



**L'ENSEIGNEMENT SUPÉRIEUR, UN LEVIER
DE LA CONSTRUCTION EUROPÉENNE**

JEUDI 30 NOVEMBRE 2017



PARIS

En présence de
Frédérique VIDAL, Ministre de l'Enseignement supérieur,
de la Recherche et de l'Innovation

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Program

9:00am – 9:30am: Welcoming attendees, tea & coffee

9:30 – 9:45am: Introduction speeches by **Alexandre RIGAL**, Chief Operating Officer, ENSAM & **Jean-Michel NICOLLE**, President of the union UGEI: “UGEI, a committed protagonist of the French Higher Education System”

9:45am – 11:15am: Europe, a way forward for higher education

The first plenary will address issues specific to private higher education

- Establishing Europe as a pedagogical standard
- The necessity to strengthen cooperation between private institutions
- The urge to establish a European network of institutions
- Train the European entrepreneurs and workers of tomorrow

Please find below the order of each speaker

- **M. Jean-Michel NICOLLE** – EPF Director, UGEI President
- **Pedro TEIXEIRA** - University of Porto
- **Prof. Klaus HEKKING** - President of VPH (Germany)
- **Pierre LOUSBERG** - HELMo Gramme Deputy General Director
- **Mrs. Frédérique DUMAS** - Deputy, Vice-Chair of the Committee on Cultural Affairs
- **Simone BONNAFOUS** - Inspector General of the Administration of Education and Research (IGAENR), chargé de mission on the 2018 Bologna Conference

Moderator of the debates: Fabrice LUNDY (journalist, BFM)

11:15am – 11:30am: Speech by the French Minister of Higher Education, Research and Innovation, Mrs. **Frédérique VIDAL**

11:30am – 11:45am: ‘Grand Témoin’ – Private higher education, voices of territories
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Philippe ADNOT, Senator of the Département of Aube, Special Rapporteur on the budget Higher education and research.

The ‘Grand Témoin’ will endeavor to explain the stakes of this second plenary. Drawing the consequences of the first plenary on the European issue, the emphasis will lay on the importance of the private schools for French higher education for the attractiveness of French territories and for the French economy as a whole.

11:45am-13:00pm: What model and place for private higher education in France?
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The second plenary will reframe the debate around the French issues which may, in the long term, restrain the European rise.

- Sustain pedagogical innovation and governance
- The rise of private higher education, a response to the challenge of student demographics?
- Strengthen the “territory-enterprise-school” triptych
 - o Schools as close as possible to the needs and expectations of companies
 - o Schools contributing to a territory’s attractiveness

Please find below the order of each speaker

- **Nesim FINTZ**, EISTI Director, UGEI Vice-President of the Board
- **Jean-François BALDUCCHI** – Appointed Director, Atlanpole, Past President IASP
- **Florence DARMON** – CEO, ESTP, Treasurer, Conférence des Grandes Ecoles

1:00pm – 2:05pm: Lunch break

2:05pm – 2:15pm: Memento on workshops and distribution

2:15pm – 4:10pm: Thematic Workshops
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1st Thematic Workshop, *What future for European higher education?*

What does the European private educational system look like? How to promote and develop cooperations between European private institutions? The outcome could be an appeal to create a European representation for private higher education.

Speakers

- **Jean-Michel NICOLLE**, EPF Director, UGEI President
- **Joao REDONDO**, APESP President (Portugal)
- **Pierre LOUSBERG** - HELMo Gramme Deputy General Director
- **Pr Klaus HEKKING** - President of VPH (Germany)
- **Sebastien FERRAND**, Director of developpment, Galileo Studialis

2nd Thematic Workshop about *Apprenticeship*

An extensively developed teaching practice within UGEI institutions, apprenticeship is more than real-world insight into the business world, it makes it possible to forge strong links between companies and students.

Speakers

- **Jean-Louis ALLARD**, EI CESI Director, UGEI Member of the Board
- **Prof. Dipl.-Wirt.-Ing. Reinhold KÖNIG**, Hochschule Karlsruhe (Germany)
- **Erell THEVENON-POULENNEC**, Studies Director, Institut de l’Entreprise
- **Isabelle CARADOT**, Studies Director EI CESI
- **Elizabeth PAILLET**, Director of Formasup Isère-Drôme-Ardèche, ANASUP member

3rd Thematic Workshop: *How to develop entrepreneurship?*

Integrating mobility and exchanges into the studentship experience is relevant for both companies and research. The networking of European private higher education institutions could create a dynamic and contribute to the emergence of a European culture of entrepreneurship.

Speakers

- **Francis BECARD**, General Manager of ESC Troyes Group, General Director of the Aube en Champagne Technopole, UGEI Member of the Board
- **Jean-François BALDUCCHI**, Executive Officer, Atlanpole, Past President IASP
- **Jean-Baptiste HIRONDE**, Music World Media, Founder, creator of Edjing

4th Thematic Workshop: *the quality of education: finding new waysnof better assessing competences*

Since the Bologna Congress in 1999, the evaluation of the quality of higher education has been an integral part of the European higher educational system construction and has greatly contributed to the mobility of students and faculty. Going beyond the European Standards and Guidelines (ESG), are there new, innovative approaches to the appraisal of the value of training in schools?

Speakers

- **Bruno NEIL**, Groupe ESC La Rochelle Director, Member of the UGEI
- **Roger BENJAMIN**, President CAE (Council for Aid to Education)-CLA+
- **François-Xavier CORNU**, EFMD EQUIS
- **Bernard REMAUD**, President ENAEE (European Network for Engineering Accreditation)

3:50pm – 4:05pm: Break

4:05pm – 5pm: End of the day- Conclusion speeches
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- “Why is higher education a lever of competitiveness?”, **Patrick HETZEL**, Deputy of Bas-Rhin
- **Alumni testimonial film**: “creators of start-ups and success stories”, with Fabien PIERLOT (Coyote), Jean-Philippe TRIN (Bouygues Construction), Jean-Baptiste HIRONDE (MWM/DjiT) & Maxime BARBIER (MinuteBuzz)
- “To ensure the free movement of apprentices in Europe”, **Jean ARTHUIS**, European Deputy, Employment Minister’s Special Representative responsible to develop Erasmus-Pro for Apprentices.
- Proposals for the future of private higher education in France and for the creation of a European network of private institutions and universities, **Nesim FINTZ**, EISTI Director, Vice-President of the Board UGEI.

**NOTES OF THE FIRST
UNION DES GRANDES ÉCOLES INDÉPENDANTES
EUROPEAN CONFERENCE**

Opening remarks

The theme of this conference is “Higher education, a key component for the building of Europe.” It aims to show how key European principles are reflected in a higher education system that harnesses its assets in a collaborative model. Discussions will focus especially on the interactions between institutions, regions and companies. Conference organizers are pleased to note that many people from different countries in Europe have come to attend the conference.

Alexandre Rigal, ENSAM Managing Director, welcomes conference delegates to ENSAM. He looks forward to an event addressing issues in higher education in general, both in the public and the private sectors, which he believes have much in common and few points of divergence. He notes that ENSAM is one of the three members of the Industry for the Future group, that it has made an urban and economic development one of its priorities and therefore positions itself as a talent accelerator serving the industry of the future. He considers the French-German partnership to be a driver in this context and believes that European students are fortunate in being able to experience a truly European culture, thanks to such mechanisms as Erasmus, which Europe has created.

Jean-Michel Nicolle, UGEI Chairman, EPF Managing Director, launches proceedings for the first plenary session of the day: “Europe, the way forward for private higher education”

“Before presenting UGEI, one of the four leading private higher education federations in France, together with FESIC, UDESCA and UNFL, I would like to touch on the context of this conference and talk of the theme we have chosen.

Why have a conference on the theme of “Higher education, a key component for the building of Europe” when there are so many other important themes to address?

Although we will naturally be addressing current and future issues in private higher education we have chosen a conference title that includes all of higher education, public and private, because the many subject areas we will be discussing are relevant to the education community as a whole. As is the case, for example, with future apprenticeship schemes in Europe, European entrepreneurship and skills assessment.

We may not have the same business and governance models but we firmly believe that we share the same vision, the same values, the same goal of seeing our European education and training model extending its influence worldwide. Our higher education private institutions can pride themselves on having been exemplary. For example, École Polytechnique Féminine (an engineering school), of which I am the director, welcomed women students for 70 years,

at a time when they were excluded de facto from other engineering training courses. CESI (also an engineering school) was also a precursor in terms of apprenticeship. Private higher education can be a source of inspiration, innovation and a place for sharing experiences.

The private sector provides education programs to large number of students and its market share is increasing everywhere. In 2015, 200 million students were registered in higher education programs, of which over 20 million were in Europe and 5.2 million among the latter were in the private sector (Source: Eurostat). A France Stratégie study suggests that there will be 400 million students in the world by 2030. This doubling in size of the student population is clear indication of the need for the higher education sector to increase its capacity and of the important role that private institutions will need to play.

Growth is particularly strong in France. It has more than 475,000 students registered in higher education institutions, representing 18% of the total in higher education. Over 45% of students are in *grandes écoles* preparatory classes and in business and engineering schools, in other words, institutions represented here today.

These numbers have increased more rapidly than in the public sector. Since 2001, the private sector has welcomed around 140,000 new students, representing a 50% increase and 70% of the overall growth in higher education. Over the course of the same period, the public sector grew by 4%. This increase was not achieved at the cost of social diversity: private institutions welcome a little less than a quarter of the 700,000 students who receive a grant from the State.

350,000 to 400,000 young people will be entering higher education over the course of the next 10 years. We can expect private higher education to welcome half of them.

This remarkable growth is accompanied by marked differences among institutions, which can add value but which can also contribute to weakening the overall effectiveness of a higher education system.

Given what lies ahead, governments are going to need to adapt their policies as regards higher education. Some countries are adopting radically different approaches. For example, in Greece private higher education institutions face severe accreditation restrictions whereas, in Norway, even though it is not a member of the European Union, there is significant financial support for the 29 higher education institutions that are renowned for their high academic standard and innovative teaching methods.

In France, a national strategy report on higher education submitted to the President in 2015 recommended that private higher education institutions be included in the national strategy and contribute to its objectives alongside the public sector. It noted that the State had a duty to clarify the rules and make sure they are complied with and it also noted that it was necessary to take into account the contribution from the private sector. Creating the Private Higher Education Institution in the Public Interest (French acronym: EESPIG) accreditation is a step in that direction.

Another useful approach is to cooperate within the European private higher education sector, so as to share experiences and disseminate a culture of quality. By inviting European organizations to collaborate more closely, this is what UGEI and VPH have chosen to do.

We firmly believe that we will be able to maintain diversity and choice, by offering students a range of courses that will meet their requirements and those of employers while at the same time, sharing a vision of aiming for excellence. Together, we will contribute to disseminating best practices, and we will be better equipped to drive innovative projects and adapt to a world that is undergoing profound change. Together, we want to build a collaborative and alternative model for European private higher education, one that complements the public sector system and one that embodies our shared values and guarantees high quality education and research, serving students and society.

In the speech he gave on 26 September, the President of France set out his vision for a sovereign, united and democratic Europe: "Europe must be a place where each student is able to speak at least two European language by 2024. Rather than fret over the fragmentation of our territory, let us reinforce exchanges! In 2024, half of the young people in a given age group must have spent at least six months in another European country before they turn 25. As an apprentice or as a student (...) I propose that European universities be created, in the form of a network of universities from several European countries, where each student is to study abroad and follow courses in at least two languages. These European universities will also be known for innovation in pedagogy and excellence in research."

Private higher education will be a key stakeholder in shaping a successful Europe.

UGEI represents 34 engineering and business schools, located in 70 sites, with 45 000 students and 8 500 apprentices, and 10 000 diplomas awarded each year. 1000 lecturers and researchers, 1200 PhDs and 200 PhD students contribute to high-quality training.

VPH has 71 institutions and 220 000 students, representing 80% of all students in private higher education and 7.4% of Germany's three million students.

Together, we stand for the values of independence and responsibility, our vision is one of progress and we find ourselves sharing the same goal: training graduates whose talent will serve a forward-looking, innovative and responsible society.

We are aware of the challenges that an exemplary and unified Europe faces in the context of a globalized world where alternative social models are emerging. Together with our friends from VPH, and soon, I hope, with other European networks, we intend to play our part in the building of a European higher education system which promotes the values of social diversity, academic and scientific excellence, freedom and democracy.

The formal agreement we will be signing this evening with VPH, APESP and AEEN represents the first step towards this goal.

The message we would like to share today is that we are aware of our responsibility, willing to commit to it and confident that our work will lead to building, with our partners, a European knowledge society serving a competitive Europe.

The Minister for Higher Education and Research will be joining us shortly and I will thank her for doing us the honor of supporting this event and showing her interest in our work.

May I take this opportunity to thank the participants who have agreed to take part in this conference and contribute to our exchanges, to help us better understand the private higher education sector in Europe. I would especially like to thank my friends and colleagues who have travelled from different parts of Europe to be with us today. I would also like to thank my friends Laurent Champaney and Alexandre Rigal for having kindly offered us the use of their premises here at ENSAM. We both wanted to show that cooperation between the public and private sectors was possible in France.”

First panel discussion: Europe, the way forward for private higher education

Jean-Michel Nicolle :

“The local strategy of institutions and networks and the global strategy of States need to take into account demand for higher education, and I felt it was important to speak of demographic issues in Europe before tackling the crux of this plenary session.

I said earlier that global demand for higher education would have increased by 100% in 15 years’ time, with 200 million additional students. Looking even further ahead, population growth forecasts by 2050 in the main regions of the world, which are reassessed every two years by the United Nations and frequently by Eurostat for European Union countries, require this issue to be examined in a broader context.

Unlike North America, whose population is set to increase by 75 million inhabitants (which is half the growth expected in South America), Europe is likely to remain at around the 500 million-inhabitant level and to lose 49 million people of working age (aged 20-64) of which 11 million are to disappear in Germany alone. Immigration policies really are at the heart of the matter. Perhaps Prof Klaus Hekking will have the opportunity to speak about the situation in Germany...

Spain and Italy are also expected to lose 7 to 8 million working age adults, whereas India’s population is set to increase by 400 million inhabitants and to exceed China’s population by at least 300 million people. Africa’s population is likely to increase by 1.3 billion people. The timeframe might seem to be a distant one, but it actually represents just two generations!

This global trend will come with increasing democratization in accessing higher education.

Closer to home, the first stage will be to meet increasing demand for higher education in European States. I mentioned earlier the fact that France would see 350,000 new students entering the system by 2025.

In 2016, France welcomed 310,000 foreign students, which makes it the fourth country to welcome students from abroad, after the United States, the United Kingdom and Australia.

The objective is to get to 600,000 students by 2025.

I believe that the future of higher education is to be considered not just in terms of the relationship between the public and the private sector but also in terms of its operating model and attractiveness vis-à-vis the rest of the world.

In this context, how can Europe be a way forward for private higher education?

Our countries have four challenges to meet:

- first, supplying knowledge-driven European economies with talent,
- managing budgetary constraints (education today is not seen as an investment, but as an expense!),

- preserving a model that is firmly based on the principles of academic freedom and institutional independence in line with article 13 of the United Nations “International Covenant on Economic, Social and Cultural Rights” and
- Implementing a model which champions the core values of academic and scientific excellence and employability.

The cost of a student is estimated to be close to €10,000 euros in France and Germany and it shows that reliance on the public sector alone is not sustainable for the States’ finances.

It seems obvious, at least from a financial point of view, that the private sector has an important role to play. In fact, most countries have realized that there is benefit in having a dual approach. They increasingly seek cooperation rather than competition between the public and the private sector.

That is probably one of the reasons behind “the increasing role played by private higher education in national higher education systems” noted in a 2013 report by the OECD’s Centre for Educational Research and Innovation. One of its authors, Pedro Teixeira, will probably be able to tell us more about this.

The second reason is linked to the private sector’s agility and ability to innovate. Agility arises from the level of freedom, which private institutions enjoy. The French national strategy report on higher education I mentioned earlier notes that “no national strategy for higher education should set itself the objective of standardizing the system, which would result in the loss of precious freedom and creativity”. The authors explained that diversity was productive only if it could be developed in a context of cooperation and collaboration on the one hand and sufficiently clear “rules of the game” on the other.

The process which resulted from the 1998 Sorbonne declaration, leading to the creation of the European Higher Education Area, made official in Vienna in 2010 after the intergovernmental initiative launched in Bologna in 1999, represents a framework of objectives which enables various players in higher education to coordinate their work. Ms. Simone Bonnafous will come back to this point.

Let me conclude by quoting Jyrki Katainen, European Commission Vice-President for Jobs, Growth, Investment and Competitiveness, who said: “A collective effort would enable Europe as a whole to shape its future, deal better with the challenges it is facing and to become more resilient. One of Europe’s greatest achievements was to build bridges across our continent with the creation of an area of free movement for workers and citizens. But there are still obstacles to mobility in the area of education. By 2025 we should live in a Europe in which learning, studying and doing research is not hampered by borders but where spending time in another Member State to study, learn or work is the norm.”

Europe truly is the way forward for private higher education, provided that we work together towards meeting a demand and an aim. The demand is one of high-quality education that opens minds, encourages innovation, promotes entrepreneurship and is mindful of maintaining a high level of social and cultural diversity. From that point of view, apprenticeship is a pathway for excellence.

The aim is to promote synergies between the public and private sectors in a win-win scenario, where the freedom of each party is preserved. This represents an important value to ensure success in Europe and also to attract talent.

Europe needs to be a stepping stone to the wider world.”

Jean-Michel Nicolle notes that higher education already operates at the European level. Among the six key objectives for French higher education features its contribution to the building of Europe. He adds that we are currently experiencing growth in Europe but there is no guarantee that this will last and we need to think of the profile and rapid growth of higher education in global terms. The range of disparities in our higher education system requires us to present a coherent model in a highly competitive environment: France has dropped from third to fourth place in attracting foreign students;

Pedro Teixeira, Doctor of philosophy in economics, at Porto University provides an overview of higher education in Europe:

“There is a very strong tradition of public higher education. It may be thought that universities in the UK are more independent but they are in fact all public, except for Buckingham University. As universities have grown, so has the cost of funding them. There is some fluidity between the public and private sectors in certain countries, especially as regards funding. To date, the role of private higher education has been essentially to provide additional capacity to meet a high demand and this is important to understand the profile of some of the institutions in Europe.

A Europe-wide study shows a wide range in the respective share of the public and private sectors in higher education, with the latter being well represented in Eastern Europe. Public institutions are generally larger than private ones, which are often more specialized. Tuition fees also vary widely from one country to another. The funding and regulatory arrangements for certain private institutions are similar to those of public ones. Looking at the various curricula offered, it can be observed that public institutions tend to be more multidisciplinary than private ones, which are often more recent establishments and more specialized. In terms of location, there are more private centers of higher education in large towns and regions. There is little difference in the range of curricula offered by institutions depending on their location. There is however a greater proportion of social science programs in the private sector than in the public sector. This may in part be due to the fact that initial investment in these fields is more affordable than in others but the massification of higher education is also certainly a factor in their growth. In Europe, there are marked differences between public and private institutions’ commitment to research. The reason for this is that access to public funds financing research is difficult for private institutions, and this is a somewhat controversial issue. As regards lecturers’ background, there is generally a mix of academic and professional experience, especially in business and engineering programs.

I will now speak of the role of higher education in Europe in the future. In those countries where the private higher education sector has seen strong growth, the development of private institutions is slowing down somewhat. Areas that were developed mainly to absorb extra demand in public universities are currently experiencing a more difficult situation. Rather than duplicating the training provided in the public sector perhaps the private higher education system should differentiate itself, based on the experience of its lecturers. It might also be able to adapt itself more quickly to new trends than certain public universities and thus move away from the policies that had been adopted in the 1990s. Finally, private higher education still suffers from a relative lack of social and political

legitimacy, because of a degree of mistrust from the public sector, sometimes prompted by a quantitative approach to development in the context of the massification of higher education. It would be helpful for policy makers to develop an integrated model in which the private higher education sector is seen as complimentary to the public system and to encourage academic sustainability with assessment mechanisms.”

At the end of this conference, UGEI and VPH will be signing an agreement creating a European private higher education network. The president of VPH, **professor Klaus Hekking** describes the situation in Germany for private higher education institutions:

“This is a relatively young sector, which has experienced rapid growth in the 2000s. It currently represents around a third of all German universities. The number of students has increased significantly, with students in private universities representing 17% of the total number studying applied sciences. In fact, growth has been fastest in the private sector, compared to public or church-sponsored universities.

In the early days, students primarily chose courses in the field of applied sciences. Things have changed now and studies in polytechnic schools, scientific universities, fine art academies, and music conservatories are also popular. Unlike public institutions which have grown significantly, with student numbers sometimes reaching 50,000, private universities remain small and medium-sized and have a strong community feel which is much appreciated. Whereas it is true that previously the focus was on economic aspects, private institutions have turned to a broader range of disciplines and now offer total of more than 2400 programs. They are also flexible and welcome so-called atypical students (employees, people on parental leave). The State carries out a very strict three-part quality control program. Added to this is recognition from the market which highlights the competitiveness of private institutions. State subsidies in Germany do not exceed 7% of total cost, which leads to significant competitive disadvantage in setting tuition fees, which are around €18k for a Bachelor and €34k for a Master’s program, representing a financial burden for young graduates. Our association is therefore campaigning for public funds to be made available to private universities. Private institutions are still very much in the minority compared to public ones but they are developing rapidly.

Turning to the future, our view is that four elements need to be taken into account:

- the continuing expansion of higher education in the coming decade, with an increasing demand for professional qualifications to meet the challenges of globalization, digitization, and migration,
- differentiation in course offerings, with a more personalized access to higher education,
- more financial and political involvement from the socio-economic world,
- Financial and administrative restrictions which can hamper private institutions’ flexibility, as they evolve to adapt rapidly to changes in higher education.

By 2030, the outlook for the future includes a probable increase in our share of the higher education market, even more attention paid to the quality aspects and to the professional elements of our programs, as well as building partnerships with companies, especially in research projects.

Our association looks to the future with confidence and believes:

- that a free and democratic society needs an inclusive system, both private and public,
- that competition encourages innovation, quality and efficiency,
- that students rather than institutions should be funded and that tuition fees are socially fairer than free studies.

Pierre Lousberg, Director of HELMo Gramme (Belgium) now shares his experience of the Belgian system:

“Belgian private higher education is regionalized and managed by the French or Flemish speaking region according to its location. Whatever the language, an institution will be considered to be “official” if the organizing authority is public (community, town, region) and private if it is a not-for-profit institution, church-sponsored or not; public funds represent 90% of financing and institutions enter into a service agreement.

