



The ECHE 2021-2027 strategy of the Institut Catholique de Lille

The Catholic University of Lille (UCL) is a multidisciplinary university of 34,000 students with a long tradition of international outreach. 16% of its students (about 5500) come from 537 different countries. In a context of globalisation and competitiveness between universities, internationalisation is a necessity. They ensure quality and innovation in education, training and research.

The ICL, the Institut Catholique de Lille, is part of the Université Catholique de Lille. It has been labelled "EESPIG" (private higher education establishment of general interest) by the French Ministry of Higher Education and Research.

As part of the renewal of the Erasmus + charter, we are submitting an application for 2021-2027 concerning the AIMER project (Accessible International mobility in Education and Research) for all ICL institutions, the scope of which we will explain. The ICL, within the EESPIG perimeter, comprises 5 faculties and 8 schools within the same institution, which has a long tradition of international openness:

- **The core faculty:** Faculty of Law, Faculty of Humanities, Faculty of Medicine & Maieutics, Faculty of Management, Economics & Sciences, Faculty of Theology, Espol (8936 students and 81 courses and 233 partners; 955 incoming and 650 outgoing students (including 327 studies and 323 internships) in 19-20
- **ESPAS ESTICE:** ESTICE training in International Management and ESPAS training in Business and Biosciences (628 students; 3 courses and 36 partners; 41 entrants and 37 exits in 19-20)
- **ISTC: Institut Supérieur des Techniques de Communication** (715 students, 2 courses delivered; 55 partners worldwide; 62 entrants and 119 exits in 19-20)
- The **GESS** (Groupement des Ecoles Santé Social) composed of the ISL (Institut Social de Lille) and the IUSS (Institut Universitaire Santé Social) to which are added **the IJTM, IF Santé**, completed by **Pole 3D** (900 students, 14 training courses delivered; 29 partners; 5 entrants and 8 exits in 19-20)

[More information on internal structuring in **Annex 1** + ICL key figures in **Annex 2**]

ICL VALUES

The academic quality of the courses, international openness, interculturality, professionalization and innovation are the main themes of the academic courses at the Institut Catholique de Lille. The international dimension is an element of openness to the diversity of cultures and commitment to European and international citizenship which is part of the ICL project. The Erasmus + programme is the cornerstone of this.

Indeed, the Erasmus + programme has enabled us to improve the quality and the reinforcement of the European dimension of our institution, to increase the mobility of students and staff in the academic world. The support for innovation within the institutions, as well as their internationalisation, has enabled us to encourage dozens of new European and non-European cooperations.

The European tools have also been used to ensure more consistency in our internal procedures and to work collegially on the recognition and validation of competences.

The ICL's international strategy makes a major contribution to the main objective of the institution, which is to support the development of students' academic careers, professional experience and initiatives, particularly in the context of globalisation.

We have established a 2021-2027 action plan based on 5 main themes, operationally detailed and clearly displayed through a panel of strategic partnerships chosen in a coherent and ethical way.

On the basis of these principles, the ICL's new international strategy is based on five main lines of action:

- 1- Strengthen** cross-border, European and international **partnerships** and participate in the European University adventure
- 2- Strengthen the mobility and internationalisation of students** to enhance their career paths, employability and interculturality
- 3- Ensuring a high quality welcome** for international students from all continents
- 4- Internationalise the training offer and the skills** of teachers, researchers and staff
- 5- Living a shared solidarity and citizenship:** united in diversity

All of these axes are supported by a common and shared communication plan between the ICL-EESPIG and the UCL.

- 1- Strengthen partnerships at cross-border, European and international level**
[CF Map in Annex 3].

353 agreements have been signed between the ICL and foreign universities, mainly in Europe, America and Asia



in the form of Erasmus + agreements, global and bilateral agreements.

At the cross-border level

Due to its cross-border geographical location, in the Paris-London-Brussels triangle, the ICL already collaborates in a privileged way with universities in neighbouring countries, in particular the United Kingdom and Belgium.

