

**Fouad Bennis:**

Good morning to everybody, my name Bennis, my slide are in red, it's very particular, but to wake up our people here today. So, I'm professor at Ecole Centrale of Nantes, and I'm also involved in International Relations since 2002, and I'm coordinator of three Erasmus Mundus Program with Asia, and India, Asia including China, Indonesia, Thailand.

So, we have some experience in this kind of program and I want to share some idea of that. So, just one minute, Nantes is in France, and Nantes is close to Paris, some hours distance. Okay. And it's one of the beautiful city of the World, of course. It's the greenest city in Europe at least. Okay.

So, I don't focus on the figure here just to see that we are also one of the Grant Ecole in France, and we are member of the group of Ecole Centrale, five Ecole Centrale. We are the best Ecole Centrale in the west, you can see. We are ranked number one in the group of Ecole Centrale, but in the west. Okay. And you can see, we are Ecole – the group of Ecole Centrale are involved in, we have the French compass in China, India, Morocco, and Mauritius. Okay, this not subject.

My speech is generally about first internationalization, and then to focus about double degree, and joint degree program. I think it's just to – too precise, some word because internationalization have different meaning for different people.

So, just to focus about the number of mobility. Actually the student's mobility is increasing exponentially. We can see now that there is 4.5 mobile students in the world, but more important is the number of the student in higher education in the world. In 2000, it was about 100 million, and now, it is after 15 year it's 260 million people. So, you can imagine how many students will be involved in mobility in next 10 years. So – because these people and more – there will be more people in next 10 years during some estimation for next year.

So, internationalization will be more and more important for all higher education institution. So – but what is – and higher education internationalization, this mean different thing for different people. Of course, the first thing is language. Many people – when we speak about internationalization, we speak – we think about language. And it was the first thing what we started with. When we started internationalization, all higher education start to introduce some language, and then, we understand that intercultural is important. And with Keio in

1987, the students have some intercultural mobility towards – small mobility for some week. And some students from Ecole Centrale come to Keio University at that time to have some more experience for cultural.

And of course, the students from Keio go back and come to Nantes. But for many people, international education is mainly mobility, okay. And then, partner, network, double degree, and joint degrees introduced more aspect, and positively it's become attract to students to our institution from all the environment, and to participate to some international affair, and then of course, to create some English program in the higher education institution, it is not the case for Ecole, but productively like this, it could be program in English, MOOC or online. We would see maybe the program today with Asia and Keio University.

But for many people also international... is mainly a research development. That's also the meaning probably for many presidents of university. But for the people who have the business, it's still mobility and it's other thing.

Of course, some cross-border program, offshore campus, we all have this kind of program. And there is also some policy to create a hub. We know, the hub in Singapore, hub in Gulf country, or Mauritius, or something like this. Okay. So, we see that it's become cloudy environment and very complex. But we have to deal with all this thing, in order to develop our higher education institution. They are very related to each other. Okay.

Now, I focus more – oh, maybe one, okay. I forget one, okay. Let's see this one. Okay. I think there is something like two-way streets. It's at home internationalization and cross-border. At home means that all the students will have the possibility to have the chance to go abroad. So, since we are convinced that international education is important for the future of our student, we must, we need to introduce some at room experience.

In Ecole Centrale we resolve these two using the rule that all our students have to be some experience abroad. But this is not the case of all higher education institution.

So, this university must include some at home experience, some at home courses to introduce the international education of the student. And in the other... there is also what we call cross-border means students who cross the border. But we observe in the environment that this shift from the mobility initially started of students and staff, all kind of

mobility to program mobility, it was people mobility to program mobility. The degree was occasioned on program or joint degree program, MOOCs, and then to provider.

So, we create some campus outside in the world. It could be virtual university, or a physical university. And also, the business become – it changed a little bit from cooperation to partnership, to business. We see this in our environment. Okay, I will not speak more about the benefit, because I think thanks to the Shanghai University, all the governments understand what is the importance of internationalization of our University.

So, it's become something like soft power of the country, but it depends of the country also. Some country need to develop the skill for workforce. Okay, let's see, for the institution it's another thing. It's of course, visibility and recognition, and also to something like leverage ethics of the institution throughout some partnership, some participation to the network, we are all together, in the same level in the T.I.M.E network. So, this thing make us more visible. And also, for professor or for the academic director or dean, it's also something to benchmark program and research activity, and to develop some strong program.

So, let's focus on mobility, in order to go to double degree and joint degree. We observed, in the beginning it was mainly mobility to English speaking country, and generally it was also some colonial exchange, France accept student from Morocco like me, or from other country. And then, it changes, now it's all over the world. The destination and the origin are completely dense. And we observe that at least from Asia, there is more than 50% of student mobility is from Asia, not from – it's students from Asia, but it is between Asian countries also. It's not only to the other country.