Institut Gramme is an industrial engineering school, one of 11 integrated into *hautes écoles*, which leads to the award of a Master’s diploma at the end of five years of study, in line with the Bologna approach. It represents a 20% share of the market. It was founded in 1906 to meet the region’s technological development at the time, and the training provided has not changed fundamentally since. Two courses are offered: industry, very much a generalist engineering program, and since 2013, sustainable energy. The key characteristics of training for civil engineers is the balance between theory and practice and teaching based on proximity and projects with 15% of the program dedicated to soft skills. It should be noted that access to an engineering program in Belgium does not require an entrance examination. Our institute is recognized by the companies in the region, thanks to our history and to programs that meet the expectations of companies. However, our profile remains regional and the students who go abroad do so mostly because they take up an internship and not because of an Erasmus-type mobility program. Mobility is perhaps hampered by the fact that the program is a generalist one and students may fear they would be forced to specialize abroad. However, an unwillingness to venture abroad can be noted, as can an insufficiently developed international strategy.

We chose to undertake the CTI (Commission des titres d’ingénieurs – the French body that accredits engineering degrees) audit (EUR-ACE) because we wished to improve our quality management, raise our profile, make our programs more international and innovative and develop even closer relationships with companies. The CTI has granted us accreditation for three years and we have now started a review of policies in order to extend the accreditation period.

The EUR-ACE label is a marker for both students and companies: it is an important asset for engineering schools that wish to enter into partnership with other institutions in Europe, which is something we have done with two French schools, including EPF.

Our expectation is that Europe – and today’s conference – will help us create a network of engineering schools and thus reinforce cooperation between institutions, especially on teaching methods (flipped classroom, MOOC etc.) This would also enable the setting up a

European competency reference point, to meet companies' needs and encourage mobility. For HELMo Gramme, the goal would be to see its influence extend from the regional to the European level."

Frédérique Dumas, Hauts-de-Seine MP, Vice-president of the National Assembly's Committee for Cultural and Education Affairs

"I am very receptive to the idea of higher education having a part to play in the building of Europe, in a system that preserves the culture of each country. Higher education is an ideal vehicle for disseminating all cultures, be they social, economic, scientific or industrial, as the Bologna process offers a framework which makes it possible to see a truly European culture emerge. Among the five key measures which the President has committed to feature more Erasmus, especially for apprentices, with a European apprentice status, to encourage mobility, the objective being that, by 2022, 200,000 young people spend at least one semester abroad each year representing 25% of an age group; the President also wishes to see every young European spending six months abroad for 50% of an age group and every student able to speak two European languages by 2024. He also calls for European universities and networks to be created, a wish that you share. Your schools are exemplary as regards taking part in the building of Europe, because they encourage mobility and have an international dimension at the very heart of their programs. I would like to mention the examples of the double degrees within UGEI with EPF and ESTP, which shows the ability to innovate and incorporate in their programs the best from each model in the training of European professionals. EPF offers an original five-year program, located alternately at EPF and the Munich Hochschule, leading to double degree: a French engineering diploma, the Master's in production and automation awarded jointly by CTI and ASIIN and the French-German university certificate. It combines the so-called German culture of industrial proximity and the academic culture of so-called French soft skills. Engineers graduating from this program are trilingual and have developed intercultural awareness. A similar model exists between ESTP and the Technical University of Dresden (TU Dresden) in civil engineering, with three semesters spent in each institution. This program has proved to be a real career accelerator, offering direct access to companies in Germany and central Europe. According to the France Stratégie report "French higher education across borders, the urgent need for a strategy", French institutions have exported themselves with 600 programs and 140 sites of different types located abroad and around 330 delocalized diplomas with foreign partners; there are also 138 distance learning programs with an international audience.

International cooperation comes in many different formats: student mobility, lecturer mobility, double degree Master's, collaborative research projects, participation in research networks. All this contributes to disseminating European culture. It produces engineers and managers who are able to incorporate a strong intercultural element into creating goods and services, while staying true to the European values of quality, sustainability, social diversity, gender parity.

Research is another cultural element, knowing and understanding being another aspect of strength and power. Science and technology generate profound transformations in our society, they are essential components of a modern society. The United States produces

more than a quarter of all scientific publications but with more than 430,000 scientific articles, a third of the overall total, the EU is very much a front runner.

The European commission recently reminded us that the future of Europe will include building a European Education Area by 2025 and that one of its objectives is to preserve its cultural heritage and promote a sense of European identity. Your schools are key stakeholders in a model of democratic progress and the work that you, UGEI and VPH, have undertaken shows your commitment to shaping European identity and I thank you for it.”

Simone Bonnafous, Inspector General for the Administration of Education and Research (France), Bologna 2018 Ministerial Adviser:

“This first European conference organized by UGEI marks the start of the Bologna 2018 program of events and has been officially recognized as such by the Ministry. France initiated the Bologna process and, with a conference being held in Paris from 23 to 25 May 2018, our country is once again working for the European cause. The events in 2018 serve to remind us that the Bologna process represents values, goals, methods, which UGEI has wholeheartedly embraced. The profusion of technical texts can sometimes make us forget the important things, by which I mean your values and strong beliefs: culture, intercultural awareness with the accompanying democracy and peace, critical thinking. These values can be found in a recent press release from the European Commission : ‘The Commission believes that education and culture can be an important part of the solution in tackling the challenges of an ageing workforce, continued digitization, future needs for skills, the need to promote critical thinking and media literacy in an era where "alternative facts" and disinformation can proliferate online, as well as the need to foster a greater sense of belonging in face of populism and xenophobia.’

This sentence restates the ambition that led to the Bologna process and represents abroad and political vision. An organization like yours, which defends the values of culture, secularism, social inclusion etc. embodies this vision.

The Bologna process also represents the ambition of an entire continent and I am very much looking forward to the proposals you will be putting forward; the Ministry expects all stakeholders and associations to submit their recommendations on what should be done with higher education in Europe to the President via Frédérique Vidal. In the context of globalization, which is here to stay - and it's a good thing that certain countries progress, producing more competitors, that is how the world progresses – we cannot stay isolated. Yet at the end of the 1990s, Germany, Italy, France, each had their own systems and had no idea of how to exist as an area, which doesn't go against the idea of competition rather it means cooperation within competition.

There is two-fold governance to the Bologna process, which has been implemented in 48 countries. The model is one of convergence not standardization, a Bachelor degree can be completed in three or four years a Master in one or two, in fact, engineers are trained over a five-year period practically everywhere in Europe. It is also a process in which participation is voluntary, in line with your wish to remain independent, to enter into agreements whilst

preserving autonomy. The Bologna process requires commitment but it does not set directives or impose sanctions: the common good is what produces convergence. In Europe, we have high expectations from other areas: Africa, Southeast Asia, Latin America, an area with everything going for it and two languages for an entire continent because, although linguistic diversity in Europe is an asset it also has its complexities. Campus France calls on Europe to help them to exist as areas in the global competition.

Much has been done and it is easy to forget that ECTS and LMD have been achieved by Europeans working together, that work has been carried out on quality assurance - student numbers are not the sole indicator of quality. As shown by the example of Belgium earlier it is helpful to get an outsider's view from the CTI, which has quality standards that form the basis of trust. The Bologna process accommodates the various histories and development of the parties involved and not everything has progressed at the same speed everywhere. Up until very recently, France was "unique" in having a two-part Master's program, in which students could be enrolled without having any guarantee of actually completing the course. This anomalous situation has now practically disappeared. We have made good progress in the realization that our systems should be compatible and they are increasingly becoming so. Areas for improvement in France include the diploma supplement and the involvement of students in the quality assurance process, which should be seen as a continuous improvement process, not just as scrutiny from an external body.

We also need to breathe new life into the Bologna process. On the one hand, we need to continue to implement processes and tools. On the other, we need to imagine new things: for example, what we think the student/employee looks like in the 21st-century, a topic that concerns all countries in Europe, with the idea of a different kind of learning rather than teaching, a blurring of the differences between students and employees and learning to learn.

There have already been some major upheavals: today's students have always known the Internet but they are likely to experience major changes too. We cannot focus simply on the question of knowledge, we need to know how to process future revolutions and how to adapt to them.

The question raised by Emmanuel Macron, which we are expecting you to be actively engaged in, is the creation of European universities (in their broadest sense) and university networks. Should there be a European accreditation label, research programs in the major European regions in which you are located? There are many possibilities and we await proposals from the field."

Jean-Michel Nicolle explains he is very happy to add his comments to these insightful presentations.

"Europe truly is the future of our institutions, because of convergence, and because of new obligations, especially economic ones: States will not be able to absorb the entire funding of the 350,000 students entering the public system in the coming years. We now enjoy relationships based on trust. In addition, our very nature means that we are particularly

open to European cooperation. We enjoy greater freedom than our colleagues in the public sector and we are free to choose, to decide, we are able to come to quick decisions and act with agility.”

Questions/ comment from audience members

“I represent the ultra-peripheral regions and my question is for Ms. Bonnafous: there is no structure in place for higher education in these regions. Why not extend the Bologna process to other continents?”

Simone Bonnafous replies: “The French Antilles are part of the Bologna process. The higher education system there is no different, however it is obvious that it does not operate in the same cooperation area as France. We have no wish to take over the world but there is a lot of support from the EU for cooperation between Europe and the Caribbean. Some territories are interested in the Bologna process but advice and training is not imposed upon them nor on any of the 48 countries involved. As regards the United States, some of the key principles are already in the European process. Colleagues today have already mentioned the fact that higher education is in the public interest, a common good. Recently, this message has also been heard during political debates in Australia, in the United States and in England, with the level of tuition fees having sometimes been at the heart of labor and democratic parties, challenging the unbridled liberalization of higher education. This represents an important point in common with Europe. When the Ministry funds EESPIG, it conveys the idea that this is for the common good, even for part of private higher education, and that knowledge is not simply just another product.”

Reply from Frédérique Dumas : “The heads of Campus France have started a tour of overseas territories to promote international mobility, which is one of their priorities. They have noticed that they are in competition with representatives from Quebec and they are addressing this issue.”

“The CTI requests that engineers in France spend at least two months abroad. Are these two months now systematic in Belgium too? More broadly, should this be the case for all LMD in France, or even in Europe?”

Reply from Pierre Lousberg : “We’re trying to make it systematic but there are two problems: the internship and the language. On language skills, we currently require B1 proficiency although, going forward, we are aiming for B2. It must be acknowledged that, in Belgium, demanding mobility is not the done thing, even in an engineering program. We are increasingly encouraging our students to go abroad but they are not forced to do so. Companies place great value on these periods abroad, because they feel that students need to be prepared to be mobile.”

Speech by Frédérique Vidal, Minister for Higher Education, Research and Innovation

“Higher education, in all its diversity, is European and I believe that it should become even more so, to meet young people’s needs and to enable each citizen to make Europe their

own. I therefore welcome the present discussion on the major challenges facing higher education, which I am glad to note is becoming more far-reaching and probing. What models should we adopt, how can we regain the confidence to make proposals, what new programs can we put in place in Europe, for our citizens and to meet our social, economic and political, how can our young people become our countries' ambassadors in a new Europe?

For me, the answers depend to a large extent on higher education, research and innovation. EESPIG universities and schools are well placed to create and experiment with our lecturers, with our researchers and above all, with our students. Higher education institutions are destined to become the drivers of social and economic transformation, because these institutions bring together research, innovation and training in their regions and ecosystems. They are embedded in the national territory, which places them in an ideal position to bring together at the European level – which is the appropriate level – all the assets and Ideas in the whole of the European Area for Higher Education and Research. That is the message I will be taking to the Council meeting on research and innovation in Brussels tomorrow. There can be no innovation without research and there can be neither innovation nor research without trained people with the necessary skills and competences required to create and seize opportunities.

This is what lies behind our President's proposal for Europe: to see the creation by 2024 of around 20 European universities, a very solid alliance of 4 to 6 institutions across Europe which offer joint programs, on the basis of a shared project, and set up research and innovation projects together, while interacting closely with their respective regions. Cross-border territories naturally immediately come to mind in this context, but the idea is that education sites, together with their ecosystem and the socio-economic world around them, find a counterpart in Europe, so that students, lecturers, researchers can gain experience abroad and companies can operate across Europe, knowing that they will be able to find young people locally, who are trained and meet their requirements. The challenge is to reinstate company apprenticeship, or block training, as an alternative form of education and training and one that should not be opposed to more traditional forms. These institution-led programs should be placed at the heart of European project, as this too will rekindle our citizens' interest in Europe.

Over the past 20 years, as part of the Bologna process, we have worked on aligning systems, recognizing training programs to encourage mobility and be better positioned in an international environment. We can and must go further now, to design education and training programs in Europe which strive for ever more academic excellence and professionalization, take on board the need to transform teaching methods and make the most of the possibilities offered by a digitized world.

The challenges and opportunities of digitization in higher education and remote degree courses will increasingly be taking center stage. Digitization is not simply just another teaching method. It is a radical transformation in the way that knowledge transmission is approached, in student behavior, in the fact that anyone can seek to acquire new qualifications, throughout their life. We must define and impose European quality standards, it is of vital importance that distance learning conforms to the values that we all share.

We will report back on these developments in our institutions at the Ministerial Conference on European higher education, the Bologna process conference, which France will be hosting in 2018. I would like to thank Simone Bonnafous for having taken on this project for France. We have a duty to start a new chapter for this process with practical projects for our citizens, such as the European university initiative, the European student card project, to create a natural environment for our students. This is how we envisage the future we want to offer our young people and it is the reason for the reform of undergraduate programs led by the government, whose goals include promoting all types of mobility: social and geographic mobility and also breaking down disciplinary barriers and becoming more international. The schools you represent have a very important role to play in implementing this reform. I wanted to thank you for your active participation in the consultation process last summer. The reform naturally serves to meet the goals set by the President but we have truly worked together in shaping it and in implementing it. This is not surprising given the work of UGEI: supporting and guiding students, encouraging teaching innovations, adapting learning methods, reinforcing the links between training and local and socio-economic players, all this lies at the heart of the law on student orientation and success. It is also not surprising in the sense that you represent EESPIG, this accreditation being reserved to not-for-profit institutions that provide higher education. We'll be coming back to this in the coming months: EESPIG is no mere label, it represents a marker: we need young people with more training and more diplomas and everyone needs to do their bit, which is why you are an important part of this process. The accreditation is accompanied by a five-year contract between the State and the institution, which sets out strategic objectives in line with the national priorities for higher education and research. But we need to go further still: the work carried out by EESPIG is far removed from the caricature of the world of private higher education which is sometimes depicted. We know it, I know it, now you need to show it, by learning from this quality charter you are adhering to.

The real question is how to articulate all the various forms at higher education and site policies are one of the tools that can achieve this. I know that it is not always easy to accommodate different histories and cultures, but if private and public higher education institutions make student success and their entry into the labor market their main concern, then it can surely not be impossible to work across institutional barriers. You share the same objectives, even if your organizational models are different, it is up to me to make you experiment how you can get closer to one another, but it is up to you to design the mechanism that will achieve this. To my mind, the project comes first, then the structure. Build the project, imagine the structure and I undertake to see to the rest. Do not try to take from others, rather, show what you can offer and exchanges and will become natural. Competition is not local but local alliances will enable you to be stronger and more attractive in a competitive environment which we all know to be international. Student success in Europe is what drives us and seeing higher education play its part in the building of Europe is our ambition. I am certain that this event will provide very useful exchanges and I thank you all for your service."

Jean-Michel Nicolle expresses his warm thanks to the Minister for having shared her views with conference participants, including colleagues from other countries, who will be working together in a spirit of cooperation, in response to the proposals made by the President.

Philippe Adnot, Senator for the Aube department, Special Rapporteur for Higher Education and Research and keynote speaker on “Private higher education and regional development”

“I was the president of a department which was in very poor shape, it was undergoing economic transition. In order to recover from the collapse of the textile industry, we chose to invest in higher education and to create wealth from intellectual capital. Which is why we supported the development of the ESC group (a business school) and we are now trying to attract private higher education institutions such as ESTP and EPF (both engineering schools). The University of Reims and the University of Technology of Troyes (UTT) are naturally also present here. We did this because, to meet the challenges which a region faces, we needed to rely on research, creating value, higher education, emulation, the ability of the companies to engage with higher education. Earlier this week, I was in a very high-level business incubator and the people I met there explained that the presence a PhD students was one of the key factors of success for these companies, and not just for startups. We have bachelor programs with the University of Reims, engineering programs with UTT which we wanted to work alongside us, with its 3000 engineering students. The ESC group has now gone past the 2000-student mark, there will be another 600 with EPF and we are trying to go as far as possible. This is a true sign of a region’s commitment to meeting the challenges that it faces, by tapping into intellectual capital in order to regenerate the entire economic framework.

Of course, this does not happen overnight, but we have now created a technopole with an incubator and business center, based around the university and the private higher education institutions I mentioned. The technopole is a place where higher education and research institutions can interact with entrepreneurs leading new projects, and not just necessarily startups in the digital sector. Having these different worlds meet helps to speed up technology transfer. Innovation is being created all the time but it must also be presented to the world of business which is not always aware of all the possibilities available. Regional development can be achieved with the support of higher education, be it public or private. Naturally, everyone needs to be able to work together and progress must always be sought. This can happen faster with private higher education institutions but I firmly believe that we need to impose diversity, in order to ensure that we can draw on all our strengths to be effective.

Competition is not a matter of different tax regimes. The current number of institutions is unlikely to be high enough to meet future demand. There is a degree of emulation between the public and private sector but at the moment there is no shortage of candidates for private institutions, or if there is, it is likely to be due to competition amongst private institutions themselves. Actually, the fact that private institutions have joined us is also due to the presence of the technological university which has a very effective research laboratory and a graduate school. It is this school that reinforces visibility and facilitates exchanges.

Both these sectors are reaching for the top and excellence is the order of the day for everyone. If other institutions want to join us, they are welcome, the department will act as contractor for building any new sites ...

On a national level, let me summarize the situation which led me to propose an amendment to the Senate Finance Committee. In 2008, funding of around €1100 per student was provided to private higher education institutions. We have now got to a funding level of €780 par student. The setting up of EESPIG, with 8 new institutions eligible for public funding, and five no longer eligible, means that the available budget will not suffice to maintain the level of funding. I have therefore introduced an amendment representing €6M which has been approved by the Committee and should be approved by the Senate next week, before being submitted to the National Assembly.

I said earlier that private institutions would help absorb demand. It should also be noted that a student registering in a private institution lightens the State's financial burden, as a student in the public sector costs around €7-8k, compared to the €780 mentioned for private sector students. Supporting the development of higher education also it is therefore helpful in both sectors attaining excellence.

Jean-François Balducchi, General Director of Atlanpole, past President of IASP, is the first to speak in the second plenary session **“Models and remit of private higher education in France”**.

“I really enjoyed listening to the presentations in the first session this morning. I'm pleased that we have already spoken of ecosystems, of smart cities, of regions, of intelligent innovation ecosystems organized as partnerships among complementary institutions. As Philippe Adnot pointed out, an ecosystem makes no difference between intellectual capital found in the public or in the private sector. The objective of Atlanpole is to get the best out of the region, by associating different sectors which may be over-compartmentalized: public and private higher education, companies, the world of research, governmental bodies, local authorities and adapting to policies that do not always favor experimentation. We encourage a bottom-up and multidisciplinary approach. A vertical “smart specialization”-type vision at the European level is also necessary but companies operate locally and the various channels must interact.

We aim to make as many students as possible aware of entrepreneurship – they don't all have that culture – especially when they are PhD students or postdocs. This is something that should be done much earlier, a taste for risk-taking and entrepreneurship needs to be encouraged with children in primary schools, a little in the spirit of “La main à la pâte” (an organization which introduces children to science and technology).

There is no single model, but we can take inspiration from what happens elsewhere. Here in Western France we naturally have the sea, shipbuilding, the health sector, the digital sector, which is very well represented in Brittany and in the Loire regions, not forgetting the Airbus production center in Saint-Nazaire, and robotics and cobotics which transcend all the sectors. This multidisciplinaryity is mirrored in the higher education institutions.”

Florence Darmon, Managing Director of ESTP, Treasurer of CGE (Conférence des grandes écoles – an association of grandes écoles, whose work includes diploma accreditation) then speaks of the “right” way of achieving successful interactions among institutions, the region and companies.

“Success will rely on a variety of approaches for reinforcing links between these three groups of players. It depends on the companies we find ourselves dealing with and the motivation we can find in our own ranks. It is true that the agility of independent schools, which has already been noted here, together with a strong political and economic commitment, means that we can put in place meaningful projects that are embedded in the region and engage with local companies, our primary aim being to train students for the jobs of the future. Our proximity to companies and our understanding of how they operate means that we are well-placed to help them meet their needs and address how these needs are changing, in the case of digitization for instance. Our lecturers don’t really need specific training to do this, that is one of our great assets, being able to have companies provide input at all levels of our institutions, including in governance.”

Nesim Fintz, Managing Director of EISTI (an engineering school), and Vice-President of UGEI, adds the following:

“At UGEI, we are very active in building partnerships with companies, which come a close second to students in our priorities. We are also actively engaged in our local communities. Quite a few UGEI schools are located outside the Paris area and they have been instrumental in developing the attractiveness of the department all region in which they are located. The fact that there is a ComUE (Communauté d’universités et établissements – Community of universities and institutions) in the Val d’Oise department, comprising private and public schools and a university, where everyone has the same rights and duties, is an illustration of how we operate in partnership. In fact, we were awarded an IDEX (Initiative d’excellence – Initiative for excellence) in this ComUE, which has two public institutions: University of Cergy-Pontoise and ENSEA (an engineering school) and two private ones: ESSEC (a business school) and EISTI (an engineering school).”

Philippe Adnot adds:

“There is strength in union but weakness in standardization. We should not be afraid of seeing multiple initiatives. Things are not necessarily always perfectly organized. I would say, however, that there is a degree of overlap in the number of official organizations dealing with technology transfer and innovation, and that can slow things down. I find that, in France, there is a tendency for the framework to take precedence over the project. When competitiveness clusters were set up, each administrative region wanted one and the approach was a vertical one. The example of nanotechnology shows that even if most activities take place in Grenoble, organizations located elsewhere are also key in this sector.”