The ICL wishes to offer joint training courses, in an approach of local internationalisation via certain partners such as Liverpool Hope University and the University of Namur. A road map has been agreed with these partners for the period 2020-2025 with the aim of joint degrees and cross-disciplinary research. [CF page <https://lesfacultes.univ-catholille.fr/fr/liverpool-hope-university>].

The Hauts-de-France Regional Council funds annual calls for cross-border projects: following the success of previous applications, a recurrent application is planned in order to increase synergy and funding for joint projects/research, particularly in view of Brexit.

The consortium also plans future collaborations towards cross-border Interreg projects in order to capitalise on this rich ground of mobility and proximity research.

At European level

In the Erasmus+ framework **189 partners are currently working with us in 29 countries** (Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Republic of Northern Macedonia, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom).

These agreements were built under the previous programme with a focus on increasing student and staff mobility.

Our 2021-2027 strategy aims to deepen and renew existing partnerships through new research themes (new technologies, ethics, sustainable development, youth entrepreneurship, medical sciences...).

We are also aiming at the shared use of the new European digital tools (Erasmus Without Paper, On-line Learning Agreement, European Student Card Initiative, English course catalogue) and more incoming and outgoing student mobility (KA1 studies and placements). *These projects are detailed below in the implementation aspect of the Charter.*

Interoperability projects are also being discussed through the KA2 repository, notably through the European universities initiative. They also aim to further develop the widening of student and professional participation in European actions and the strengthening of the European Research Area. We will build on our extensive experience of KIMs (KA107) to continue the work on inter-university collaborations (partner visits, seminars, etc.) in support of Axis 4 of our project.

At the international level

At the international level, 164 partnerships are articulated with ICL institutions. In line with the values of openness and interculturality, the majority of partnerships involve exchanges of students, professors and administrative staff, as well as research, which is given priority. Some partnerships support the development of curricula and innovative training.

The 2021-2027 perspective is to increase the deployment of this internationalisation, which is demanding in terms of time, by consolidating current cooperation with inward and outward mobility of mixed delegations of staff and students.

Advanced study and research topics, in connection with the Horizon Europe programme, and the challenges of globalisation will also be set up: scientific excellence, global issues and European industrial competitiveness, etc. **Finally, the ICL is a member of the AUF, the Agence Universitaire de la Francophonie.** As part of its policy of supporting the French-speaking world in Canada, the Balkans and Africa, the ICL wishes to pursue a policy of strengthening the French language with the annual organisation of the "Francophonie and International Routes" summer campus, which will welcome students and professionals from these areas of the world. The day of the Francophonie will also be the object of development and activities, in connection with international solidarity actions.

2- Strengthen the mobility and internationalisation of students to enhance their career paths, employability and interculturality.

Lille is perceived by students as a springboard for cross-border, European and international experiences. Our consortium has already signed up to the Bologna process by supporting student mobility for several years in the context of internships and the hosting of foreign students. **In 2019/2020, the balance of ICL mobility is 814 outgoing students, including 336 in studies, 478 in internships, all institutions combined.**

> Towards more student mobility

Within the framework of this outgoing mobility, students are encouraged to undertake mobility (studies or internships) throughout their course and are supported in their choice of mobility. Student mobility is strongly encouraged, and even compulsory for certain courses (e.g. languages, tourism, economics, political science, international law). It is facilitated by Erasmus + grants, regional grants and internal grants offered by each institution. A faculty scholarship exists for Liverpool Hope, notably for the International Marketing Management double degree.

A significant proportion of ICL students have already experienced mobility and wish to repeat the experience. We wish to take advantage of our partnerships to develop greater inclusion by improving the accessibility of our services and by integrating all students, especially those with fewer opportunities. This commitment is shared by all ICL-EESPIG institutions. We are aiming for **a 30% expansion of student mobility** for this new



programming.

