0	238	
International Masters taught in English	0	65	193
PhD-Cotutorial thesis	24	98	120
Other bilateral links to attract PhD	80	120	120
Off-shore degrees	10	487	545
Rate Institutional/free movers	353 / 1746	1449 / 4095	1606 / 4452
Part of the institutionnalisation	20%	35%	36,00%

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Part II: Mobility

Incentive

- **European Context**
 - Erasmus has 20 years old Objectives 2013: double the number of mobility
 - Wider Europe - a changing EU with new borders
- **National Context**
 - Grants for students
 - Policy to send the student abroad (1 semester at the Bachelor Level)
- **Régional Context**
 - New grants for student mobility
- **Quality assurance**
 - Setting up Charter for Quality (all levels)



Lille 1 case

- 240 European agreement
- 120 cooperations Outside Europe
- Policy to attract students at the Master and the PhD Levels
- French Student mobility keeps stable, need to diversify the mobility
- Development of internships abroad
- Maintain the social coherence
- Lille 1, European Label for quality of the exchanges
- Lille1, Erasmus Mundus label of quality
- Lille1, International label on the DS

Number of students sent abroad

	07/08	10/11	Variation 2011/2008
Europe	297	338	+ 13.8 %
Outside Europe	47	94	+100 %
TOTAL Study programs	344	432	+25.6 %
TOTAL Internships	475	639	+34.5 %
TOTAL	834	1071	+28.4 %

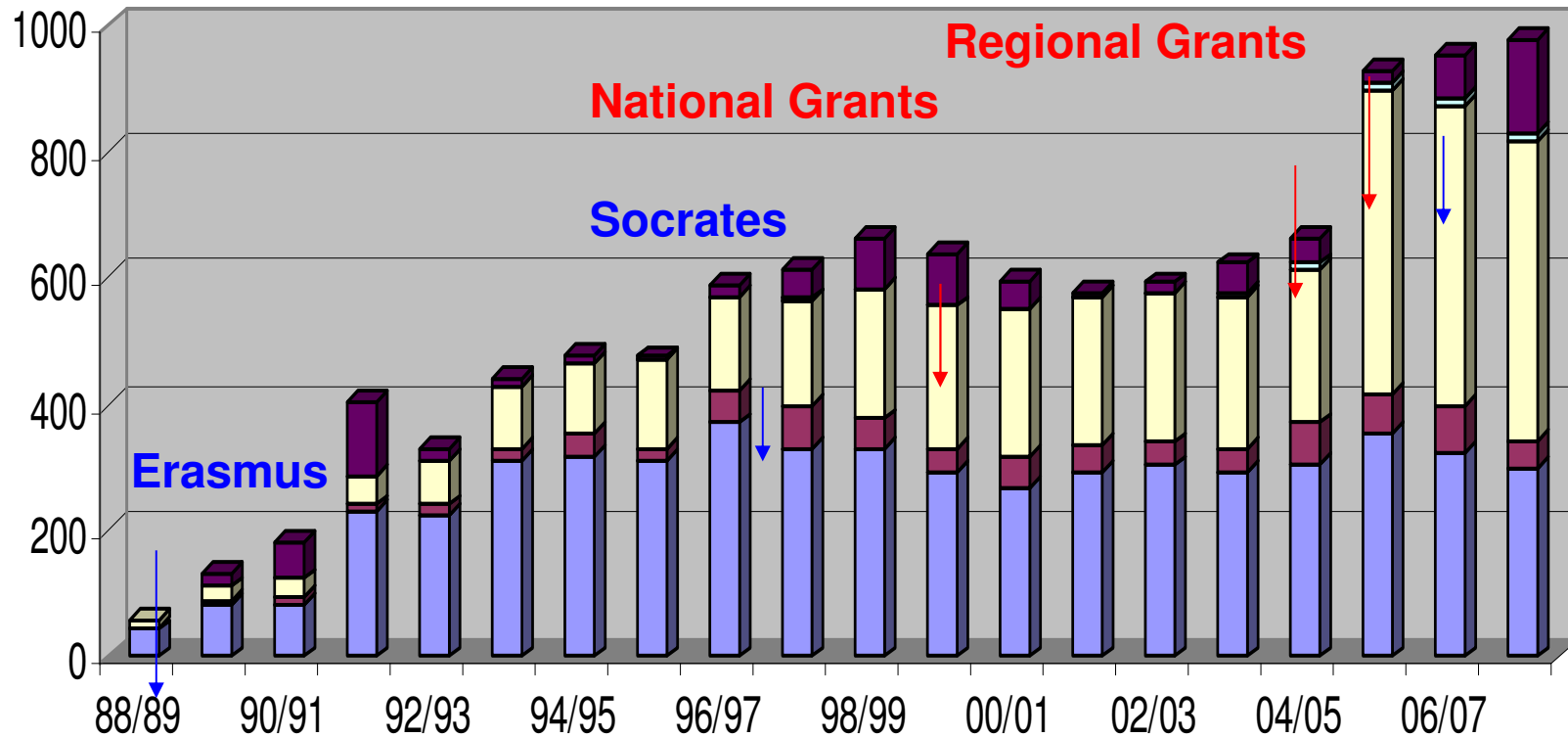
Lille 1 becomes the First Scientific University in France for its mobility