Jean-François Balducchi agrees:

“It’s true that we need to be careful. For example, many SATTs (Sociétés d’accélération de transfert technologique – Technology transfer acceleration companies) were created; they were supposed to simplify the transfer of technology that they were funded so as to be financially independent, rather than to actually support technology transfer. I’m not sure that is the best model. With your schools and students, there are two approaches to technology transfer: either through commercialization, with licenses and patents to generate income, or by encouraging entrepreneurship, to create startups. The latter are not going to make money straightaway, it can take 10-15 years, however what they can do is it to create jobs, including local ones. In Nantes, a startup offering writing recognition services now has 150 staff, highly-skilled positions, close to the university, but it was not successful overnight. I am using this example because simplification doesn’t mean being simplistic. Too many technology transfer companies can sometimes confuse matters. And I agree with Philippe Adnot that there have been far too many competitiveness clusters. Around 20 were planned initially but then many elected representatives wanted their own cluster; reason has now prevailed somewhat, with centers that are not restricted to administrative areas and some that are organized around specific themes. There are still too many and those that are successful have an international dimension and focus on their core business: collaborative research between small, medium and large companies and public or private research laboratories. It must be admitted that ecosystems are complicated, and not just in France. There will never be a single point of contact but the amalgamation of too many local and central layers must be avoided.”

Florence DARMON has this to add:

“I would like to extend our discussion a little. Technopoles and startups are indeed a good thing, innovation is essential without a doubt, but our work is broader than that and going back to basics, my immediate thought is excellence. I am speaking here as a CGE officer – “excellence” features in its brand – but this is a word that keeps coming back from all UGEI schools and we should not indulge in stereotyping when speaking of excellence. It is not contradictory with goodwill and inclusion. Excellence drawing on selectivity is a system which can be found in the corporate world: we can’t let all incoming staff believe that they will end up as CEO. Merit-based progress is essential but not all students can bank on leaving higher education with a Master’s degree or a PhD. That is contradictory with the French and the European economic model. Excellence means taking students who have the capacity to do so to the very highest level and schools are equipped to achieve this. As a reminder, CGE has a Diversity Committee with a three-fold objective: supporting scholarships students, supporting disabled students, promoting gender parity in a world that is not always very welcoming. *Grandes écoles* also enter into partnerships and agreements with the Institut de l’Engagement (the French national volunteering organization) so that people with different backgrounds can enter the world of business and industry. I wanted to remind us that *grandes écoles* are not exclusive places, quite the opposite, they are completely open. Our energy and the welcome we extend to all students is our strength, and it will become the strength of companies in due course thanks to our outward-looking and flexible training programs.

Nor should we fall into the trap of believing that private schools do not have the same duties as public institutions. All CGE and UGEI institutions meet all the national accreditation criteria required by the Ministry for Higher Education and Research, I am thinking especially of HCERES (the French national body that evaluates higher education institutions) which comes to audit our programs every five years, and check that our work conforms to French higher education policies. The criteria set by the CTI are also extremely demanding. Our Belgian colleague has shown us that an institution may take some time to be recognized as being at a high international level (accreditation awarded initially for a three-year period). The CEFDG (the body that accredits management degrees) operates in a similar way for business schools, the CGE has specific criteria for specialized Masters.”

Nesim Fintz addresses the issue of communicating these quality criteria:

“I am going to say for UGEI what has been said for CGE, and of course I completely agree with what has been said. Within UGEI, we have EESPIG schools and non-EESPIG schools. However, the absence of an EESPIG label does not indicate that the school does not provide a public service, nor does it indicate that it does not award a diploma of the same quality. But, on the subject of EESPIG, I was very surprised when our European colleague explained to us that 15% of their budget was derived from their students’ tuition fees. Here, we believe that EESPIG should be supported by the State and, at best, less than 10% of our budget comes from State subsidies. Initially, only EPSCP (Établissement public à caractère scientifique, culturel et professionnel – Public Scientific, Cultural or Professional Institution) had the right to deliver national Master’s degrees. Then, Écoles Publiques Administratives (Public Administrative Schools) obtained that right. EESPIG institutions, of which the Minister has just spoken highly, still do not have that right. That seems to me to be rather unfair.”

Jean-Michel Nicolle has previously recalled that public school supported by the state have lost €15M of funding since 2010, representing a 22% increase in funding, whereas an extra 15,000 students have been welcomed. Nesim Fintz goes on to say:

“ EESPIG institutions being clearly identified objects, with a certain value, I think that they should be supported. We are not asking to be the same as public higher education, we are asking for fairness. It is not fair that an increase of 2% in funding comes with a 1% decrease of private higher education funding. The difference in tuition fees is the main competition distortion factor: they amount to €7000 for engineering students in the private sector, compared to around €700 in the public sector. We therefore need to be much more agile and innovative to justify this difference. And yet the cost of studies in private engineering schools is 80% lower than in the public sector.”

Florence Darmon contributes to discussion:

“Moving away from financial issues, even though, of course, they are important to us, I wanted to remind us that certain private institutions cannot issue a number of diplomas, Bachelor degrees and PhDs, which basically represents a monopoly of public institutions. Yet monopolies are the enemy of creativity and they do not contribute to the influence that France would like to achieve. If an institution complies fully with governmental policy and, if it is recognized by an EESPIG label – which is a very recent (2015), whereas an institution

like ours (ESTP) has been recognized as providing a public service since 1921 – and if all our energy is devoted to meeting this policy, including as regards diversity, why not extend to this excellence to other levels? Why can our business and engineering diplomas, which are equivalent to the national Master's level not to be extended so as to recognize Bachelor degrees or PhDs. Our work contributes to France's international influence and we don't really understand this odd situation: we are trusted for one level, but not the others."

Nesim Fintz:

"There is one point on which I don't completely agree with Florence Darmon: of course we should have the right to deliver Bachelor and Master's degrees. For PhDs, private institutions should be able to join ComUEs so as to be able to become part of their graduate schools.

Jean-François Balducchi:

" I think we are getting close to the graduate school model. I understand the wish to be able to award bachelor degrees but for research, you need partnerships, which will raise the profile of this excellence."

Philippe Adnot :

" Private institutions represent a solution to welcoming the increasing number of students we can expect in the future. I am also happy to note that selection is now something that people dare to mention, which is helpful, in my view."

Questions/ comment from audience members

"No-one wants to oppose the public sector to the private one. Historically, research has been funded in the public sector but new solutions are being developed. 80% of PEPITE (Pôles étudiants pour l'innovation, le transfert et l'entrepreneuriat – Student centers for entrepreneurship and innovation) come from grandes écoles and that should be highlighted. We should not be divided inside our ecosystems, even if it can sometimes be difficult to work together."

Jean-François Balducchi speaks of the partnerships in the Grand Ouest area with the École de Design, Audencia, ICAM, Polytech Nantes, EM Nantes.

A question is asked about the respective cost of training an engineer in the public sector compared to the private sector. Research costs make it difficult to establish a comparison as do the fact that funding very much depends on the relevant Ministry.

Afternoon feedback session and conference close

Patrick Hetzel, Bas-Rhin MP, addresses the question [Why does higher education provide leverage for competitiveness?](#):

“I think that it is very pertinent to be exploring the link between higher education and the building of Europe. The European question is of course very relevant in Strasbourg and we can see that the work of certain German institutions provides a very favorable ecosystem for promoting the movement of students across borders.

In what way does higher education provide leverage for competitiveness? Firstly, and this is the marketing lecturer speaking, we need to be aware that higher education forms part of the “living image” of a country, the perception we have of it, its image. Working towards achieving high-quality in higher education therefore contributes to developing the country’s general attractiveness and serves to attract executives and lecturers from abroad. The Lisbon strategy provides a second incentive, which is that ambitious objectives in higher education contribute to a higher level of qualifications. This will give rise to new projects. Although we are in the opposition, we approve what the government is doing, especially as regards a new bill on professional training and apprenticeship. The question of training and qualifications should permeate the entire higher education system.

When we speak of competitiveness, we are in fact speaking of international competition. Three aspects of competition must be taken into consideration:

- Economic factors, which can be seen from two points of view, one where knowledge and education are considered to be marketable products and the other where they are considered to be a public good, which cannot be provided by means of market forces. We cannot simply ignore the economic aspect but we note for example that Australia has created a higher education system where foreign students effectively fund the studies of their Australian counterparts. This model may not be ideal but it does draw attention to the fact that higher education contributed to a healthier trade balance.
- Social factors: raising the level of qualifications is the major social challenge. Higher education has an essential part to play in companies’ competitiveness, during initial training and also in lifelong learning. I would like to see some of the funds allocated to professional training also being made available for higher education institutions and this is currently not happening often enough.
- Digitization: higher education is now unthinkable without it, it plays a key part in the transfer of knowledge, as a pedagogical tool but also in the way in which information is disseminated. It can contribute to raising our institutions’ profile abroad, and we have seen several foreign institutions starting to develop very impressive tools.

We shouldn’t lose sight of the fact that some countries, especially Anglo-Saxon ones, make good use of soft power. Having foreign students on their campuses is a way of creating habits, and a diaspora later on. Today, higher education is probably one of the key assets in French diplomacy. There is nonetheless room for improvement in our system. It is a little

worrying to note that although 5 million young people in various disciplines represents an impressive achievement, in the future, we must be careful to maintain our current position and not to lose any market share. And yet, when we examine the famous citation indices, which may be controversial but nonetheless represent a partial indication at least of scientific production, it is clear that France has regressed in a number of key disciplines over the past 20 years, even if the number of citations has remained stable in absolute terms. New entrants from China, India and Brazil have now joined the fray and global production has increased. Our relative position, even for organizations like CNRS (National Center for Scientific Research) is now weaker. We need to stay competitive in terms of market share and also in our ability to welcome students, including foreign ones.

In this regard, we can see that Singapore is trying to outdo certain countries in terms of research and higher education and this should make us stop and think of the great advantages we have: there is a diversity in France with public and private schools and institutions; this is a real asset (and sometimes also a complication) which produces a profusion of initiatives which deserve to be enhanced and not constrained. I see that the draft bill being presented to the Council of Ministers on the right to error includes a specific article on experimentation in higher education, with a number of stipulations potentially being waived, which may open up new possibilities for your institutions.

Competitiveness depends on institutions but also onto two other aspects over which they have no direct control, one being finances. I am lucky enough to chair the board of the Strasbourg business school and our analysis is a quite simple one: I draw a parallel with the Strasbourg football club, whose position in the league closely mirrors its budget. The importance of chasing funds should not be overstated but it must be taken into consideration. Higher education must also be a national issue: public powers must both regulate the system and also play its part in putting in place lasting mechanisms. And yet one of the difficulties you often come across is finding a degree of stability, standards that are valid for the duration. We need more flexibility, more monitoring taking place beforehand rather than after the event, which is not necessarily the French way of doing things.

Regarding the importance of research, there is a key challenge which is situated at the intersection between three worlds that do not necessarily communicate as well as might be hoped: research, higher education and companies. Higher education should be prepared to adopt more of a practical approach. The *grandes écoles*, with their tradition of providing a link between knowledge transfer and action, tend to fare better in this respect than public institutions. We also need to focus on how education and training programs are perceived in our society and in our communities. The Lisbon strategy will only become successful and widespread when we have demonstrated that what happens in our higher education institutions also has an impact on our communities.

Going back to the example of certain Anglo-Saxon universities who are starting to introduce a new assessment element, we also need to think about the societal impact of higher education institutions which can be described in several ways, including in financial terms. Studies show that one euro invested in higher education represent eight euros of income generation. This leverage effect shows that narrow Maastrichtian criteria should not be applied to higher education. And indeed, this was the view that prevailed for the

Investments for the Future program in 2008: there was a realization that this was a true investment and not just a spending program.

We need to make this message loud and clear at the European level so that higher education can once again be at the heart of discussions, in this type of investment approach, which is to make a profound impact on the future of our European society.”

Jean-Michel Nicolle, on behalf of UGEI, France
Klaus Hekking, on behalf of VPH, Germany
and Joao Redondo, on behalf of APESP, Portugal

then proceed to sign the declaration setting up the first European cooperation network for higher education. They all three express their enthusiasm for this initiative and for the joint projects to come.

Jean Arthuis, MEP, special representative of the Employment Minister, in charge of developing Erasmus pro for apprentices presents his views on the topic of: “The free movement of apprentices in Europe.”

“I too wish to see higher education, and more specifically, apprenticeship, as a key component in the building of Europe or at least in ensuring young people’s employability and personal development and in contributing to European competitiveness. There is a problem of youth unemployment in Europe: on average, a quarter of young people are unemployed and, in some countries, half. The exception lies in the few countries which have in common a culture of apprenticeship that is embedded in their social, economic and educational tradition; they include Germany, the Netherlands, Denmark, Austria. I have asked myself why apprenticeship was underdeveloped in so many countries and in 2016, I had a pilot project included in the EU budget plan, to try the experiment of youth mobility and demonstrate that those who were awarded an Erasmus grant were better able to fend off the risk of unemployment. The aim of the pilot project was therefore to identify existing challenges and obstacles to long-term mobility. We quickly established that each of the 28 countries had a different status for apprentices and that models varied widely. About 10 countries are of the same standard, a further 10 are close to having good practices and there is practically nothing in place to the last 10. We had two difficult years because the European commission’s procedures are such that experimenting is a practically impossible undertaking. Despite the fact that we had announced the operation with the Compagnons du Devoir (an organization providing vocational training for young people, rooted in the traditions of craftsmen), for whom mobility is a prerequisite, it was very difficult for us to obtain grants where they were needed. The Commission has just decided to take over the pilot project itself and to allocate €400M to it, so that 50,000 apprentices may also benefit from long-term mobility. Currently, a few apprentices do go abroad, but for two-week periods. The commission has also tabled a recommendation to Member States to try and aim for convergence in apprenticeship in Europe, as there is unfortunately a lack of convergence in Europe in fiscal, social and environmental matters.

In July, the government tasked me with making recommendations to tackle the challenges which currently make it difficult for many apprentices in France to go abroad for a lengthy period. The first challenge is that an apprenticeship contract cannot be suspended. If a young person goes abroad, they remain under the responsibility of their French apprenticeship manager, who pays them – which is hardly an incentive to mobility. My first recommendation will therefore be to suspend apprenticeship contracts while apprentices are abroad. The issue of social security cover remains and we could look to an apprentice status. The mutual recognition of skills and competencies also still needs to be addressed and we will need to convince the French education sector in that regard, but I am confident that we will be able to obtain what is already in place in higher education. I do not see why a bond of trust cannot be established between two institutions, possibly with monitoring input from the academic authorities in each country, and also from the relevant sectors. We must also come up with a specific status for young people who will be going abroad for more than six months. Currently, 400 hours of tuition per annum are required in an apprenticeship contract and we are therefore adjusting our recommendations.

That is the journey we have embarked upon, because the government is determined to press on with this project: when consultation on the reform of apprenticeship and vocational training was launched, the three Ministers, Ms. Vidal, (Higher Education and Research), M. Blanquier (Education) and Ms. Pénicaud (Employment), wanted a Copernican revolution to occur, to use Ms. Pénicaud's expression. This is how I hope to see apprenticeship and vocational training becoming a key component in the building of Europe."

Questions/ comments from audience members:

I represent École de Biologie Industrielle (an engineering school) and I also represent UGEI at the CTI. This is a topic that is very close to our hearts. We encourage all institutions to do what it takes to make mobility in apprenticeship happen. In certain areas, we find many companies are reluctant to do so, even though they say they need international executives, apprentices who are bilingual at the end of their training... If you manage to offer a framework to encourage European mobility, we will have improved parity between the two training tracks. The CTI Will be monitoring at this project closely and will encourage it as far as possible, with injunctions where required."

Jean Arthuis offers this reply:

“Mobility has another advantage, which is benchmarking, something France is rather in need of. If we want to progress, we will need to seek out best practices in different countries and also their cultures, their legal frameworks. Which is why would like to see the governments of Member States treating this issue as priority. Challenges and obstacles must be removed, there must be fluidity among all countries, to make mobility possible.

These programs also represent an opportunity for young people to improve their language skills by immersion, for public bodies to amend their texts, for trade unions to see what is happening elsewhere and become more open to reform. It is also your responsibility: you should not hesitate to push the limits now and then. Innovation cannot be the sole preserve of the market economy, it can also be achieved in the public sphere, but too much value is sometimes placed on regulation.”

Another comment from an audience member:

“I was facilitating a workshop on developing European apprenticeship in which we explored current difficulties, in a context where apprenticeship at mobility is not seen as a wish but as a requirement for higher education. It is critical that apprentices should have the same rights students. We welcome what you are suggesting and we are obviously actively involved in this process. You will be able to revisit your initial project with the Compagnons du Devoir with our schools.”

ATTACHEMENTS

Participants

Presentation Pedro TEIXEIRA

Presentation Klaus HEKKING

Presentation Bernard REMAUD

Declaration for the creation of a European independent higher education network

Liste des participants - 1er Colloque européen de l'UGEI

Jeudi 30 novembre - ENSAM

Prénom	Nom	Fonction	Organisme
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Paul	ALLIBERT	Directeur Général	INSTITUT DE L'ENTREPRISE
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Léo	ATTIAS	Président	FIABCI FRANCE
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Olivier	AUCOUTURIER	Directeur	ESITC PARIS
Gérard	BACQUET	Directeur Général	ESCOM
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Roger	BENJAMIN	Speaker Workshop 4	CAE
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Pascal	BIDAN	Directeur Délégué	ESTACA
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Liste des participants - 1er Colloque européen de l'UGEI

Jeudi 30 novembre - ENSAM

Prénom	Nom	Fonction	Organisme
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			ITEMS INTERNATIONAL

Liste des participants - 1er Colloque européen de l'UGEI *Jeu*di 30 novembre - ENSAM

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Liste des participants - 1er Colloque européen de l'UGEI Jeudi 30 novembre - ENSAM

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1e colloque européen sur l'Enseignement Supérieur - UGEI 30.11.2017 - Paris

ENSEIGNEMENT PRIVÉ EN EUROPE – PROFIL ET DÉFIS

Pedro Teixeira – CIPES & U. Porto

Profil du Secteur Privé d'Enseignement Supérieure en Europe

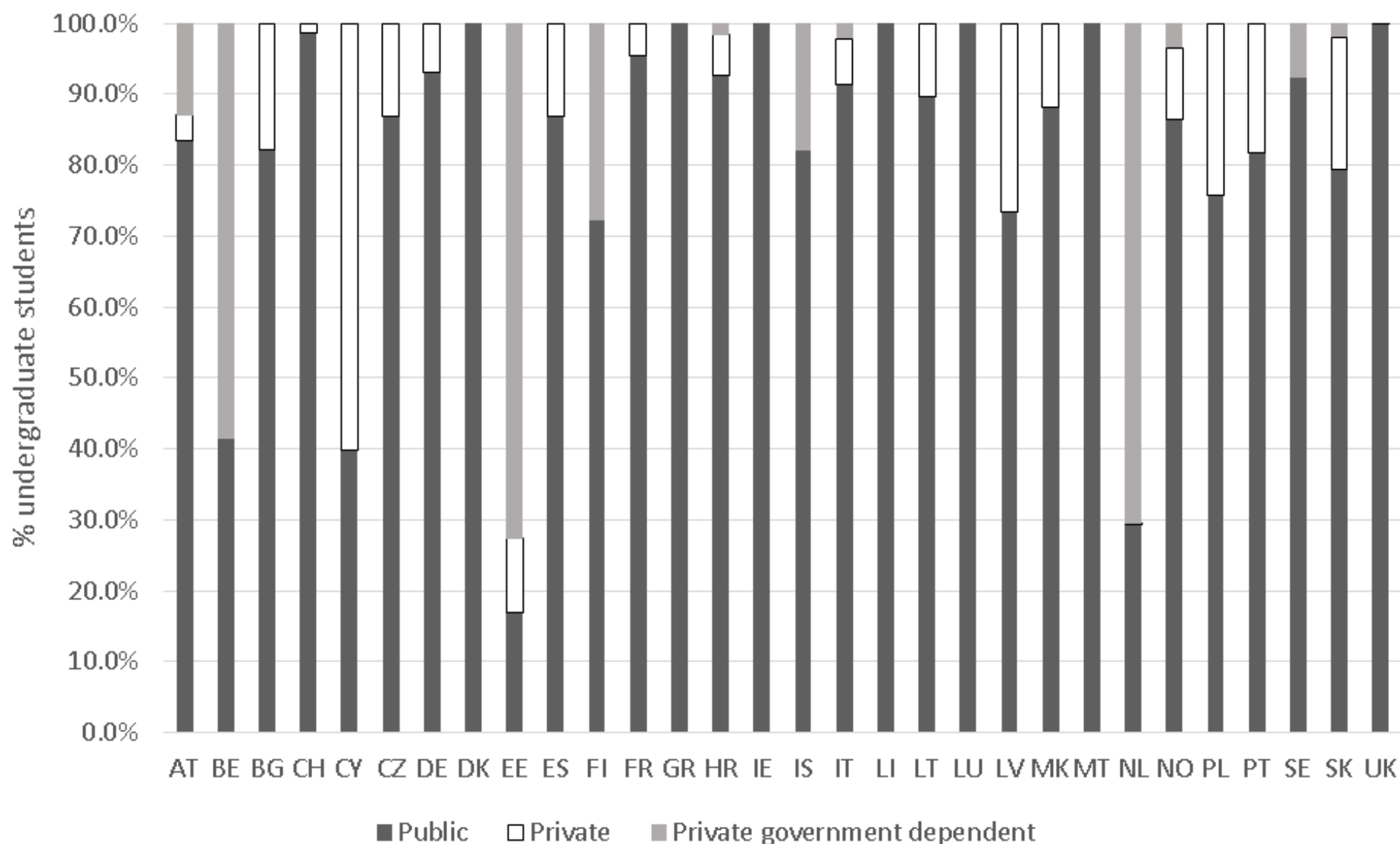
Enseignement Privé en Europe – Contexte:

- **Tradition de forte Intervention publique, même dans les établissements privés;**
- **Expansion et couts grandissantes - pression dans le secteur publique;**
- **Tendances récentes favorisent le marche et une perspective plutôt privé dans le secteur publique;**
- **Qualité et problèmes de la Massification;**

Configuration du Secteur Privé en Europe:

- **Présence et Dimension moyenne;**
- **Composition Disciplinaire;**
- **Distribution Géographique;**
- **Engagement dans la Recherche;**

Étudiants Premier Cycle par Secteur et Pays



Caractéristiques des Établissements par status légale (moyenne par type)

