

## International Strategy Erasmus+ Policy

### I) Context

International development is one of the five main objectives of the 2017-2021 Contract of Objectives and Performance (COP). It sets objectives in terms of welcoming foreign students (20%), double degrees (25 in 2021), the number of months abroad for outgoing mobility (longer than 6 months), English language courses (30%), and study programmes available to non-French speakers. It is also a priority in the making of the next 2022-2027 COP.

The geographical areas targeted take into account the objectives of the school's supervisory authority (the DGA; in English: the Directorate General of Armaments), the school's areas of excellence - which are Automobile, Naval Architecture, and Information and Communication Technologies (ICST). As well as the networks to which it belongs: ENSTA Group (Maritime), POLYMECA (Mechanics), AMPERE (Electronics), and the recommendations of its industrial partners.

Each year, the CODI (in English, the Organizing Committee for International Development) evaluates the preceding year, and sets the objectives and projects to be undertaken in terms of geographical areas and of subjects for new partnerships; it also undertakes a forward-looking approach for the upcoming years. The CODI is held in the presence of representatives of partner institutions, in addition to the ENSTA Bretagne staff.

This makes it possible to target partners according to: study subjects, privileged geographical areas, and possibilities of mobility for students and teachers, research and training, of the possible balance of exchanges, of the construction of joint programmes as well as of the creation of double degrees either bilaterally or via the networks to which ENSTA Bretagne belongs.

Partners are selected according to the following criteria:

- The subjects proposed in accordance with those of the school;
- The geographical area within the school's objectives;
- The areas of research;
- The course catalogue in line with that of ENSTA Bretagne;
- The language of instruction in correlation with those offered at the school;
- The types of possible mobility: studies, internships, teaching, research, training;
- The type of possible developments: double degrees, joint theses, research programmes, teaching and teacher exchanges, participation in European programmes;
- The equivalence of exchanges;
- The added value for our outgoing students;
- The possibilities of financing student/teacher/staff mobility;
- The added value for the school in terms of visibility and internationalisation.

### II) ENSTA Bretagne's International Strategy

Our objective, in 5 years, is to make ENSTA Bretagne an international reference in terms of training and research in its 3 fields of expertise (Information Technology, Mechanics, Human and Social Sciences of Engineering), in order to make it shine internationally and thus contribute, to its full potential, within the academic and scientific communities.

A) Our international training strategy has 2 axes :

➔ Academic partnerships:

- To propose partnerships to those universities with prestigious programmes in Western countries;
  - To propose partnerships to those universities with the best programmes in countries with high development potential;
  - To develop Double Degrees internationally (in Europe and outside Europe).
  - To cover all the teaching options and profiles offered at ENSTA Bretagne.
- ➔ Recruitment of free-movers, excluding partnerships:
- While waiting to develop English-language training, to continue to recruit in French-speaking areas, which represent a major recruitment potential;
  - To explore areas with development potential.

In terms of training, one of the essential points is to ensure that all students - whatever their academic specialisation - can study abroad. Therefore, international development covers all training subjects, and this places particular emphasis on the areas in which we stand out: hydrography, naval architecture, pyrotechnics, and robotics, in order to have access to renowned partners. In the context of the internationalisation of the campus, the essential point in terms of training is also the development of ENSTA Bretagne's capacity to welcome international students.

B) Our international research strategy focuses on three points:

- ➔ To affirm and to optimise the school's areas of excellence
- ➔ To link training and research actions through joint projects or partnerships;
- ➔ To support the overall strategy of the school (for the benefit of the supervisory authority and the industrial partners).

In terms of research, we will continue to develop our strong points with high international visibility in connection with the actions of the laboratories. It is important to ensure constantly a good synergy between research and training.

C) Our strategic international partnerships

Twenty out of all of our academic partners have the status of strategic partners: we concentrate the appropriate resources on them because of the potential they represent in terms of both training and research.

A strategic partner is a partner from one of the targeted geographical areas with whom ENSTA Bretagne has ideally had research and training activities for several years or with whom, on the basis of an existing research collaboration, there is a potential to develop academic relations and vice versa. It is by this means that consolidated international relations in the field of training and research are linked and strengthened.

### III) Implementation of the Strategy

Firstly, in order to be able to support its global international development strategy, ENSTA Bretagne is developing courses in English in two forms: a credit mobility programme (essential for both Erasmus+ and the major classified universities), and at least two training courses in English by 2021.

In addition, in order to gain visibility, ENSTA Bretagne integrates complementary reference networks internationally, and thus aims to generate additional synergies. Increased participation in these networks gives ENSTA Bretagne a more visible place in the international landscape.

Finally, ENSTA Bretagne encourages staff and teacher-researchers to participate in European and international cooperation projects. Several European projects are currently underway such as the 2020 *A-STEP* project (Erasmus+ 2018-1-EN01-KA203-047854 project), the 2020 *BARRANDE* programme, the 2016-2020 *PERCEBES-BiodevERSa* project, and the France Marine Energies project.

Participating in the Erasmus+ programme thus enables us to maintain strong links with our European partners in order to develop academic mobility but also research and staff mobility, as is the case with CTU Prague, TU Chemnitz or the University of Zaragoza.

#### **IV) Impact of the participation in the Erasmus+**

ENSTA Bretagne's participation in the European Erasmus+ programme is incorporated into its international development in different ways:

##### **→ The quality of our range of study programmes**

The increase in the number of international students is prompting us to adapt our range of study programmes for this public, whether they can speak French or not. As mentioned above, ENSTA Bretagne is working on the implementation of several courses in English in order to give an international dimension to French students but also to allow us to welcome an English-speaking public, resulting from institutional agreements or "free-movers".

##### **→ Student, teacher and staff mobility**

Engineering students are required to spend at least one semester abroad. Information on these mobilities is partly published on our website and fully available on the MOODLE platform. The Erasmus+ programme makes it possible to offer a wide range of high quality European partner universities to carry out this mobility. This programme also allows teachers and staff to leave for one of our European partners, or conversely, allows us to host visiting administrators and teachers, thus strengthening our links. The financial aspect of supporting mobility is a strong reason for students to be able to go abroad more easily with fair and equitable funding.

##### **→ The diversity of agreements**

The diversity of agreements and mobility flows offer a varied range to students, allowing them to discover another culture, another way of life, and a new way of working in the best possible conditions. The Erasmus+ programme facilitates the signing of new agreements with European partners and facilitates exchanges as well. Thanks to these agreements, the school has seen its mobility flows from and to Europe increase. Indeed, to date, we have more than 30 Erasmus+ agreements in 10 different European countries.

##### **→ Mobility recognition and assessment**

International experiences are systematically recognised through the ECTS process for both incoming and outgoing mobility. ECTS equivalences have been set up according to the countries and in accordance with the school regulations. Training courses are regularly re-evaluated according to the evolution of technologies and the market as well as the demands of industrialists. In addition, the diploma supplement is delivered to all students at the end of their study programmes, at the time of their graduation. Finally, each mobility is subject to an evaluation by students and/or staff, these feedback and results are used by the Department of International Development and Partnerships (DIP) to best reposition the supply of our partners (extension of agreement, reframing according to the study fields, suitability of the type of mobility, creation or deletion of agreement, etc.).

##### **→ Recognition of staff mobility**

Concerning the mobility of teachers or the administrative staff - insofar as the mobility leads on to new or stronger partnerships - we are working with the Human Resources department to better evaluate and recognise this type of mobility, and to target the next mobility projects as well (destination, objective, etc.).