For 2021-2027, following this priority, we have chosen to develop several axes:

> **Facilitate communication with "off-target" students:** indeed, although a significant proportion of our students experience mobility during their studies, there is still a significant proportion of young people who are not mobilised by these themes due to academic, financial and/or linguistic obstacles. In order for mobility to be considered as a global lever, we will specifically target students with fewer opportunities, in particular through the "internationalisation at home" point developed below.

> **Increasing mobility and integrated pathways:** This communication effort must be followed by more mobility and effective interlocking of the curricula. Each institution in the consortium favours the formats of its student mobility, according to the wishes of the students and the partnerships in place, in line with the academic curriculum. The objective is to increase the coherence of these mobility programmes by simplifying the requests and the implementation. The operational implementations planned in the development of digitalisation and the European card initiative will actively contribute to this objective.

> **Strengthening the use of foreign languages**

While pursuing a proactive policy of developing mobility, the ICL's internationalisation strategy places the emphasis on the enhanced learning of foreign languages:

Faculty group: possibility to follow subject courses and/or seminars taught in a foreign language in addition to the compulsory learning of modern languages in all courses.

ESTICE: LV1, LV2 and LV3 compulsory in Licence. LV1, LV2 compulsory LV3 optional in Master

50% of courses in foreign languages in Licence 1. 110h of courses in English in Master 1

ESPAS: LV1 compulsory, LV2 optional in Licence and Master 74h of courses in English in Master 1

ISTC: LV1 compulsory and TOEIC or equivalent + possibility of taking LV2 and LV3 (choice of five languages) ISL, GESS,

Pole 3D: English is compulsory for all students in the first and second year.

The use of the "Europass" language passport will be extended to all the mobilities planned by the ICL-EESPIG through the diploma supplement, explained later in the dossier.

> **"Internationalisation at home and community :**

In order to make mobility accessible to all and to promote all forms of exchange, the ICL offers its students a "Internationalisation at home".

For various reasons, not all students can benefit from a stay abroad. Therefore, IaH (Internationalisation at Home) is a way to be more inclusive when it comes to internationalisation, and to allow every student to benefit from this incomparable wealth.

Hybrid mobility (project between two universities on a course, and short trips) has already been set up with local institutions (Hoghent in Belgium, Fontys in the Netherlands and Liverpool John Moores in the United Kingdom, by the FGES, the oldest experiences going back more than 10 years). Less ambitious, and able to be deployed more quickly, COIL (Collaborative Online International Learning) projects are at the heart of concerns: getting students from different universities to work remotely on only part of a course, and therefore over a shorter period, requires less consultation than for a complete course. This can leave each one the possibility of developing its own specificities, but of coming together for an experience that will help students develop their intercultural and even linguistic skills (the Faculty of Law (FD) practices "e-legal": online courses shared with British and Australian universities).

Finally, a special watch will be set up on virtual mobility, in place of the Erasmus+ Virtual Exchange project https://europa.eu/youth/erasmusvirtual/activite/opportunit%C3%A9s-pour-les-%C3%A9ducateurs_fr so that it can also be used to increase the intercultural competences, digital literacy and communication skills of students and teachers.

This system is based on the desire to develop a multicultural offer in the institutions by relying on a language centre, Clarife [CF page: www.flsh.fr/lettres-et-sciences-humaines/clarife], and the actions regularly carried out by the institutions (for example: "International Week" by ISTC, the faculty core and ESPAS-ESTICE / Erasmus Days by the faculty core / European and international transdisciplinary conferences and seminars in a foreign language / module

In addition to the "interculturality" programme, which is compulsory for all ISL/GESS students, there are also student associations dedicated to promoting internationalism, interculturality and language development (BVI Bureau de la Vie Internationale at the FGES, Cosmopol for Espol, IEL Society for the FD, etc.)

The aim of this action is to centralise the existing and to enhance it as a gateway to a shared mindset of internationalisation.

At the same time, this "Internationalisation at home" allows the valorisation of experiences (story-telling of outgoing students) and the sponsorship of incoming foreign students. The constitution of a community of exchanges and services (notably linguistic facilitation) between students would result in promoting the possibility of learning mobility for all.