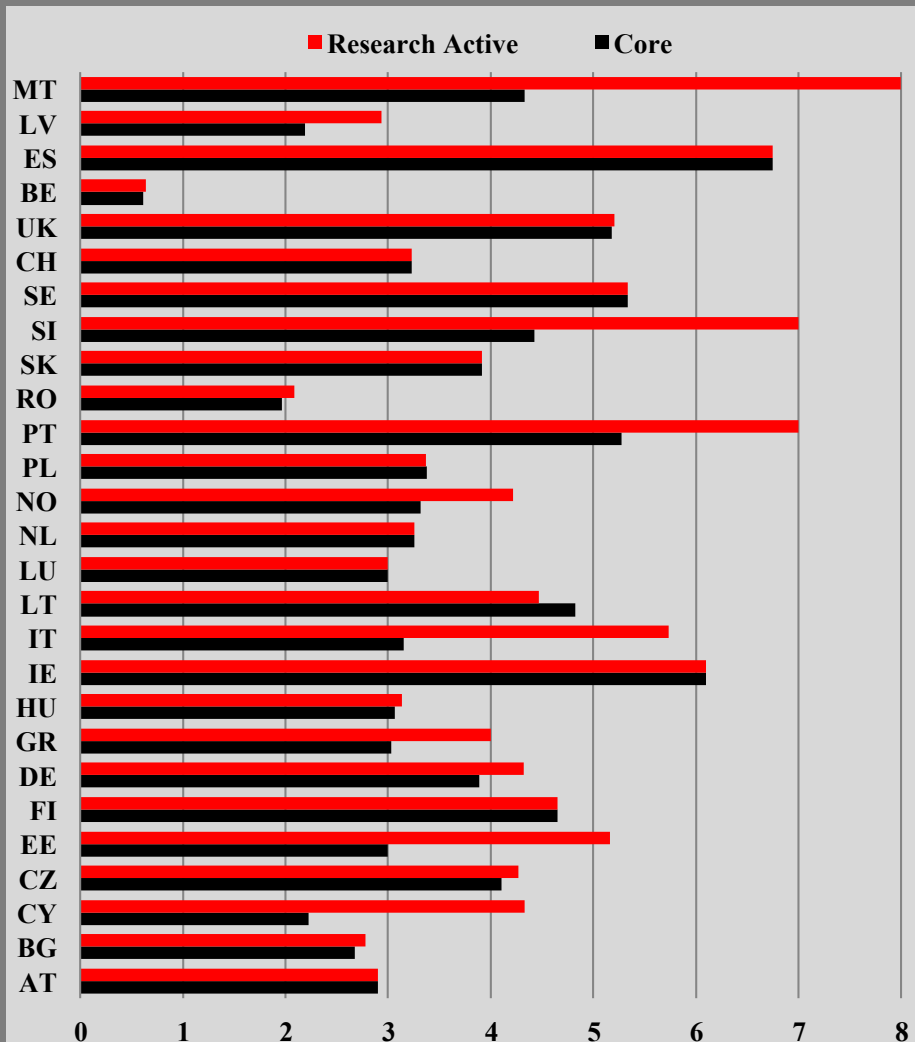
	Numéro des Établissements	Total Staff Académique (FTE)	Total Étudiants ISCED 5-7	Total Étudiants ISCED 8	Taux/Total budget
Public	1526	309	4903	309	04
Privé	613	50	919	37	57
Privé dépendent du Gouvernement	151	150	2455	123	12

Enseignement Privé en Europe:

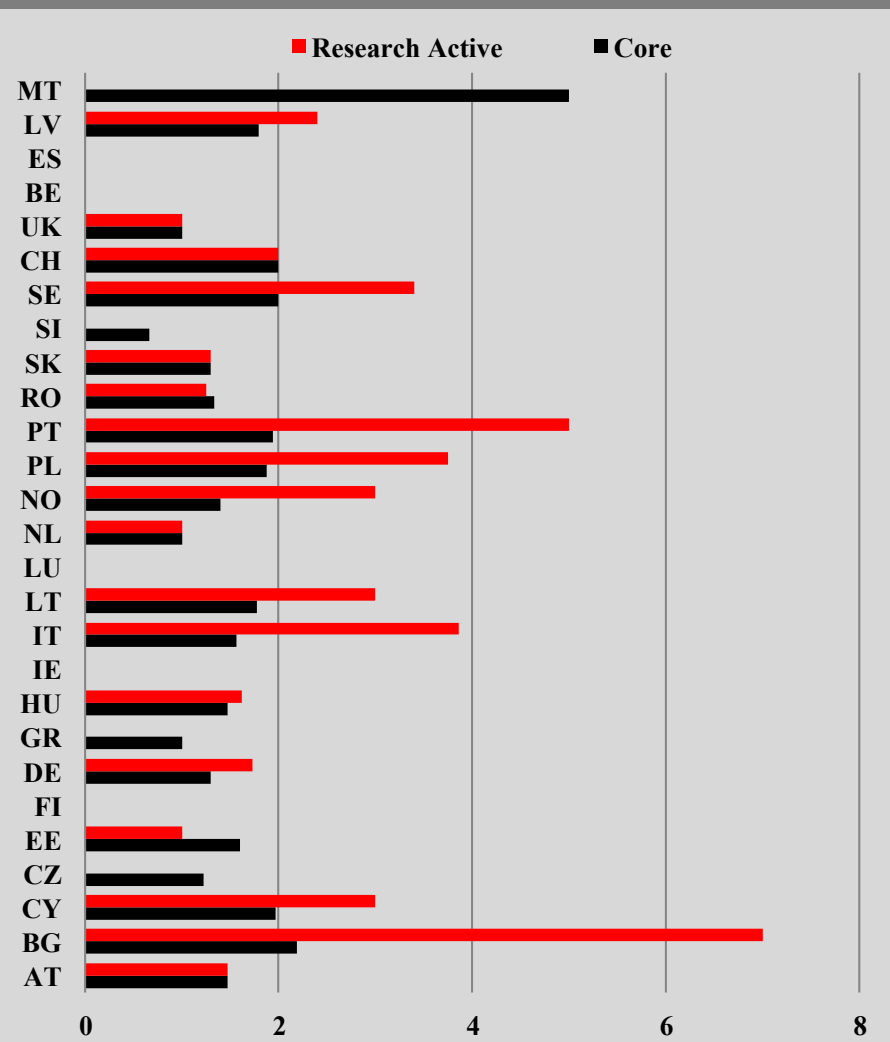
- **Enseignement privé minoritaire en Europe;**
- **Différences significatifs à travers d'Europe;**
- **Dimension moyenne des établissements;**
- **Pays avec une présence significatif du secteur privé et
Pays où le secteur privé est plutôt absent;**

Diversité des Portfolios d'Éducation

Secteur Public



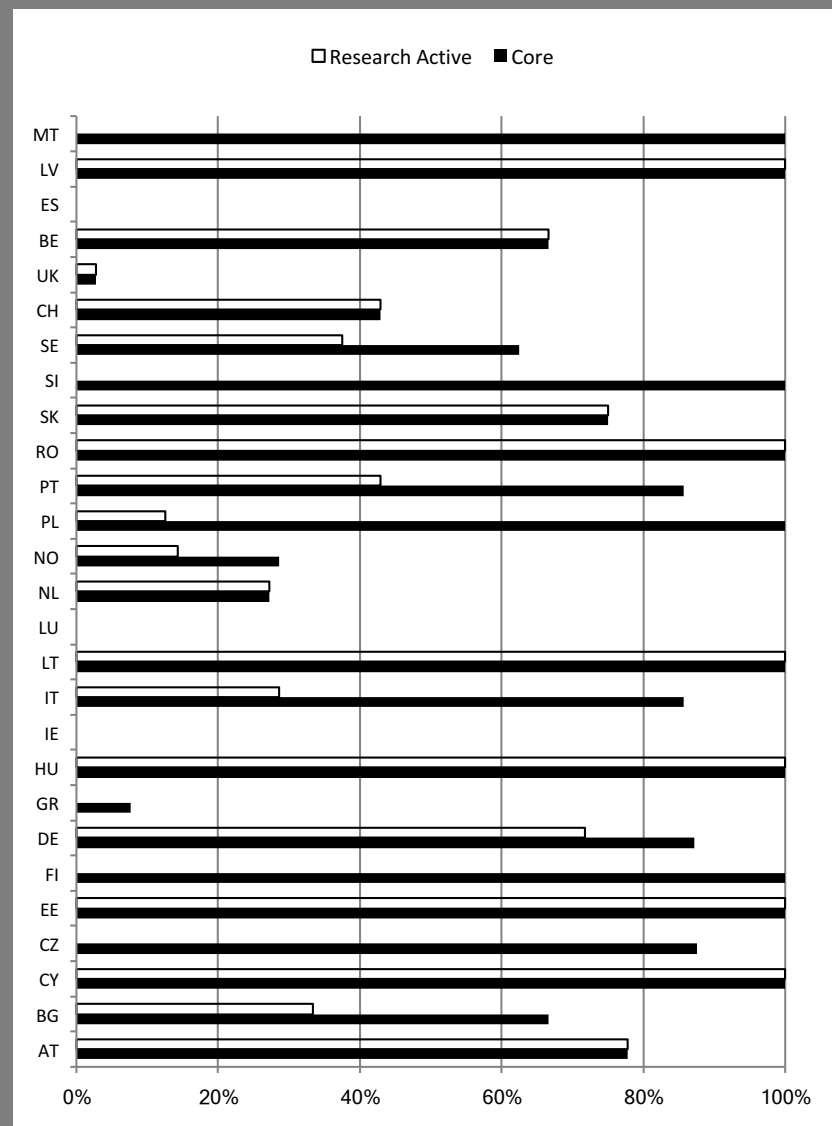
Secteur Privé



Proportion des régions NUTS II avec au moins un Établissement Public

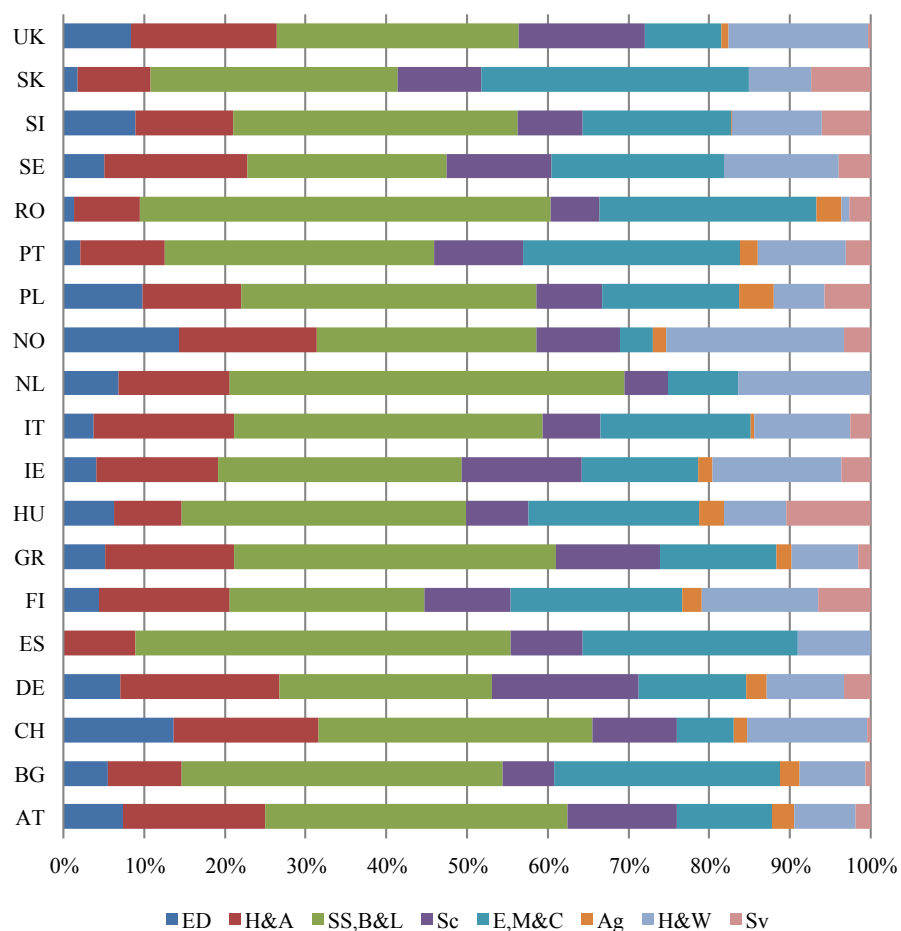


Proportion des régions NUTS II avec au moins un Établissement Privé

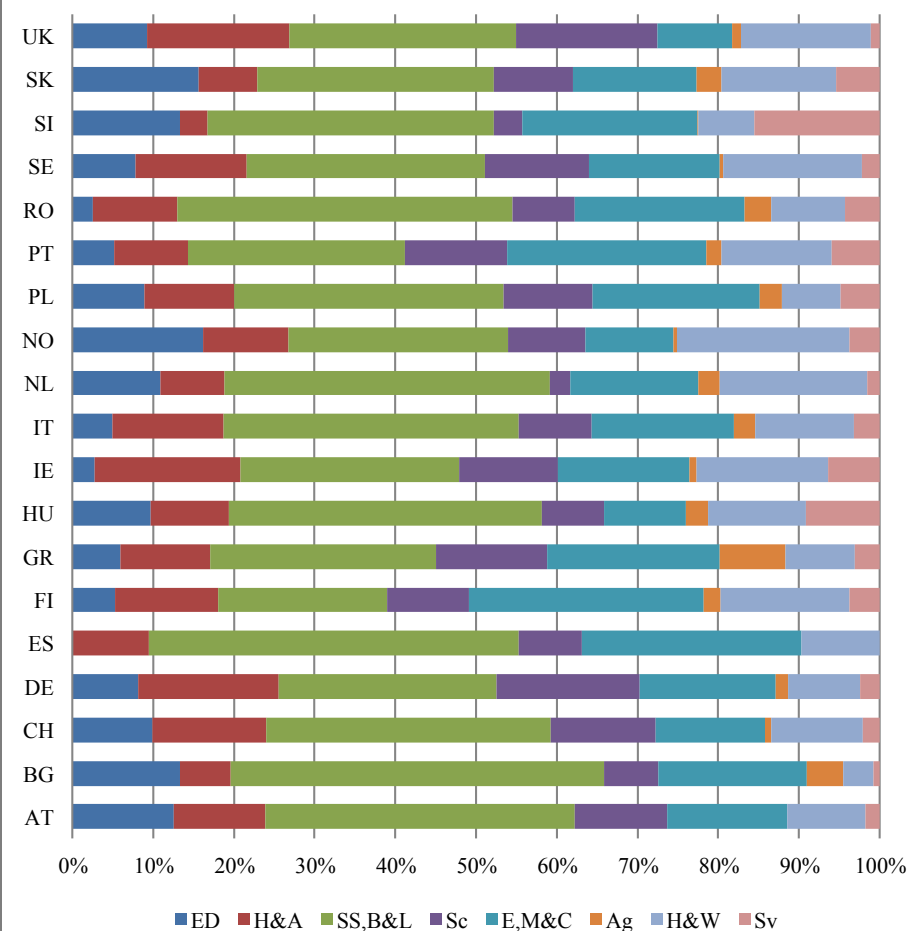


Distribution des Étudiants par Groups Scientifiques

Publique – Région Capital

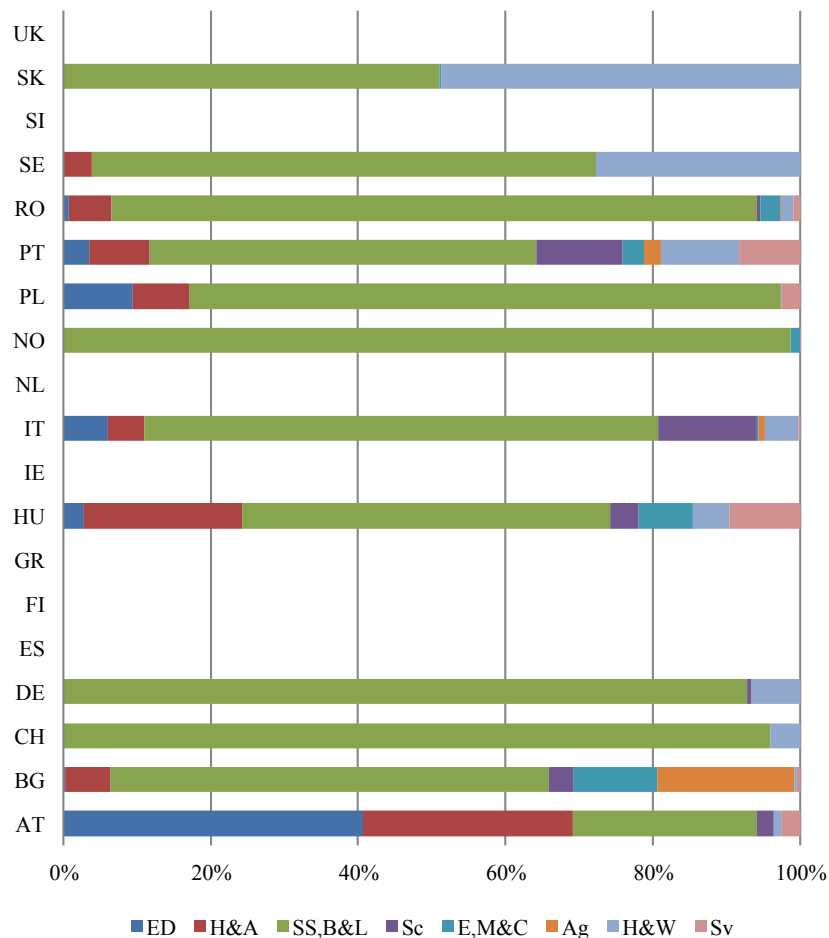


Publique – Région Capital Exclu

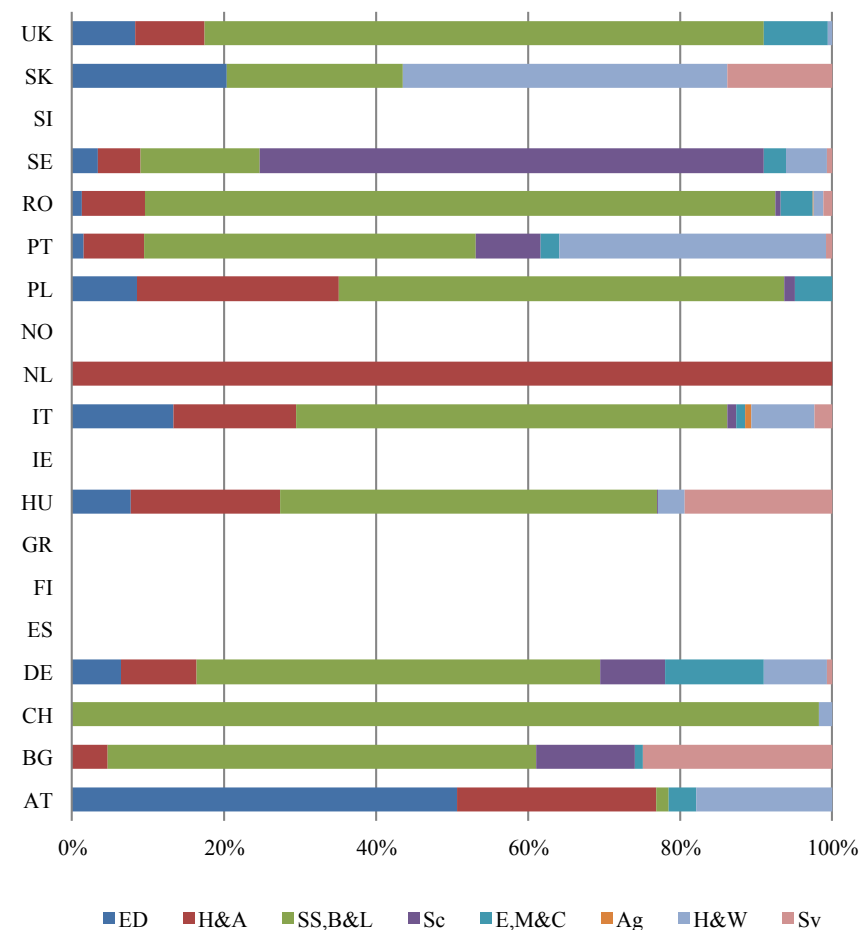


Distribution des Étudiants par Groups Scientifiques

Privé – Région Capital



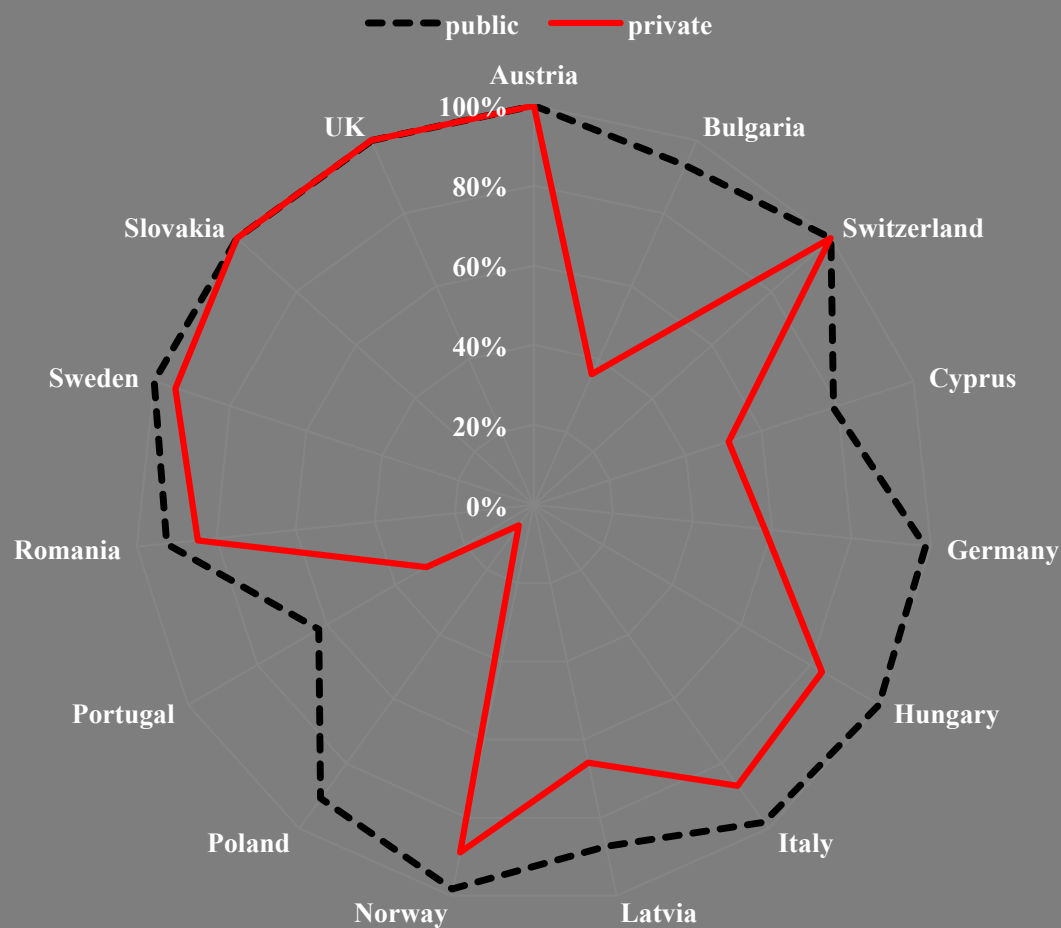
Privé – Région Capital Exclu



Profil du Secteur Privé - EES Actifs dans la Recherche:

- **Mission des établissements;**
- **Existence des groupes de recherche reconnus officiellement;**
- **Flux de financement pour la R&D;**
- **Programmes de Doctorat (ou autres de niveau ISCED 6);**
- **Financement régulière des agences publiques ou des entreprises;**

Poids Relatif des EES actifs dans la Recherche mesuré par le numéro des étudiants



Enseignement Privé en Europe:

- **Sous-représentation du Secteur Privé dans les activités de recherche et Spécialisation dans l'enseignement;**
- **Coût de la Recherche et accès aux sources de financement;**
- **Secteur plus Jeune;**
- **Profil du corps des Professeurs;**

Enseignement Privé en Europe - Défis Systémiques et Institutionnelles

Quel rôle pour l'Enseignement Privé en Europe?