Mobilité sortante totale L,M,D

LLP Prog

Internships Eng.



- Envoi Etudes Europe
- Envoi Etude Hors Europe
- Stages en entreprise
- Cotutelle de Thèses Envoi
- Programmes Intensifs

+ from 2009 / Erasmus Mundus programs

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Part III: Institutional Committment

Good practices

- Some faculties combine all kind of mobility in order to give one chance to their students to go abroad :
 - intensive programs,
 - Project abroad
 - summer program
 - European module
 - Intercultural module

- Some disciplines used the Bologna process in order to increase the student mobility with flexible pathways,

Good practices

- Narrow relations between faculties and the central administration (flexibility) and to share the same international values,
- a network of academics in each department to supervise the mobility,
- a generalisation of the ECTS tools such as the learning agreements and the transcript of records

Good practices

- a strong commitment with the academic and administrative staff to build sustainable networks in the world,
- a know-how shared with European colleagues (Joint degrees, European projects, Tuning project, Bologna expert group...) in order to analyse and to implement quickly the good practices

A quality assurance for international programs

- An International Label to validate a certain level in language and intercultural competences
- A Charter for European Joint and Double Degrees
- A European Thematic Network to create Good European Practices (Tuning, Joiman, ECTS, Bologna expert group)
- A charter to recruit students in a joint partnership program (case in China)
- A charter for a cooperative off-shore programs

Bad practices

- Resistance from academics to let their students out,
- Some disciplines have used the Bologna process to keep the program Unflexible; then it is quite impossible to find a semester to go abroad
- With a master structure including a selection process between the two years, students are now afraid to go abroad

Bad practices

- the academic calendar is not adapted to the international student recruitment:
 - too late for non-EU students
 - too early for European students

Ideally, things should be done in Jan/Feb for non-EU and May-June for EU students

- a too administrative process for selecting good students, for whom a specific learning agreement is the most appropriate

- a lack of awareness about the competences and skills obtained from abroad

Bad practices

- a non well -used Diploma supplement
 - Part 4.2 : must be focused on skills and competences
 - Part 6 : specific information such as mobility, internship, language, student union committment, extra curriculum
- a non-understandable transcript of records

Some recommendations to conclude (1/4)

Measures to increase mobility in the programs first and second cycle:

- Develop training programs with windows mobile scheduled in advance at the time of program design (mobility, which could even be made compulsory in some areas) including special modules that can be done outside of these scheduled periods
 - Develop programs of joint degrees and double degrees. Students will better understand the added value of mobility and will be stimulated by their teachers who have designed the unique program

Some recommendations to conclude (2/4)

- Introduce shorter periods abroad, such as summer schools, internships, which give a true desire for mobility and a break with the fear of going abroad,
- Consider training programs in number of loans rather than grades. Students will have the insurance to accumulate credits at their own pace while achieving the objectives of the training with a specific number of credits (regardless of the time)

Some recommendations to conclude (3/4)

- Improve the academic recognition, for example through better use of the ECTS and learning outcomes. You do not choose a course abroad with a simple way, we compare the outcomes and the teacher must be flexible on the content studied
- Bringing foreign teachers for students to observe the differences in teachings and methods. The definition of a political home is also required

Some recommendations to conclude (4/4)

- Use the sections 4 and 6 of the Diploma Supplement in order to personalized the degree and demonstrate the new skills of the students.
- Create new profile of the masters (engineering and management for instance) based on the international mobility with partners from abroad.
- Develop a language policy for both the sending and for receiving students and integrate, as far as possible, in courses

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Thank you for your attention

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