And there is two parameter, push – or two kind of factor, push and pull. So, people who manage internationalization must be aware of this kind of factor, because it can change the mobility. So, we have to be aware of this. So, for push, push means that what are the things that increase the mobility. And pull have some country or government stop, or reduce the impact of university.

So, we observe many things. So, sometime there's limited place in the domestic. So, people need to go abroad, or sometime also the increase in skill needed by some country in China, or Brazil, we see that in some small number of here, the number of mobility increase very quickly. And in the asset side, we observed some obstacle, and obstacle there is too many.

Here, I give some example. It's going to be, of course, fees. Fees is one of the obstacle for mobility of student, and money, financial support. But sometime it's also something that we didn't – we cannot control.

It's the currency change, we observe very quickly that from some destination, the number can decrease or can increase, okay. But also for the exchange mobility or double degree, there's also some university, or some country that's – it is not easy for them to recognize the – study abroad parallel. So, it makes mobility more hard. Okay. And we... also two kind of mobility vertical and horizontal. Vertical mean that generally students go for second degree.

So, they go to their bachelor degree in somewhere, and they go to another country. And this is mainly for – to access to superior education, to do that at home university, or for some specialization that we cannot find in their home university. And the other side, horizontal mobility that we are speaking about is more or less in the same level. We are speaking in double degree in Master level. And it could be joint degree, or double degree, or exchange.

And generally, it's between university with the same level and the same subject, the same idea. And it is then... of the students. But this gives – arise to many question, and Erasmus and Bologna Process worked on this question for a long time, predicts grade, how to recognize, how to make transfer of the grade of the student from one university to the other one. Sometime we find very good solution, like we have seen with the Keio and Ecole Centrale program. But it is really one of the many question that arise in this, the calendar is critical problem also.

In some country, it is – they finish in April, and the other they start in February. So, in order to facilitate the mobility between students, we have to control this, we have to be aware of all these question and try to ... and find the best way to define the exchange. There is also different model of degree. For South America, they have graduation, under graduates. Sorry, for my colleague in Brazil, it's five year. And then, they do two years. After the five year, the master degree, its seven year. In Asia, it is four plus two. In Europe, it is three plus two or five. Now, its five years for master. So, this kind of difference make it more or less complex. Of course, and there is also many other one, yes. So, now it was the mobility, so about the collaborative program, there is many kind. I just select some of them

of what we call collaborative program, twinning program that exists also in the environment of international relation.

So, twinning mean, that's one foreign institution A, or for program that couldn't much be offered by institution B. So, institution B didn't have the capacity to offer some programs, so we accept and we welcomed foreign program. And initially, generally, this kind of program is... to one part in – at home university, and the other part at the foreign institution. But we observe that this kind of programs generally switch to... program, because all students will not have the possibility to go abroad for different reason, financial, or many thing. And it switch slowly to zero mobility. It was observed in many case, that only the institution B host the program and degree at home university.

But of course, since it work, the two university, the two institution are happy with this, because they have some benefits. The two university must have some benefit to do this. For example, professions and university want to keep their students at room. And this can be one solution, or also to increase the level of the institution of B, okay. And then, we go to double degree and joint degree. Double degree is totally different.

Double degree and joint degree, of course mean that both institution have the right to deliver the degree. So, the work on the heads of the program, the curriculum – they shared curriculum when we prepared double degree program, we know exactly what happened in the two university, and we have the same level. That one is really important. So, there is many definition on double degree, it's many shapes, many parts, Professor Spinelli is aware of that.

We have done one program with Juan Carlos with South America called... where we discussed about the added value of double degree. I recommend it to read it. It's really good. One, we participated in this and this program one question is how to define exactly double degree, what are the common parameter for double degree and joint degree. So we agree on this definition that double degree is two academic partner. Only two degree and the workload is defined in order to accomplish all the, let's just say, the minimal requirement to have the degree and also some longer time, longer and love to have the experience and to know about the new country.

Okay. For the joint degree, joint degree is basic generally so – I am sorry. For the double

degree my feeling is, double degree is centered on students. It's student-centered partnership. It's my definition. And in joint degree, joint degree is program-centered partnership. Program meaning that the partner agree to create a joint program and then this joint program switch to joint degree if possible. If nationally it is possible.

So the program is defined totally in common and there is high level of involvement of professor because they must define everything together to have the recognition in the two country et cetera. So it's harder, but this one is we focus on the program itself and the mobility didn't involve only the students from the two partners or three partners. It's involved all students can apply for what we call joint program. It's not only partnership. It's not only student from the partner, it can be all students from the work.

But this gives some rise to many, many questions mainly how to deliver the degree. And to now many program, many existing program lead to two or three degree because of the national regulation of the country. Let's say, I'll have one minute just to give you one example, it is in French, that to give you some idea, how it's worked, which was like this and since the national... is very hard. They didn't allow to create new diploma, new degree certificate. So the government proposed to add one thing like this degree is delivered in part international partnership with university A, B, etcetera. But it's still the national degree in the form. Thank you very much.