- **Absorption de la demande ou Complément pour l'enseignement publique massifié?**
- **Trouver des sujets-niche et/ou poursuivre des sujets avec beaucoup de demande?**
- **Différentiation - profil des diplômés, des professeurs et des pratiques d'enseignement;**
- **Qualité - Résurgence d'un certain Elitisme dans des systèmes massifiés;**

Enseignement Privé – Défis pour la Régulation:

- **Amolndrissement des différences entre les secteurs publiques et privé;**
- **Coordonner les deux secteurs et définition d'une politique publique cohérent;**
- **Nécessite de légitimité social et politique – systèmes de évaluation et qualité;**
- **Développement vers la soutenabilité pédagogique et scientifique;**

Mercl pour votre attention

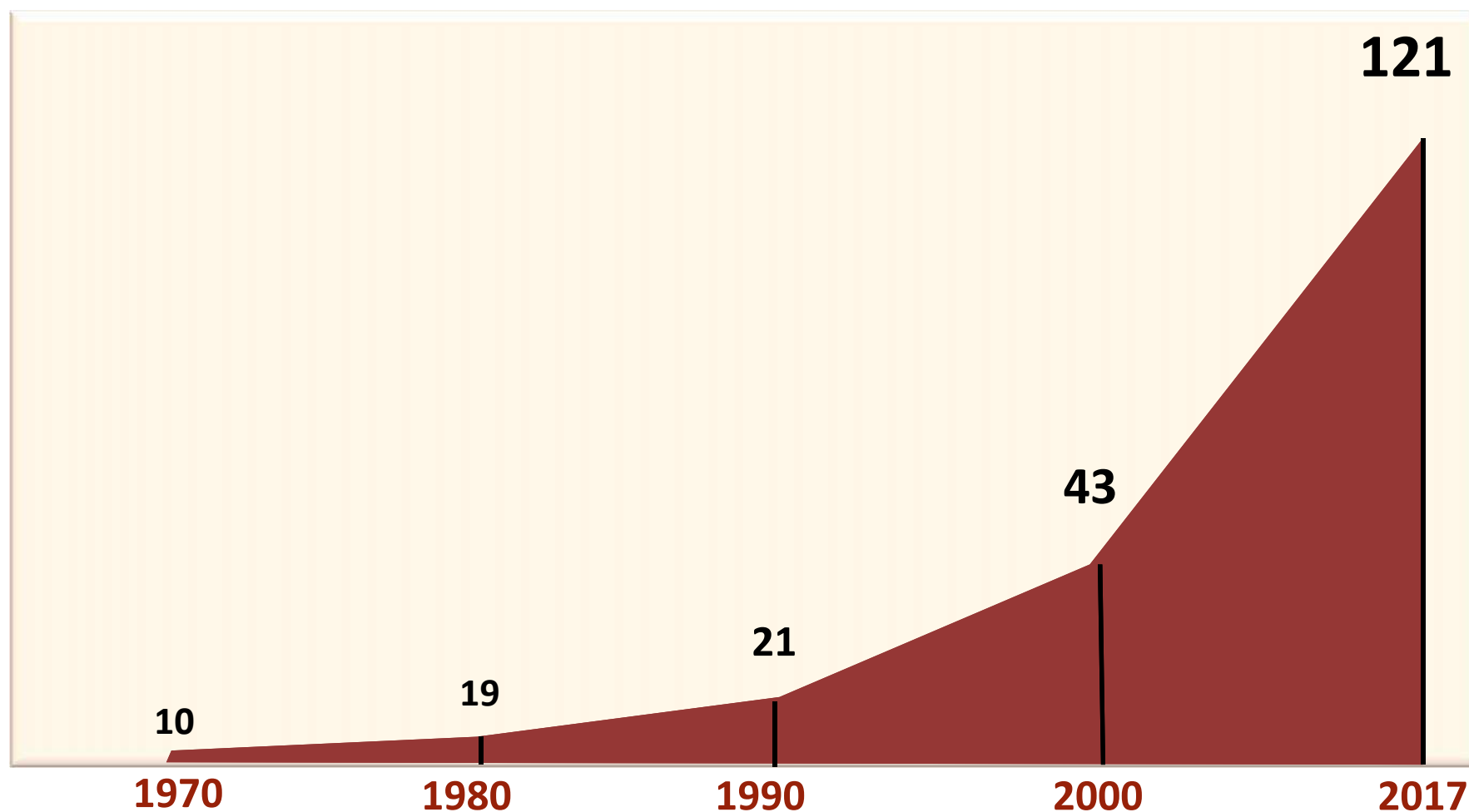
pedrotx@reht.up.pt

A solid red vertical bar is positioned on the left side of the slide.

Situation et perspectives de l'Enseignement Supérieur Privé en Allemagne

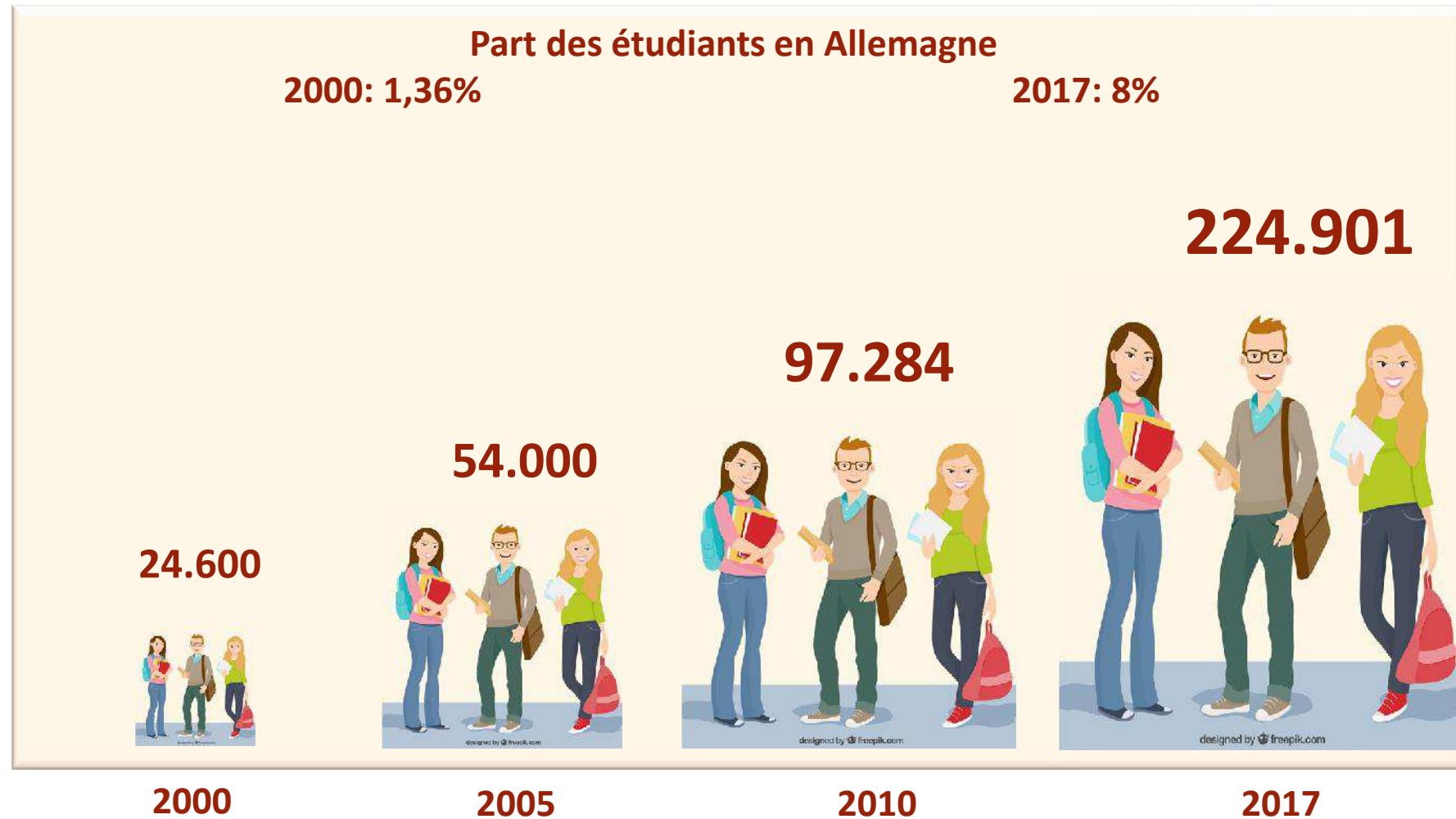
Prof. Klaus Hekking

Depuis 2000, l'Allemagne connaît un boom dans la création d'universités privées.



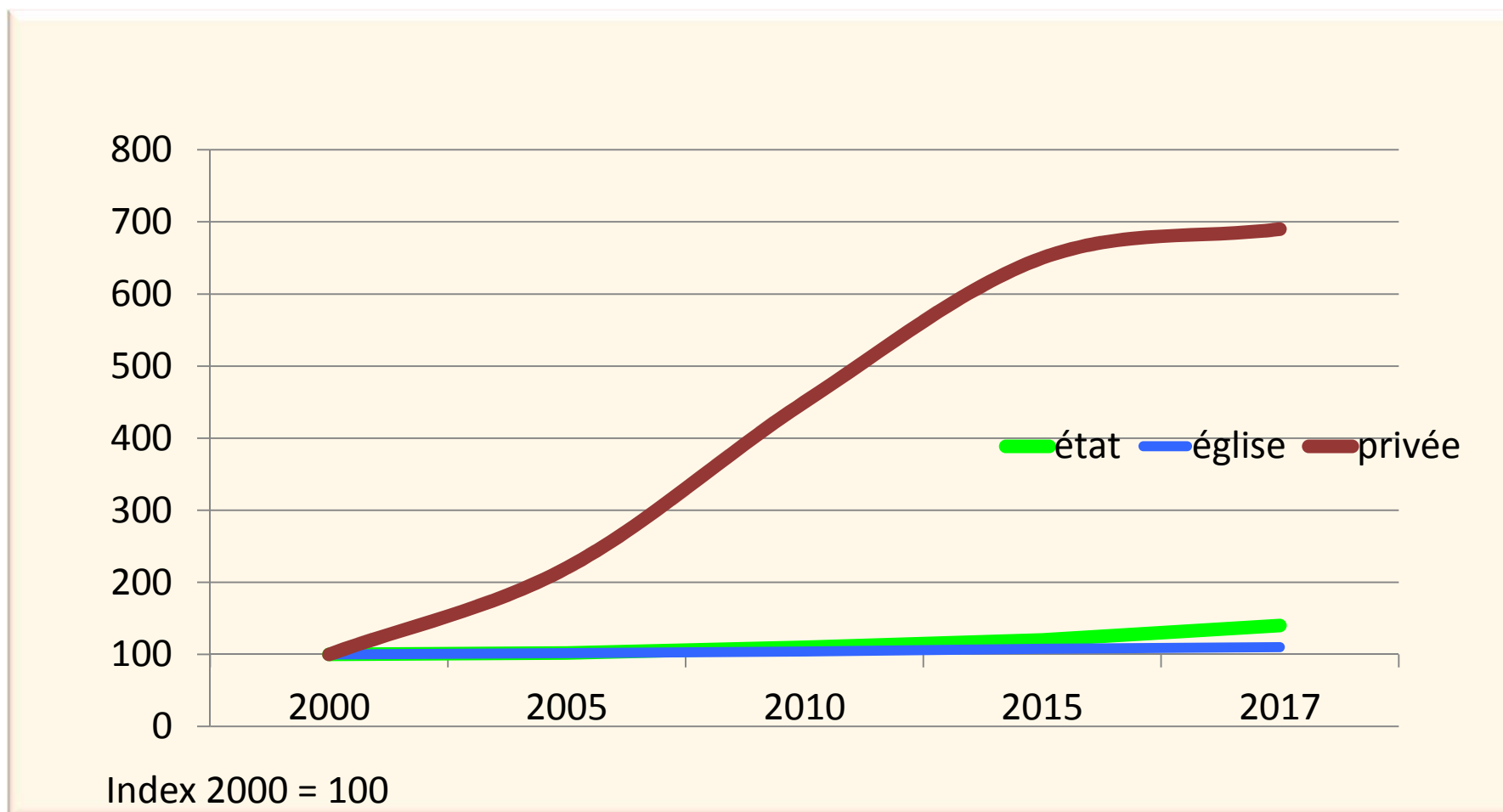
Source: privathochschulen.net

Le nombre d'étudiants a presque décuplé depuis 2000



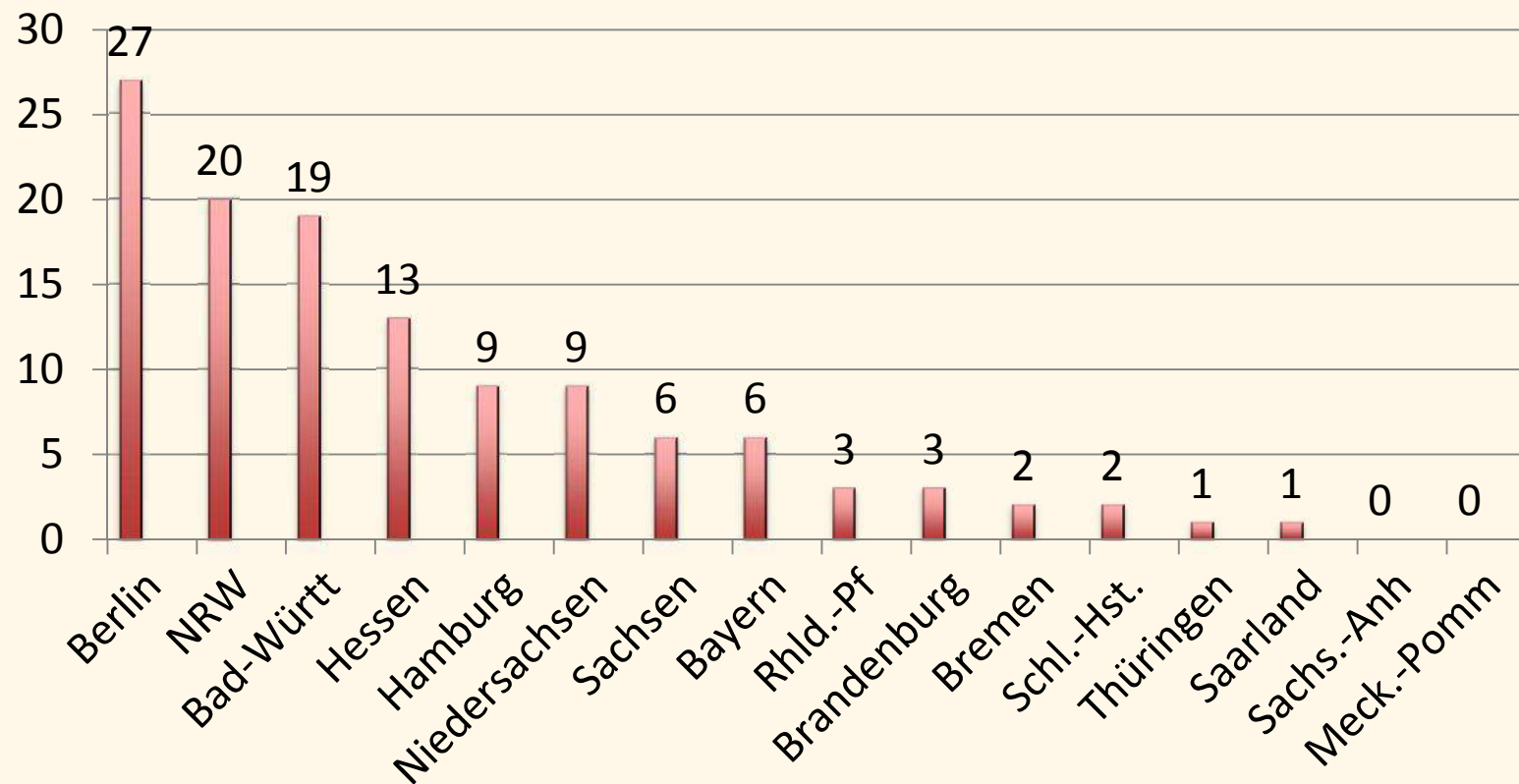
Source: Destatis, Private Hochschulen, WISTA 16 und eigene Daten VPH

Les universités privées ont enregistré la croissance la plus forte des trois systèmes universitaires en Allemagne



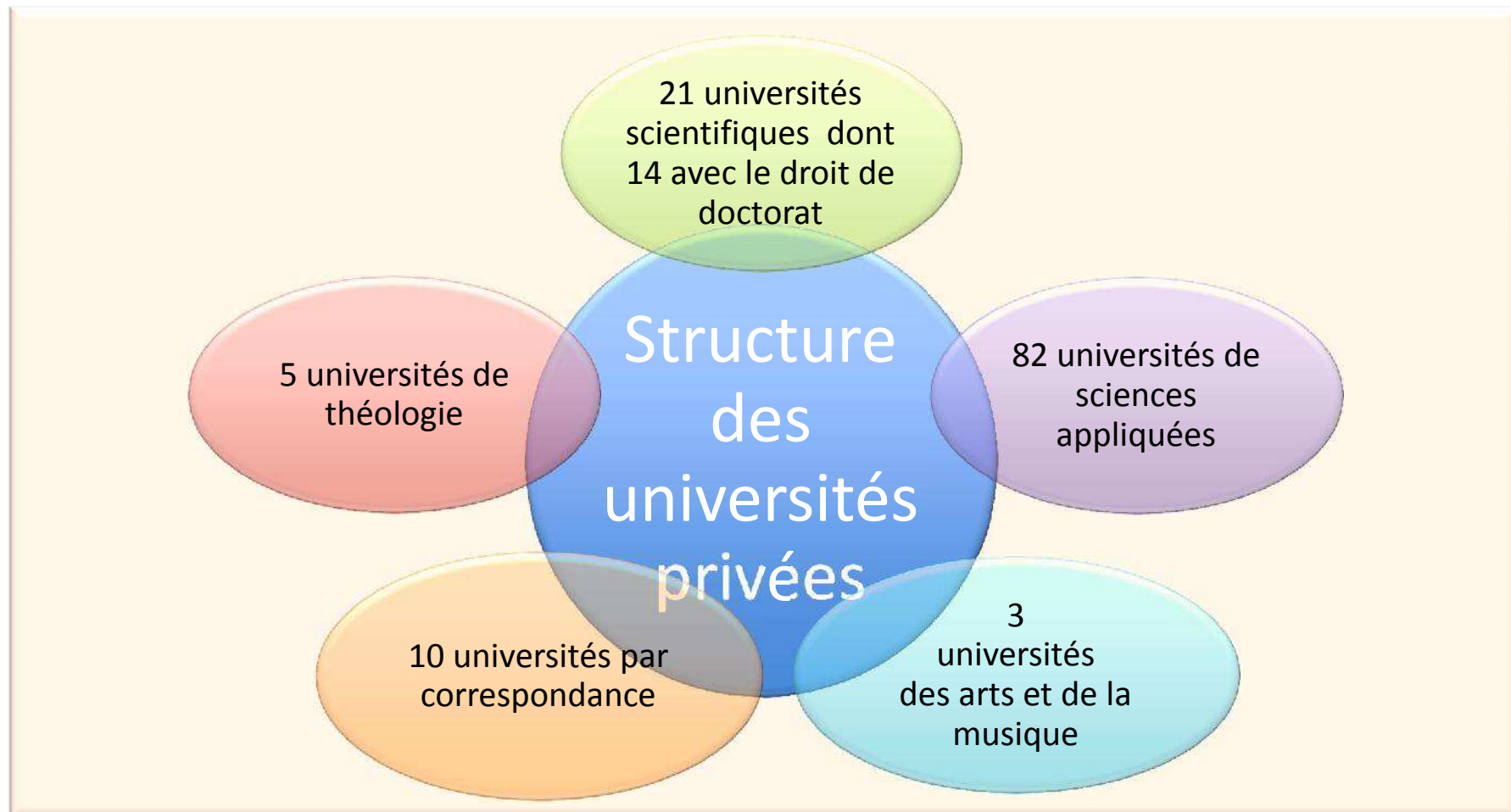
Source: Destatis, Private Hochschulen, WISTA 16