This community promotes the distillation of internationalism on a daily basis, especially for students who do not, at first glance, aim for mobility.

> **Valuing and recognising each mobility in the study pathway favouring employability:** we take care to bring an international dimension to the programmes delivered and more globally an intercultural dimension to



students and teachers. This international dimension enables future graduates to increase, in addition to their language skills, their soft skills (open-mindedness, autonomy, adaptation, responsibility, integration of the principles of non-discrimination, etc.), and therefore their employability, whether in France or abroad. This European recognition of prior learning, which is already effective through ECTS credits, will be integrated with the diploma supplement and the visibility of each institution, complemented by that of the UCL website.

3- Ensuring a high quality welcome for international students from all continents

The ICL conveys values such as sharing, generosity, listening and welcoming and develops a "better life together" on campus so that each student can find her place in the respect of others and her environment. **This vision concerns the 1,063 international students from all continents who will visit our campus in 2019-2020.**

> Improvement of the welcome charter for international students

In the context of incoming mobility, the ICL pays particular attention to the reception of foreign students. A welcome charter for international students was drawn up in 2013. Even if the satisfaction rate of international students is 88% (according to a 22-page internal survey available on request), we have identified many areas for improvement in our 2021-2027 strategy.

These proposals were the result of inter-institutional work at ICL and exchanges during European conferences/seminars between professionals with a view to developing incoming mobility quantitatively and qualitatively. Our ambition is based on :

- Obtaining the French government label "Bienvenue en France" [www.campusfrance.org/fr/le-label-bienvenue-en-france] (application in progress)
- Harmonisation and development of tools for monitoring and recognising learning and achievements (Transcript of record)
- Use of digitised European tools 2021-2027

> A shared calendar of actions with and for international students

The ICL sets up events for the start of the academic year and the inclusion of international students, in conjunction with the students of its consortium (taking up the aspect of developing a "community" linked to the internationalisation of institutions). For example, the "Welcome sessions" continue to be developed during each semester's welcome [CF in Annex 4: "Welcome Session" 2020 leaflet].

> Increased communication on the services available to students: the services available to international students exist but require specific clarification and centralisation of information: wider communication will be put in place on the social and welfare services available to students (*accommodation, collective catering, physical and intellectual activities, leisure activities, student sponsorship, etc.*)

> **Promotion of medical and support services:** the ICL has specialised medical services to deal with physical and psychological health problems with the CPSU (particularly stress or culture shock or disability situations) and social assistance services (particularly concerning the financial problems of students in difficulty). International students are not very familiar with these services: a liaison committee between the International Relations departments and international students will make it possible to improve access to them. [More information on the CPSU, Centre Polyvalent de Santé Universitaire: https://lesfacultes.univ-catholille.fr/fr/sante-CPSU](https://lesfacultes.univ-catholille.fr/fr/sante-CPSU)

> **Digitalisation of the service offer and e-administration:** The consortium is involved in the ongoing European digitalisation, particularly through the European card planned for September 2021 in its first functions. It is also planned to simplify the management of the student's application, registration and transcripts through the development by the consortium of "Erasmus Without Paper". In addition, each ICL student is linked to the ICL's internal IT service, offering real access to digital tools and day-to-day e-administration (common wifi network / virtual office / scanning and printing solutions / personal and private accounts and messaging). Face-to-face" staff remain available in case of problems, either through the ICL's common reception office (with bilingual French/English staff), or through the international relations offices of each consortium institution.

> A specific welcome booklet

The ICL is working on a complete welcome booklet for international students, with a presentation of the consortium, the campus, the study environment and the cultural and sports offers as well as the current services. This booklet is translated into English and is provided to the student before his or her departure or arrival in France.

> A specific partnership, *Livin'France*,

A platform is available for international students to help them find accommodation and support them in



their first administrative procedures (CAF, social security, opening a bank account). This service is free of charge for international students at the ICL: <https://lavin-france.com> It is complementary to the health/well-being/prevention/disability aspect developed by the CPSU, Centre Polyvalent de Santé Universitaire.