Elles sont maintenant représentées dans toutes les régions



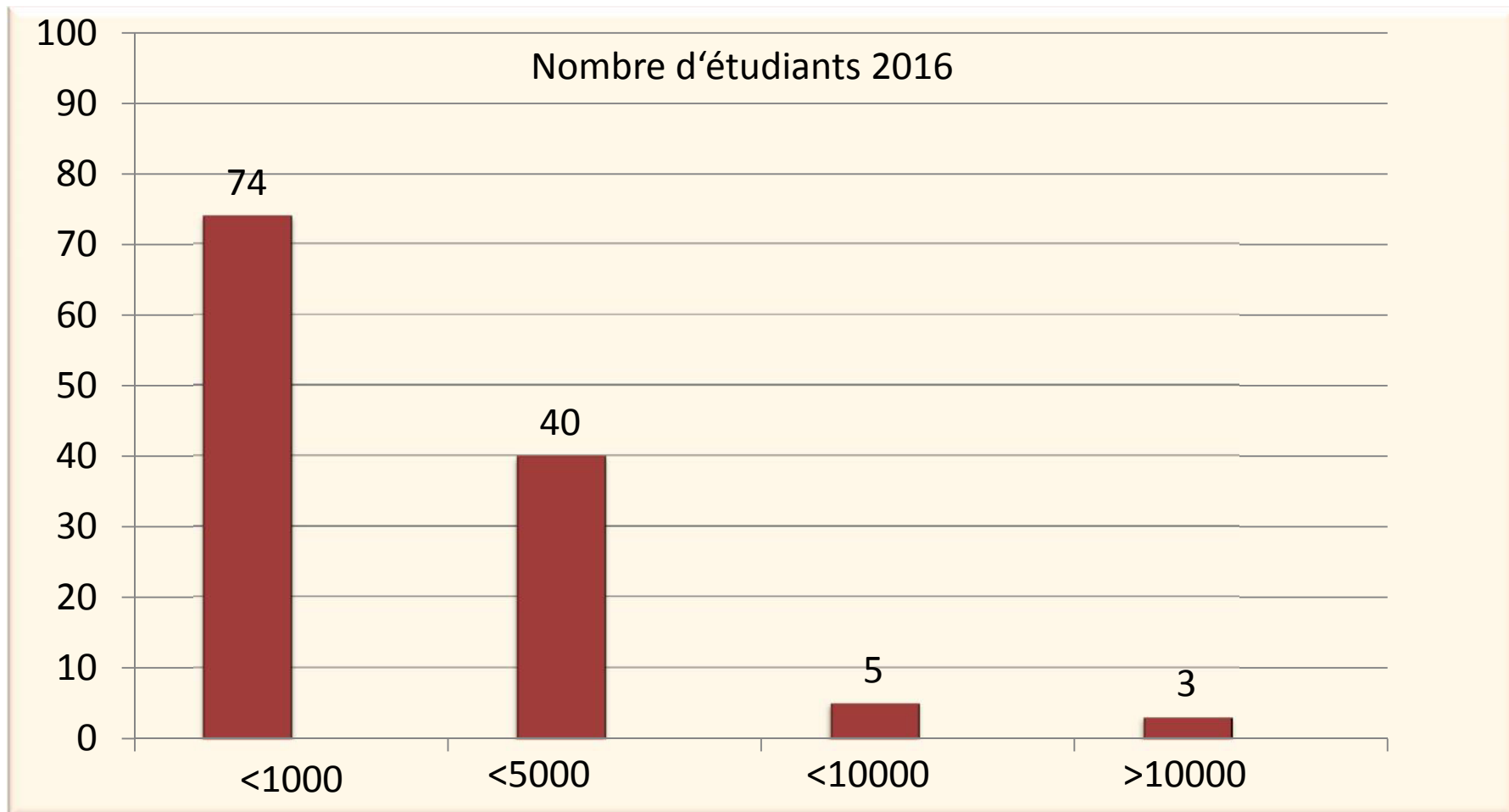
Source:privathochschulen.net

Le système privé comprend aujourd'hui tous les types d'universités



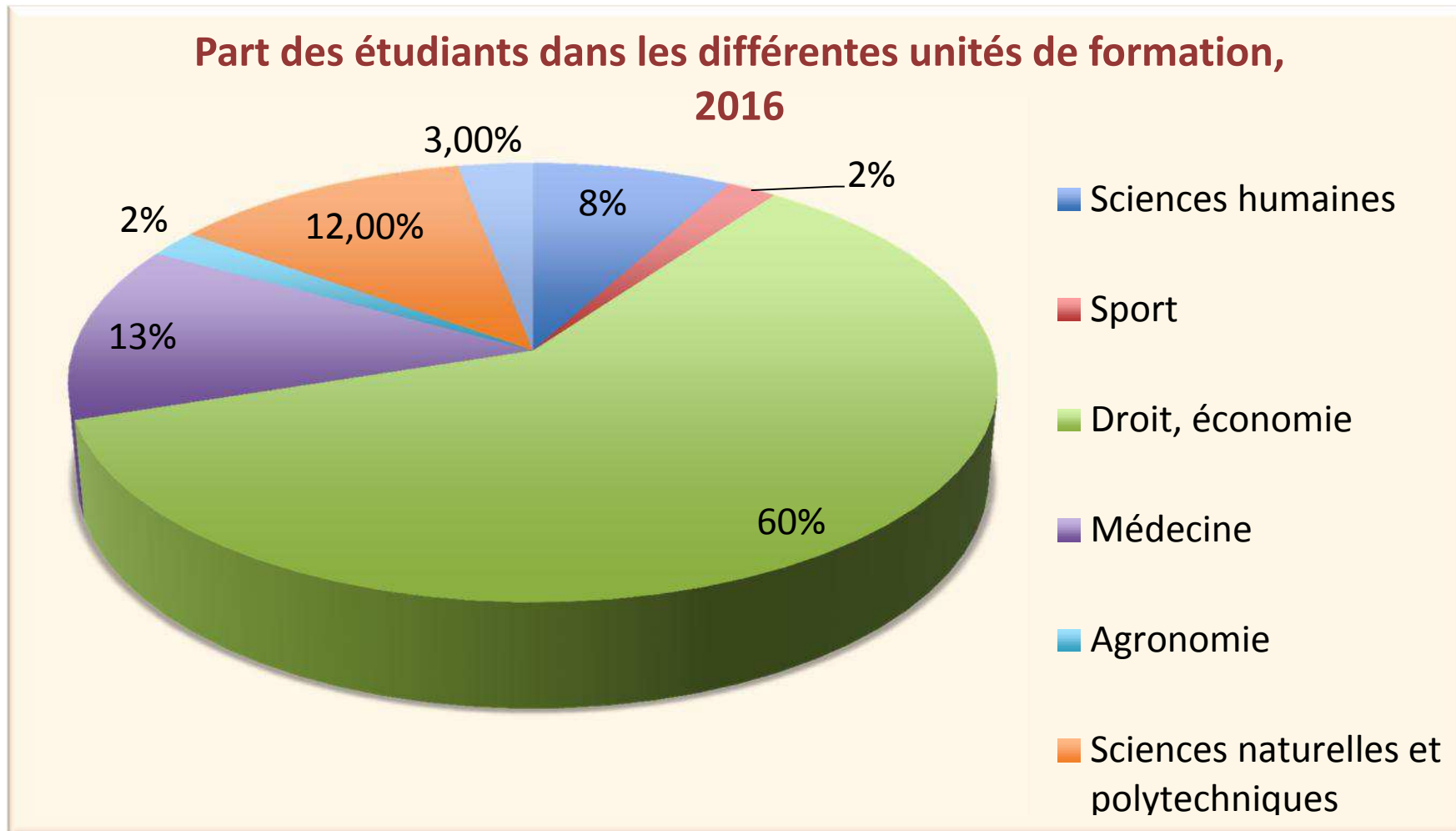
Source: privathochschulen.net

La plupart d'entre elles sont des universités de petite et moyenne taille avec une ambiance familiale

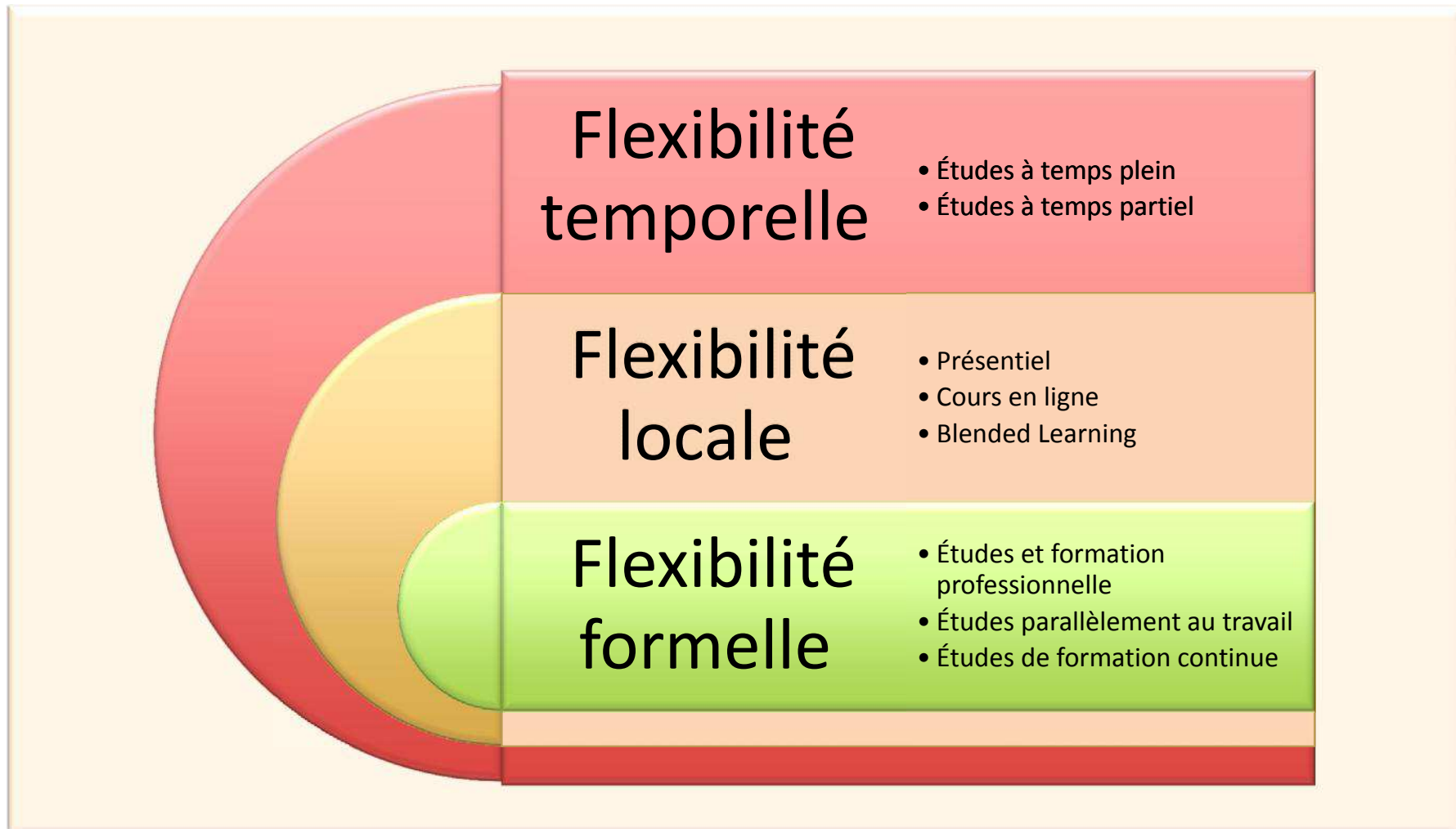


Source:privathochschulen.net

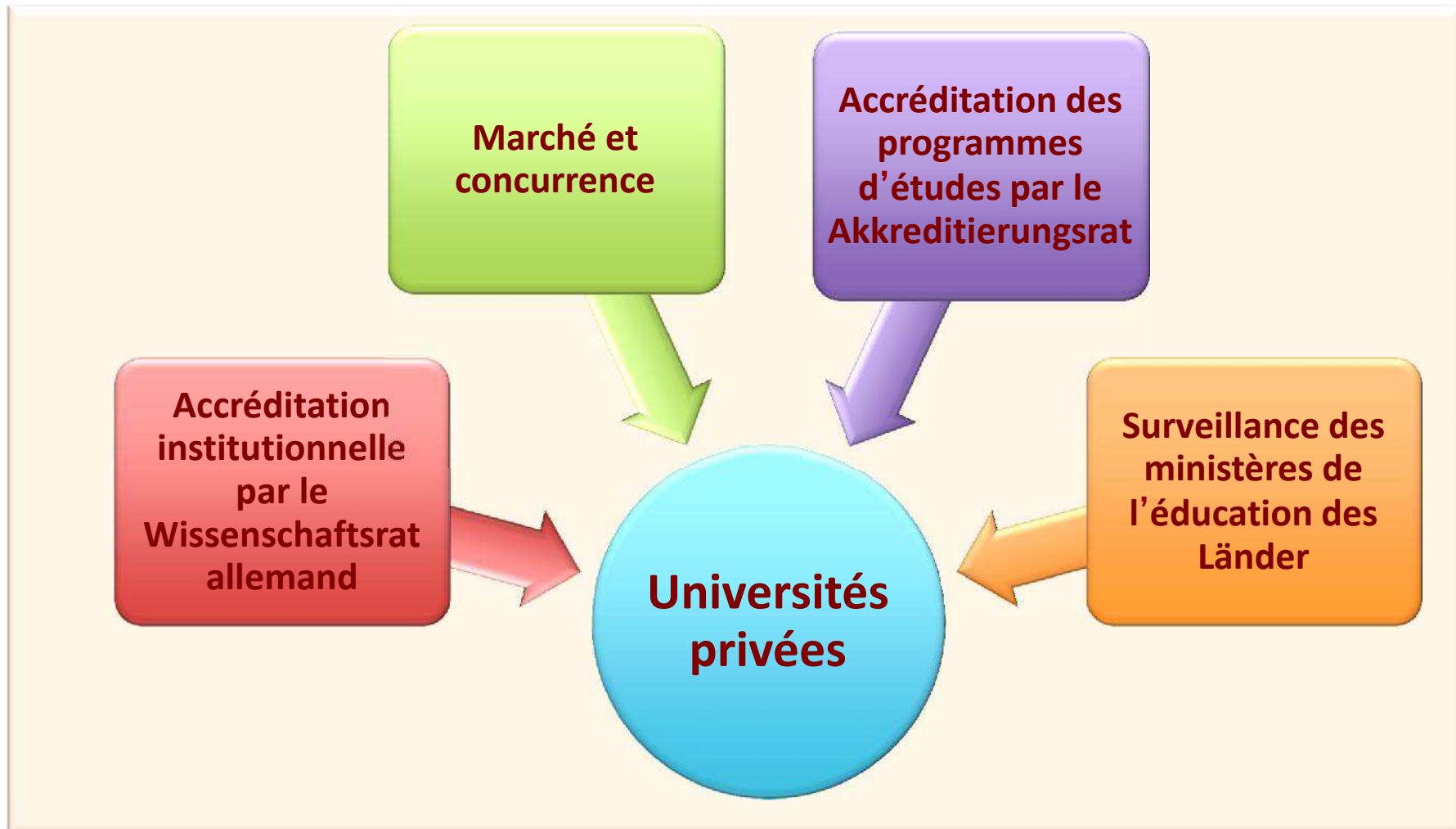
Les universités privées offrent environ 2400 cours d'études



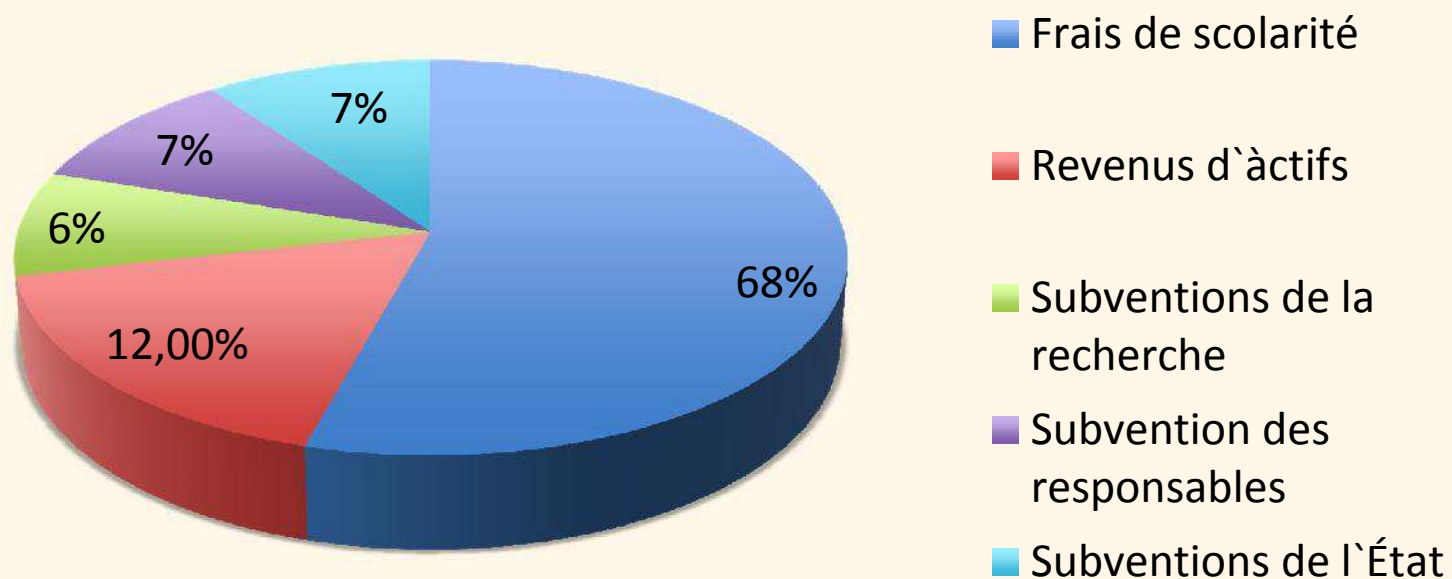
Elles offrent aux étudiants une grande flexibilité des études



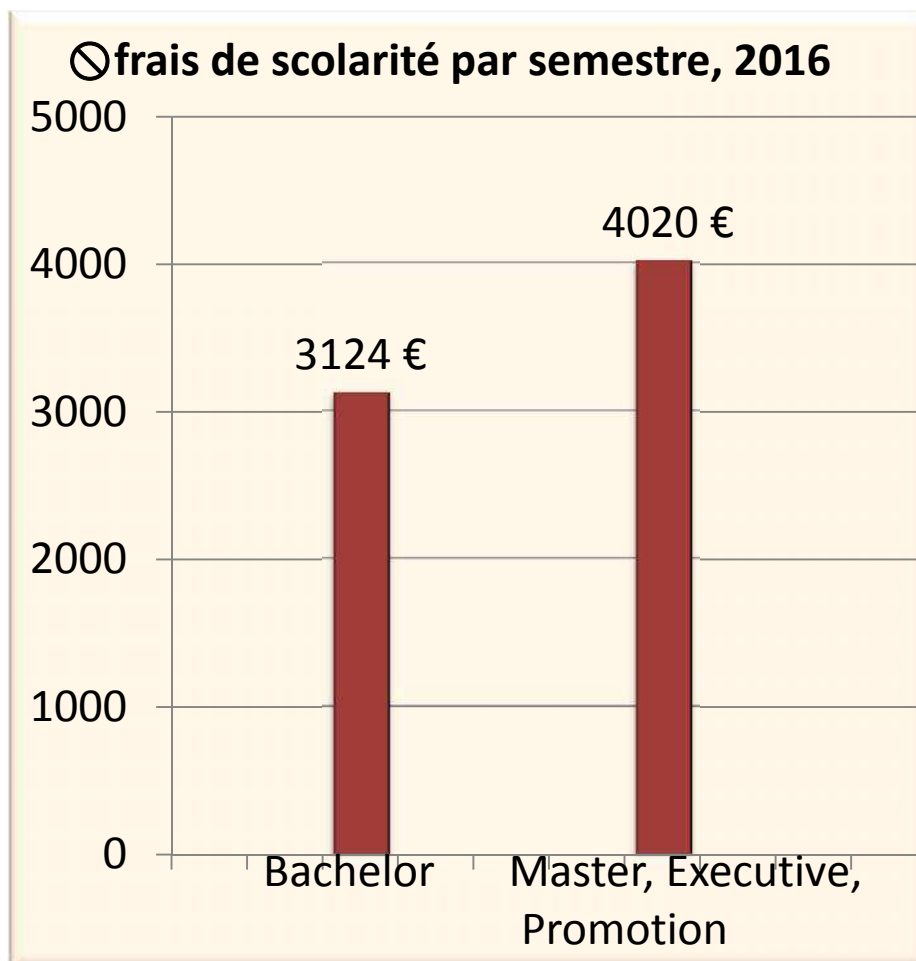
Les universités privées sont soumises à plusieurs contrôles de qualité



Le financement des universités privées par plusieurs sources



Les frais de scolarité passent entre 216 – 19.750 Euros



Des modèles financiers divers

Promesse d'emploi avec garantie de remboursement

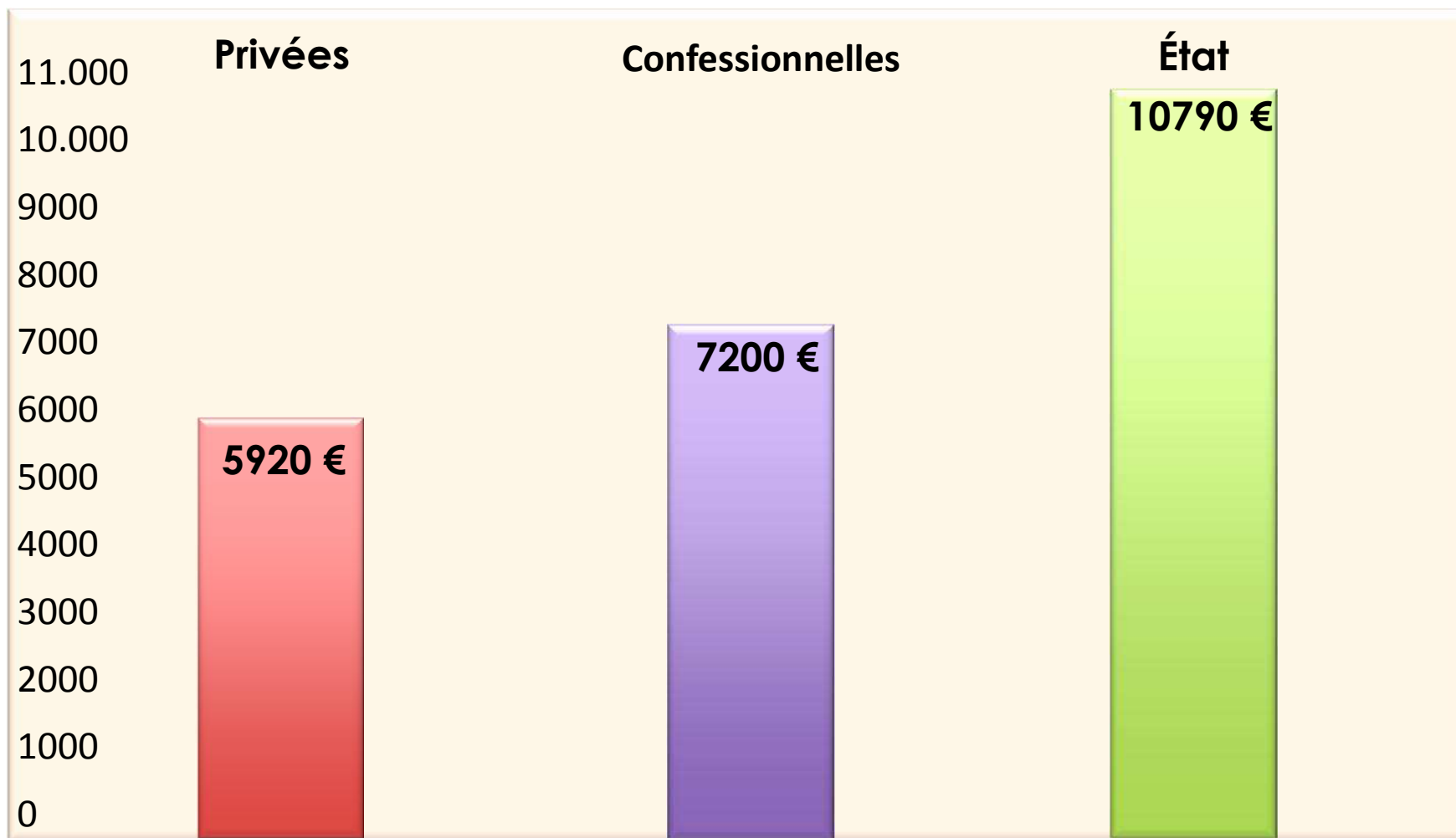
Fonds d'éducation

Prêts étudiants à faible taux d'intérêt

Programmes de bourses

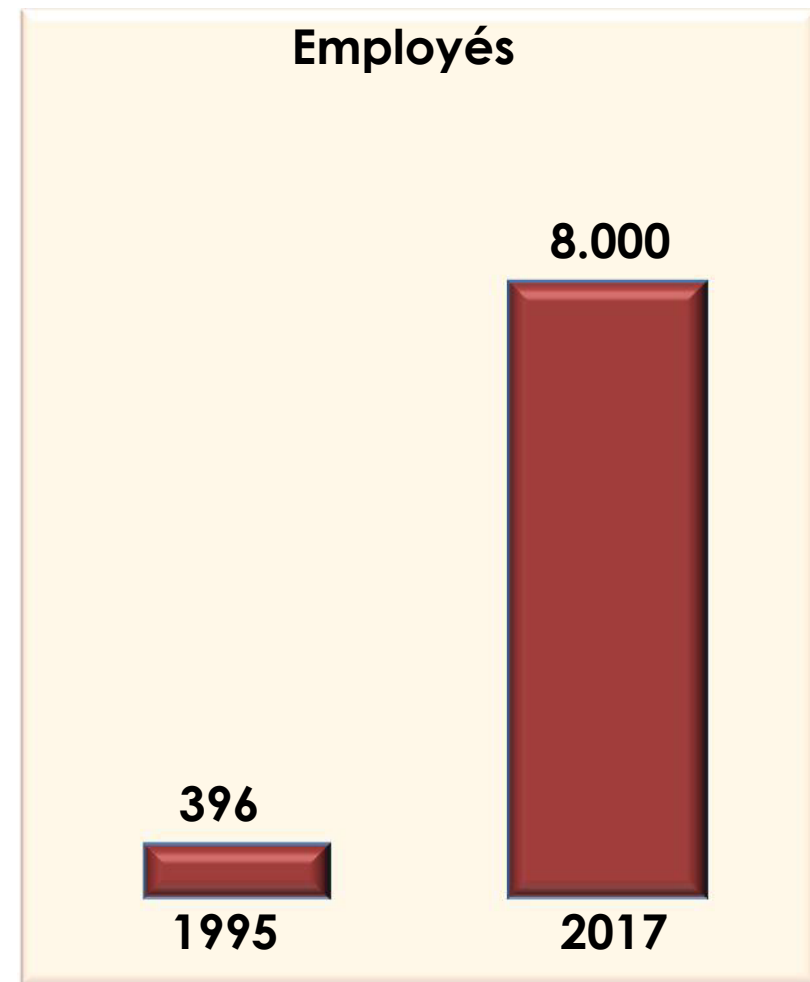
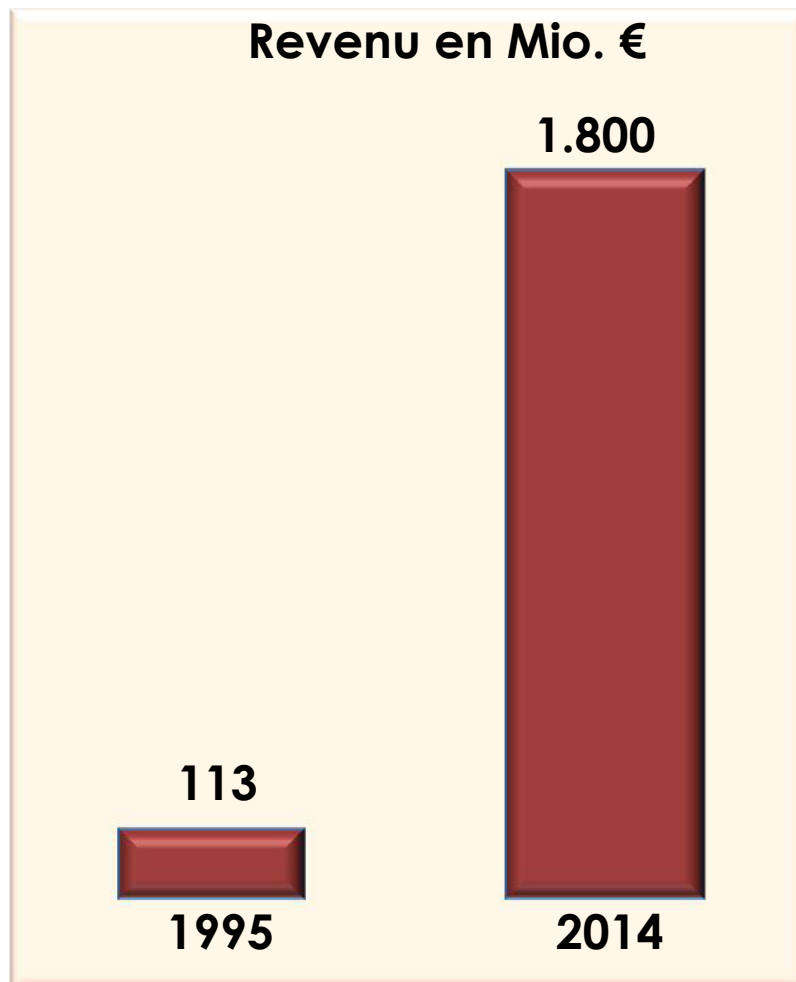
Taux de perte aux frais d'études en moyenne des universités privées < 4%

**Des coûts annuels par étudiant plus bas
dans les universités privées que dans les
universités publiques et confessionnelles**

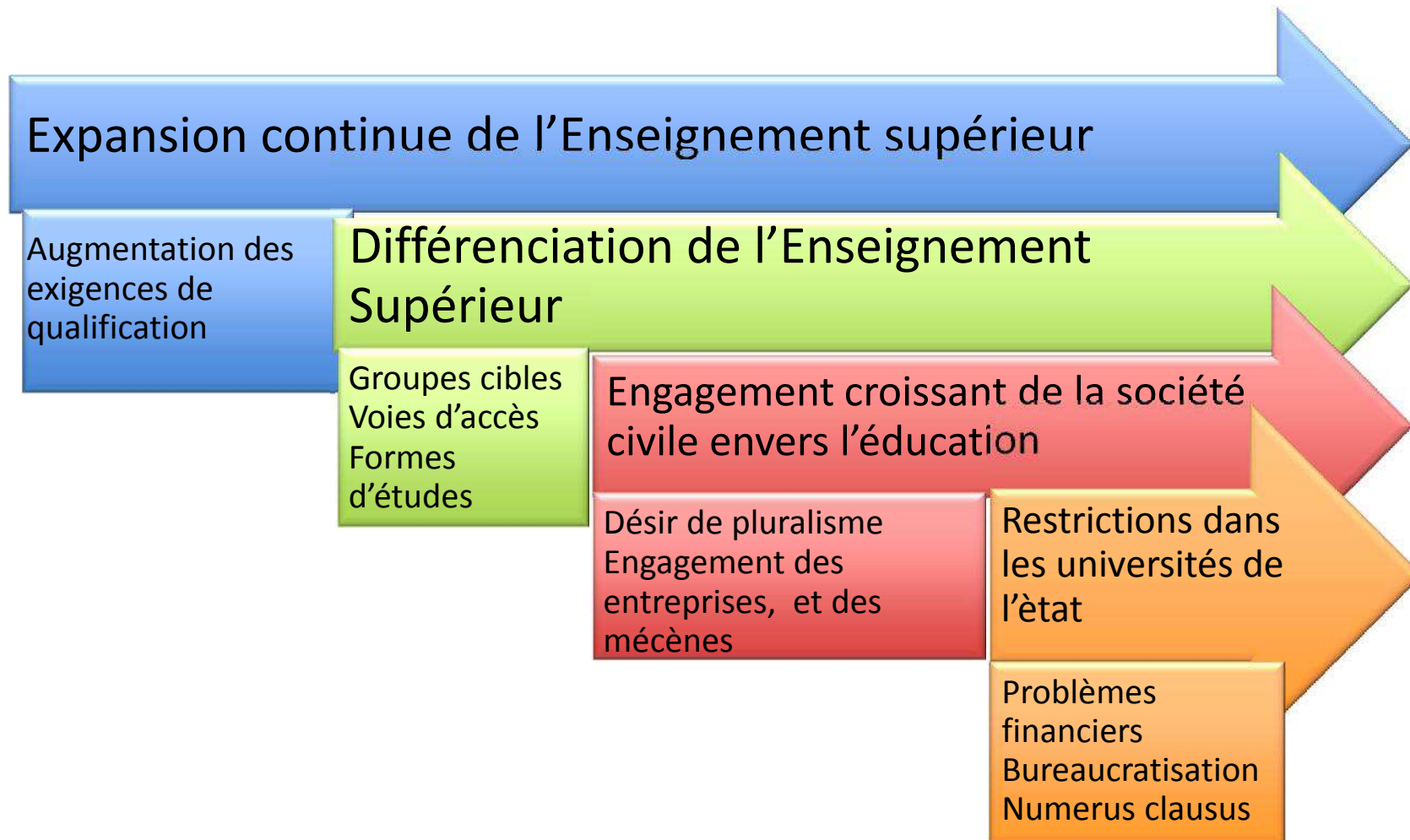


Destatis, Private Hochschulen, WISTA 16

Les universités privées sont maintenant un facteur économique pertinent



opportunité de croissance dans la décennie à venir pour les raisons suivantes



Les perspectives des universités privées jusqu'à 2030



Nous voyons

- Un potentiel de croissance **de 20% de part de marché** dû à migration, académisation et numérisation
- Un accent accru sur les aspects de **qualité dans le financement public** des universités
- Un accent accru sur les **éléments professionnels et pratiques** dans l'enseignement supérieur
- Une **mise en réseau plus forte entre les universités et les entreprises** en termes de recherche et de la qualification

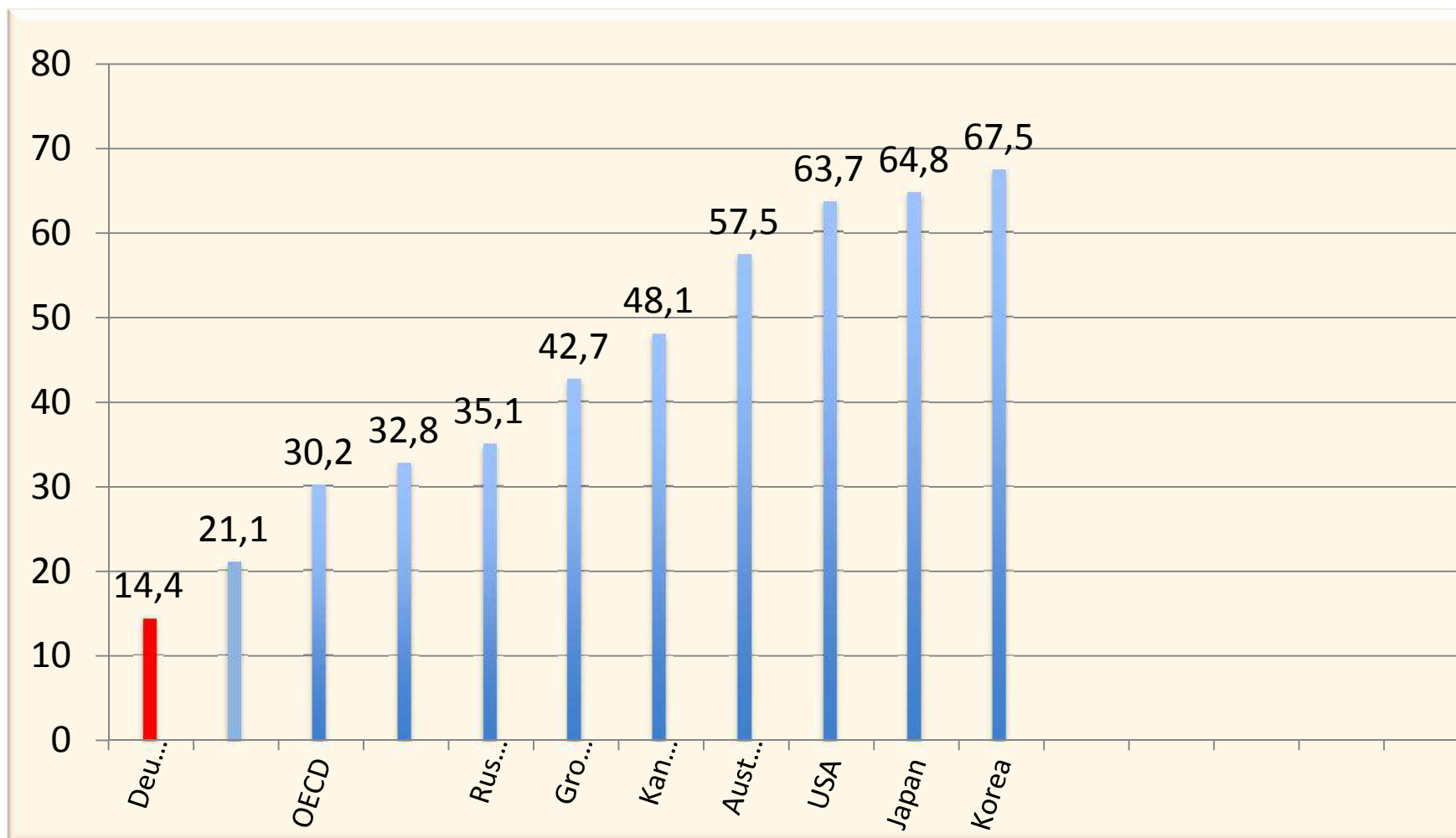
Le Credo des universités privées



Nous croyons,

- qu'une société libre et démocratique a besoin d'un **système pluraliste d'enseignement supérieur** avec des universités privées et publiques,
- que **la concurrence** favorise l'innovation, la qualité et l'efficacité dans le système d'enseignement supérieure mieux que la planification centrale de l'Etat
- que le **financement des étudiants** représente une allocation des ressources de l'Enseignement supérieur meilleure que le financement des institutions,
- que **les frais de scolarité** sont socialement plus justes que des études gratuites et qu'ils contribuent à une utilisation responsable des ressources de l'enseignement supérieur

Parmi les pays industrialisés, l'Allemagne a la plus faible part de financement privé consacré à l'Enseignement supérieur



Résumé historique sur les grandes écoles privées en Allemagne



14. Siècle : Les 1ères universités allemandes étaient des organisations non gouvernementales (der Kirchen und sog. Bursen)

1819: 1ère loi sur l'Université (Décisions de Karlsbad). Le but était de contrôler le "Demokratiebewegung" des étudiants. Création de la plus ancienne école privée allemande Gregor Agricola, Bochum

19. siècle: L'Etat monopolise l'enseignement supérieur. Déclin des universités privées

20. siècle: Nouvel élan des Grandes écoles privées après la chute du Mur

21. siècle: Libéralisation de l'Enseignement. Expansion rapide des universités privées

Forces et faiblesses des universités privées



Forces

Profils clairement définis des universités

Référence élevée de pratique des études

Flexibilité des études

Petits groupes d'étudiants

Durée d'études courte

Faible taux d'abandon (8%)

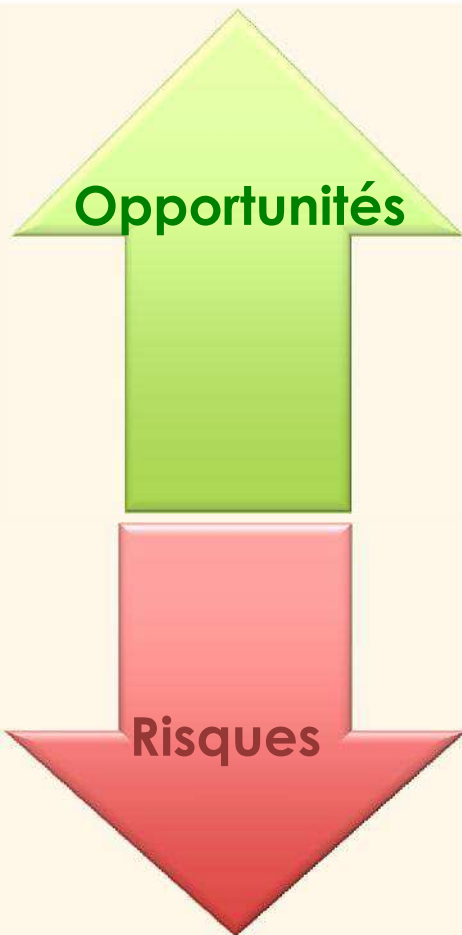


Faiblesses

Frais de scolarité

Trop peu de recherche

Opportunités et risques



Demande élevée continue pour diplômés académiques

Engagement croissant des entreprises et du territoire

Internationalisation

Numérisation

Distorsion de concurrence aux dépens des universités privées par réglementation et subventions pour les universités de l'Etat

« L'enseignement supérieur,
un levier de la construction européenne »

L'évaluation des compétences des ingénieurs

B.Remaud, président d'ENAE

UGE- Novembre 2017





European Network for Accreditation of
Engineering Education

ENAAEE : créé en 2006 par 14 institutions européennes concernées

Ses missions : Développer et promouvoir la qualité de la formation des ingénieurs diplômés

- Pour faciliter leur mobilité professionnelle
- Pour développer leur capacité individuelle et collective à satisfaire les besoins de l'économie et de la société

Un outil privilégié : le label EUR-ACE

Le label **EUR-ACE®**,
listé par la Commission Européenne parmi les
“**European Quality Labels**”,
Garantit la qualité d’un programme d’ de formation
d’ingénieurs et son aptitude comme
Voie d’accès à la profession d’ingénieur

Il garantit aussi :

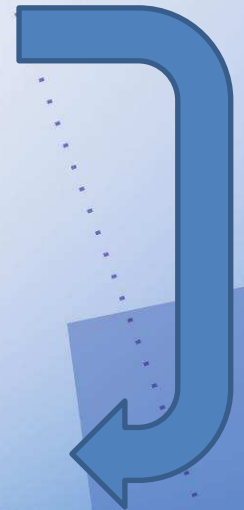
- Sa qualité scientifique et académique
- Sa pertinence pour l’exercice du métier d’ingénieur

ENAAEE autorise les agences d'accréditation à délivrer le label EUR-ACE® aux programmes d'ingénieurs diplômés qu'elles accréditent (Bachelor ou Master)



**Agences
d'accréditation**

**Programmes
d'ingénieur
(Bachelor ou
Master)**



Agences autorisées (Nov 2017)

EUROPE AND THE EUR-ACE® SYSTEM

Countries with authorized agencies

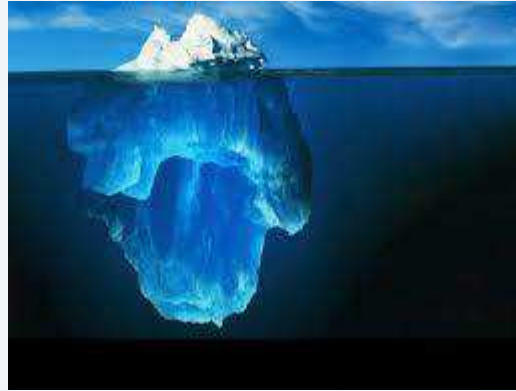


Accord EUR-ACE (Nov 2014)

- Une agence autorisée reconnaît que les programmes de formation d'ingénieurs, accrédités par une agence autorisée d'un autre pays, satisfont les critères du système EUR-ACE avec un même niveau d'exigences que le sien.
- L'accord prend en compte la diversité des systèmes académiques et d'organisation de la profession d'ingénieur.
- Chaque agence peut ajouter ses propres critères additionnels (sa « marque » propre).

Processus de Bologne

Les résultats



- La face visible de l'iceberg: LMD, ECTS, les programmes de mobilité (ERASMUS)
- La face invisible (moins visible): l'approche par les résultats (learning outcomes), l'assurance qualité

“Ingénieur, engineer”

- Une grande diversité de statut professionnel et de réglementation - le processus par lequel un ingénieur est autorisé à pratiquer l'ingénierie et / ou fournir des services professionnels d'ingénierie au public - s'applique dans de nombreux pays différents. Wikipédia
- Une grande diversité de systèmes éducatifs: le «diplôme d'ingénieur» peut exister ou non, et peut être «réglementé ou non»

MAIS

"Dans les pays de l'OCDE et dans le monde entier, il y a un grand degré de consensus sur ce qu'un ingénieur est censé savoir et être capable de faire. "

(Rapport Tuning-AHELO)

Une convergence mondiale

- Ce qu'un ingénieur diplômé est censé savoir et être capable de faire :

Résultats du programme/ Learning Outcomes/
graduates attributes

- Exigences et objectifs pour le système éducatif de fournir aux diplômés comme résultats de leurs études

Assurance qualité pour les fournisseurs de programmes et pour les agences d'accréditation

Cadre européen pour l'enseignement supérieur

Les process

Assurance qualité

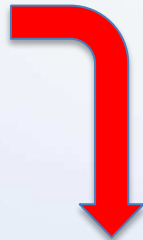
Communiqué de Bergen (2005)
« la garantie de la qualité dans l'ES »



Normes et lignes directrices européennes
(ESG, ENQA,...)



Agences certifiées
Registre (EQAR)



Etablissements
Assurance
Qualité interne

Les résultats

Résultats d'apprentissage (Learning outcomes)

Cadre européen de qualification



Les descripteurs de Dublin



Normes et Lignes directrices EUR-ACE
(EAFSG)

Les 2 piliers de l'accréditation EUR-ACE

Qualité des processus éducatifs

Évaluation des processus et procédures:

- Objectifs du programme
- Procédures d'enseignement et d'apprentissage
- Ressources
- Étudiants (de l'admission à l'obtention du diplôme)
- Assurance qualité interne

Conforme à

ESG - Normes et lignes directrices européennes pour l'assurance qualité dans l'Espace Européen

«Bonnes pratiques d'accréditation des programmes d'ingénierie» (IEA / ENAEE)

Qualités des diplômés

Connaissances, compétences et aptitudes que doit pouvoir démontrer un ingénieur diplômé :

- Connaissances scientifiques et techniques ;
- Analyse technique ;
- Conception technique ;
- Études et recherches ;
- Pratique de l'ingénierie ;
- Prise de décision ;
- Communication et travail en équipe ;
- Apprentissage tout au long de la vie

Conforme au

Cadre européen des certifications (Descripteurs de Dublin)

Dublin

vs

EUR-ACE

Application des connaissances (Master)

Application - à des situations nouvelles ou pluridisciplinaires - des connaissances et compétences ainsi que des capacités à résoudre des problèmes.

Exercice de la profession d'ingénieur

- compréhension globale des techniques et méthodes d'analyse, de conception et d'investigation applicables et de leurs limites;
- compétences pratiques, y compris l'utilisation d'outils informatiques, pour résoudre des problèmes complexes, réaliser des études techniques complexes, concevoir et mener des enquêtes complexes;
- compréhension globale des matériaux, de l'équipement et des outils applicables, des technologies et des processus d'ingénierie et de leurs limites;
- capacité d'appliquer les normes de la pratique de l'ingénierie;
- connaissance et compréhension des implications non techniques - sociétales, sanitaires et sécuritaires, environnementales, économiques et industrielles - des pratiques d'ingénierie;
- prise de conscience critique des problèmes économiques, organisationnels et de gestion (tels que la gestion de projet, la gestion des risques et du changement)

Exemple: Ingénieur spécialité Ingénierie logicielle

Compétences métiers :

- Maîtriser les méthodes et les outils du génie logiciel
- Concevoir et développer une application orientée web ou services mobiles
- Exploiter les nouvelles technologies (ingénierie des modèles, cloud computing, big data)

Compétences transversales :

- Comprendre l'environnement des entreprises
- Maîtriser la conduite du changement
- Manager dans un contexte de travail complexe et d'innovation spécifique au domaine informatique

Exemple: Ingénieur spécialité Ingénierie logicielle

	Formation Académique		Formation en entreprise	
	Informatique	Sciences sociales et de gestion	Informatique	Sciences sociales et de gestion
Année 1	<p>Connaitre les bonnes pratiques de programmation Java</p> <p>Savoir manipuler d'autres langages et paradigmes de programmation</p> <p>Etre capable de programmer agilement et efficacement</p>	<p>Comprendre et être capable de mobiliser l'instrumentation de gestion</p> <p>Apporter une analyse critique des situations organisées</p>	<p>Savoir mettre en place une démarche agile et un environnement de développement pertinent</p>	<p>Etre capable de comprendre les enjeux, les contraintes et les opportunités d'environnement en entreprise</p>
Année 2	<p>Etre capable de développer une application large échelle</p> <p>Etre capable de mettre en oeuvre les différentes technologies associées</p> <p>Connaitre les méthodes formelles liées au génie logiciel</p>	<p>Savoir apporter une analyse critique des situations organisées</p> <p>Savoir mobiliser les outils collaboratifs et l'organisation par projet</p> <p>Comprendre et être capable de mobiliser l'instrumentation gestionnaire</p>	<p>Etre capable de proposer des solutions pertinentes permettant l'interopérabilité entre applications réparties</p>	<p>Apporter une analyse critique des situations organisées</p> <p>Savoir mobiliser les outils collaboratifs et l'organisation par projet</p> <p>Comprendre et être capable de mobiliser l'instrumentation gestionnaire</p>

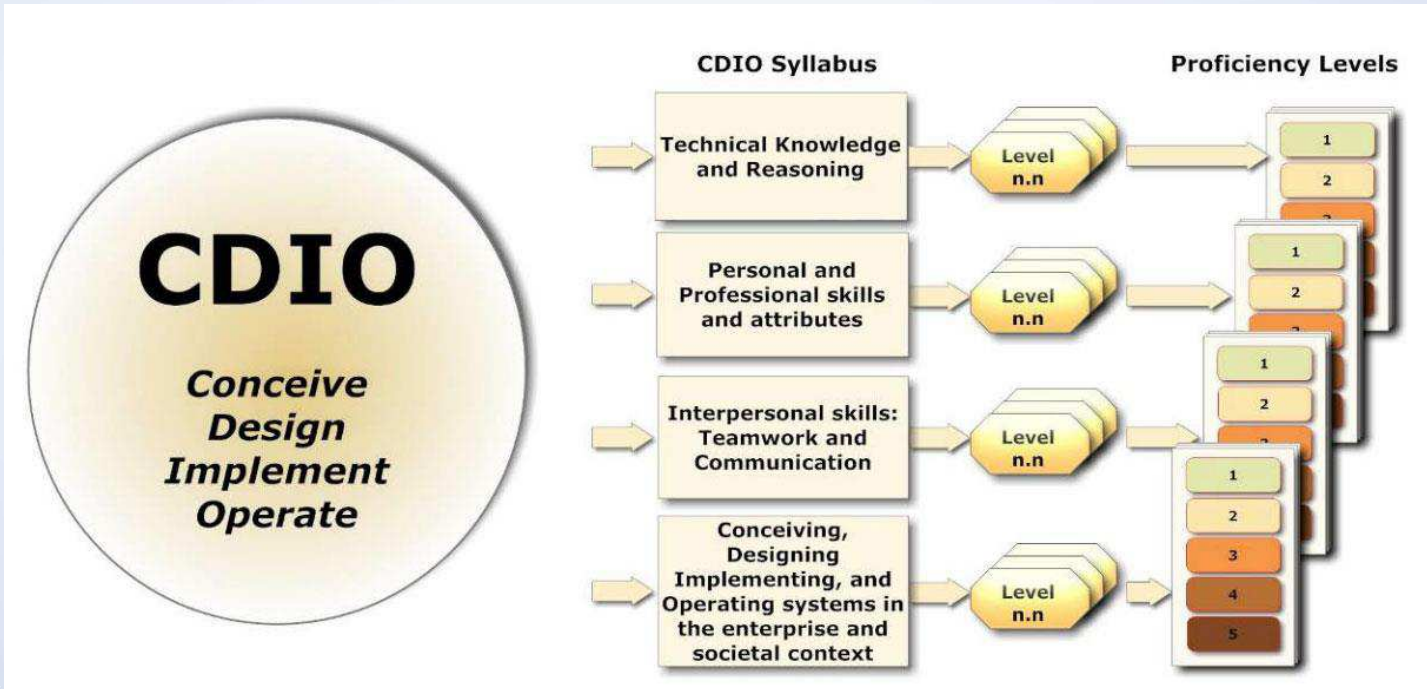
Des compétences visées aux programmes

La matrice : objectifs \leftrightarrow unités d'enseignement

CENTRAL SENIOR THEOLOGICAL SEMINARY Curriculum Map: Program Goals																			
Course	1. Articulate self			2. Competencies in basic ministerial skills						3. Integrate skills and apply in ministerial setting									
	1A	1B	1C	2A	2B	2C	2D	2E	2F	2G	3A	3B	3C	3D	3E	3F	3G	3H	
HT2015 Religious Authority																			
HT2016 Problem of Evil																			
HT2025 Critique of Christianity																			
HT2010 Introduction to Christian Mission																			
HT2012 Mission/Ministry Experience																			
HT2020 Christian Responses to Terrorism																			
HT2022 Perspectives on Global Christian Movements																			
HT2020 World Religions																			
HT2021 African Traditional Religions																			
MINISTRY STUDIES																			
MS110 The Ministry of Preaching																			
MS117 Biblical Preaching for Today's Congregation																			
MS124 Narrative Preaching																			
MS140 Preaching in a Postmodern World																			
MS200 Exploring Ministerial Identity																			
MS211 Intro to Christian Spirituality																			
MS219 Ministers as Spiritual Guides and Vocational Leaders																			
MS220 Longing for God: Classics in Christian Spirituality																			
MS225 Spiritual Autobiographies																			
MS224 Praying on Planet Earth																			
MS225 Wilderness Prayer																			
MS226 Sabbath Keeping																			
MS226 Celtic Spiritual Prayer																			
MS222 Changing Paradigms: Changing Worship																			
MS271 Drama Production																			
MS2210 Christian Ministry I & II																			
MS2211 Christian Ministry Internship I & II																			
MS210 Basic Pastoral Care																			
MS212 Pastoral Care in Worship																			
MS212 Identity, Personal Development and Self-Care																			
MS220 Marriage and Family Counseling																			
MS221 Pastoral Care with Children and Youth																			
MS220 The Minister and Crisis Counseling																			
MS221 Pastoral Care of Difficult Relationships																			
MS221 Clinical Pastoral Care I & II																			
MS226 Pastoral Counseling Practicum																			
MS220 Ministering in Grief Loss and Difficult Death																			
MS221 Pastoral Care of Difficult Relationships																			
KEYS																			
Code Key:																			
H High correlation/primary focus																			
M Moderate correlation/secondary focus																			
L Low correlation/tertiary or weak focus																			
(blank) No address at, absent or does not apply																			
Degree Program Goals:																			
1. Be able to articulate self to ministry, understand the process of discernment within the framework of spiritual and ministerial formation																			
1.A. Articulate self to ministry																			
1.B. Understand the process of discernment																			
1.C. Discernment of spiritual and ministerial formation																			
2. Be competent in basic ministerial skills: biblical, pastoral, theological interpretation, pastoral care, preaching, worship, leadership and general written and oral communication																			
2.A. Demonstrate competencies in biblical interpretation																			
2.B. Demonstrate competencies in biblical and theological																			
2.C. Demonstrate competencies in pastoral care																			
2.D. Demonstrate competencies in preaching																			
2.E. Demonstrate competencies in worship/leadership																			
2.F. Demonstrate competencies in pastoral leadership																			
2.G. Demonstrate competencies in oral and written communication																			
3. Be able to integrate the skills listed in the previous goals and apply them to specific ministerial settings																			
3.A. Demonstrate ability to integrate program goals																			
3.B. Apply skill in biblical interpretation in specific ministerial settings																			
3.C. Apply skill in pastoral care and theological interpretation in ministerial settings																			
3.D. Apply skill in pastoral care in specific ministerial setting																			
3.E. Apply skill in preaching in specific ministerial setting																			
3.F. Apply skill in worship/leadership in specific ministerial setting																			
3.G. Apply skill in pastoral leadership in specific ministerial setting																			
3.H. Apply skill in oral and written communication in ministerial setting																			
Directions:																			
Using the key code identify the strong/tertiary degree program goal for each of the courses listed. Consult the professor, consult the course syllabus, identify published learning objectives, identify course methodologies, and review course descriptions to determine which goal of the course is most evident or a goal which the goal does not apply to the course, use the key code.																			

Des compétences visées aux programmes

L'approche CDIO



Bonnes pratiques - (1)

Les écoles d'ingénieurs françaises ont une pratique très avancée (critères de la CTI, contexte légal) :

- Approche par les résultats d'apprentissage (RNCP, VAE, **formation par l'apprentissage**)
- « **Soft skills** »: formation économique et humaine, stages en entreprises obligatoires, mobilité internationale....

A comparer avec la norme internationale EUR-ACE :

aptitude à travailler de manière efficace dans des contextes nationaux et internationaux, en tant que membre ou responsable d'une équipe pouvant inclure des personnes de différents niveaux ou disciplines, et utiliser des outils de communication virtuelle.

Bonnes pratiques - (2)

Des situations d'apprentissage

- Des modalités classiques (cours, exercices, pratiques)
- La vie en groupe (campus)
- 1 Projet de 100h par semestre par élève en 1 et 2ème années - Pédagogie active (p.ex. groupes de 8, interculturel) - Pédagogie par projet (p.ex. groupe de 5)
- 1 stage long en dernière année (6 mois)
- Une possible année de césure en entreprise (2/5 des effectifs)
- D'autres projets (TrekTelecom, First, etc.)
- De l'interculturel, des voyages, des semestres à l'étranger
- Autres (bureaux élèves, associations, 4L trophy, ISF, etc.)

D'après S.Rouvrais (IMTA)

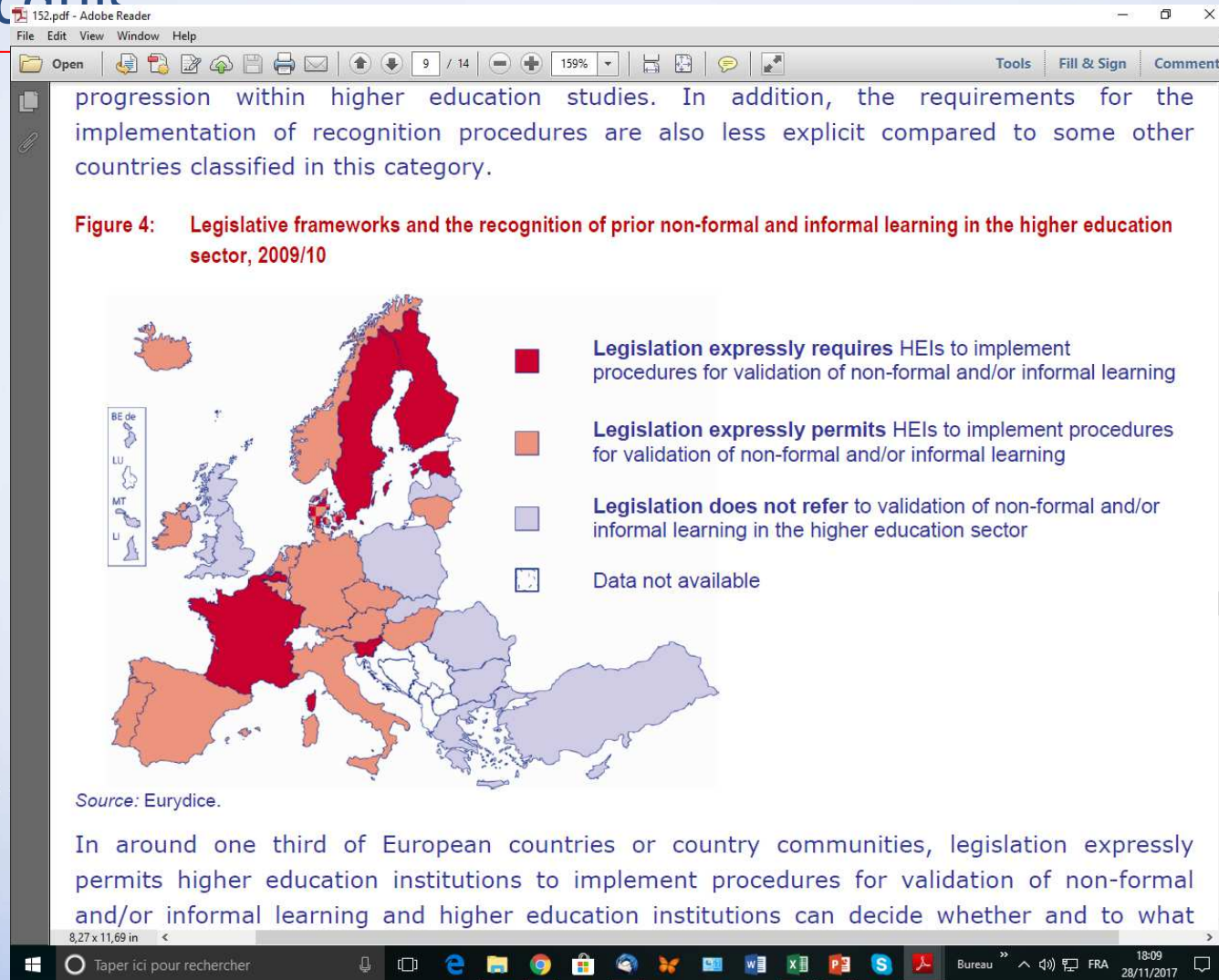
Bonnes pratiques - (3)

Proposition de la CE pour un cadre commun de formation pour les ingénieurs (ECT)

compensation of academic education; “it shall be irrelevant whether the knowledge, skills and competences have been acquired as part of a general training course at a university or higher education institution or as part of a vocational training course”.

Proposition très majoritairement refusée par les associations d'ingénieurs professionnelles (Vienne 2016)

Bonnes pratiques - (3-bis) – Validation des acquis



La formation des ingénieurs en France et le processus européen

Mais

- Une « extrême » diversité de profil d'ingénieurs formés
- Un contenu scientifique et technique parfois léger (témoignage des stagiaires étrangers)
- L'attrait pour le management et la finance
- Le risque des ingénieurs « light »

Merci pour votre attention

Bernard Remaud

bjremaud@gmail.com





DECLARATION POUR LA CREATION D'UN RESEAU EUROPEEN D'ENSEIGNEMENT SUPERIEUR PRIVE

DECLARATION FOR THE CREATION OF A EUROPEAN INDEPENDENT HIGHER EDUCATION NETWORK

ENTRE / BETWEEN

**UNION DES GRANDES ECOLES INDEPENDANTES (FRANCE)
VERBAND DER PRIVATEN HOCHSCHULEN (ALLEMAGNE)
ASSOCIAÇÃO PORTUGUESA DO ENSINO SUPERIOR PRIVADO (PORTUGAL)
ASOCIACION ESPAÑOLA DE ESCUELAS DE NEGOCIOS (ESPAGNE)
UNION DES NOUVELLES FACULTES LIBRES (FRANCE)
ÖSTERREICHISCHE PRIVATUNIVERSITÄTEN KONFERENZ (AUTRICHE)**

La démocratisation de l'accès à l'enseignement supérieur permet d'accueillir la demande croissante de formation supérieure au sein des Etats européens et contribue à irriguer les économies européennes tirées par la connaissance. Les États comprennent l'intérêt qu'ils peuvent trouver dans des logiques duales et sont invités à s'inscrire davantage dans des logiques de coopération entre public et privé que dans des logiques de compétition.

Making access to higher education more democratic enables the increasingly strong demand for higher education programs in European States to be met. It also contributes to nurturing knowledge-led European economies. States are clear about the advantage that can be found in dual approaches and are increasingly called to adopt a cooperative approach between public and private institutions rather than a competitive one.

La place et le rôle de l'enseignement supérieur privé en Europe comme dans le monde sont croissants. Ce développement remarquable révèle de fortes diversités, naturellement sources de création de valeur mais susceptibles d'affaiblir l'efficacité globale d'un système d'enseignement supérieur. Conscient des enjeux d'une Europe exemplaire et solidaire dans une mondialisation marquée par l'émergence de modèles sociétaux alternatifs, l'enseignement supérieur privé européen entend prendre sa part dans la construction européenne et promouvoir les valeurs d'inclusion sociale, d'excellence académique et scientifique, de liberté et de démocratie.

Private higher education is becoming more important and playing a greater role, both in Europe and further afield. This remarkable development reveals wide variety, naturally likely to add value but also liable to weaken the overall effectiveness of a higher education system. Aware of the challenges posed by an exemplary and inclusive Europe in the context of a globalized world, where alternative social models are coming to light, independent European higher education intends to play its part in the construction of Europe and to promote the values of social inclusion, academic and scientific excellence, freedom and democracy.

L'enseignement supérieur privé a établi la présente déclaration qui affirme la nécessité de reconnaître à sa juste valeur son rôle dans l'accueil et la formation des étudiants en Europe. Par cette déclaration, les organisations signataires affirment leur volonté de renforcer les coopérations entre elles sur les fondements du processus de Bologne.

With this declaration, the signatory organizations affirm:

- the need to recognize the true worth of the role played by independent higher education in welcoming and training students in Europe,
- their wish to increase cooperation among themselves, based on the Bologna process.

Elles confirment leur attachement aux grands principes de la Déclaration de Bologne et s'engagent à :

- Garantir des formations de qualité et l'excellence académique,
- Promouvoir les formations en alternance,
- Adapter les cursus aux enjeux européens d'aujourd'hui et de demain,
- Former des citoyens européens responsables et conscients des exigences d'une économie durable,
- Contribuer au développement de la vitalité des territoires et anticiper les mutations des bassins d'emplois,
- Plus généralement, participer à la dynamique de l'Espace Européen de l'Enseignement Supérieur.

They affirm their attachment to the key principles of the Bologna Declaration and commit to:

- Guaranteeing high-quality education and training provision and academic excellence,
- Promoting vocational training and sandwich courses,
- Adapting programs to European challenges, now and in the future,
- Training responsible European citizens aware of the demands of a sustainable economy,
- Contributing to the development of flourishing regions and anticipating changes in employment pools,
- More generally, contributing to the momentum for the European Higher Education Area.

Pour ce faire, les organisations signataires s'engagent à soutenir la création d'un réseau d'enseignement supérieur privé européen dans un esprit de coopération et de collaboration.

To that end, signatory organizations commit to supporting the creation of a European network of independent higher education organizations in a spirit of cooperation and collaboration.

Fait à Paris, le 30 novembre 2017

Signed in Paris, on November 30, 2017

UGEI



PRESIDENT

VPH



PRESIDENT

APESP



PRESIDENT

AEEN



PRESIDENT

UNFL



PRESIDENT

ÖPUK



PRESIDENT