4- Internationalise the training offer and the skills of teachers, researchers and staff by supporting innovation and creating integrated pathways

The mobility of teachers, researchers and staff is an important area of work for this new Charter. It is a complex subject, because, according to our 2013-2020 evaluation, while teachers and researchers are gradually taking advantage of the opportunities offered (congresses, conferences, webinars, etc.), administrative and technical staff remain on the fringes of activities. In order to further encourage and **ensure parity of access and the development of internationalisation for all**, we have decided to increase the number of experiences for these learners by raising awareness of intercultural and linguistic skills through dedicated *activities (events, radio programmes, competitions on social networks, UCL You Tube channel, etc.)*. Joint work with different associative actors will also allow a variety of interlocutors and shared visions. These times will be arranged during the employees' working hours so that their commitment is recognised as an integral part of the ICL's internationalisation strategy and is engaging for them. These activities will of course be optional, but an evaluation of each session/action will make it possible to target the audience and its satisfaction.

Furthermore, the strengthening of a common European higher education area implies a **diversified training offer for professionals and supervisors**, with the aim of innovating and participating in the **development of the skills of the entire educational community**.

This objective is articulated with several axes aimed at ICL staff in a progressive approach:

> Encouraging the mobility of teachers, researchers and staff

The organisation of mobility will allow everyone (teachers, researchers, staff) to experience real mobility and to ensure a mix of audiences and objectives, through multi-level language immersion, meetings between professionals and exchanges of practices.

The consortium is already putting in place initiatives, which will be scaled up in the next programming period:

- Faculty core: learner trips organised for ICL staff to Liverpool Hope University (language stays and job shadowing)
- ISTC: visits of teachers to partner universities to give lectures in their speciality or to give conferences to present research work.
- ISL: Membership of a European study and research network (European International Social Work), as well as partnership/professional visits linked to the "Social Work in Europe" course co-organised with the University of Valencia.
- International Faculty Week

The development of partnerships is an action carried out by our research centres, led by teacher-researchers, which consists of deploying a set of sustainable actions with selected partners, covering teaching activities (courses, student exchanges) and research.

> Develop internationalisation through bilateral and cross-cutting actions

Based on actions already carried out, it has been assessed that the bilateral visits lead to numerous educational cooperation projects. The perspective for 2021-2027 is to continue the dynamic and to extend it through dedicated thematic cycles (digitalisation / inclusion / promotion of languages / interculturality / green deal / social and gender parity...).

Furthermore, ISL is a founding member of the ERIS network, a European network of universities seeking to promote and disseminate social work research. Joint collaborations (conferences, presentations, seminars) allow teachers, trainers and students to participate in the network during annual European meetings.

> Supporting the attractiveness of our research laboratories

Research is an essential part of the ICL's international strategy, and to this end, the House of Researchers has been created and promotes the interaction of disciplines with the use of Erasmus teaching mobility. The aim is to encourage transdisciplinary and international research and the emergence of more international training.

Based on a policy of recruiting bilingual teacher-researchers over the past few years (25 full-time staff at the ICL), several international or French-speaking teacher-researchers have been offered the opportunity to cooperate internationally, either through the Erasmus+ mobility programme or through study periods of several months spent in the research centres of partner universities.

The Erasmus + 2021-2027 programming will provide a relevant framework to implement :

- Joint research projects
- Joint or double degrees
- Joint modules and other interactions
- Blended mobilities

> Creating mobility paths and innovative tools

We want to create innovative pathways and tools through the bridging strategy initiated by the mobilities



In addition to the international credit system (ICS) of the previous Erasmus Charter, the systematic internationalisation of study programmes, the visiting professor programme and the emergence of comprehensive foreign language courses.

In order to contribute to the creation of innovative mobility paths, the consortium is implementing a proactive policy of creating more double degrees.

In addition, some institutions aim to develop special courses for international students [e.g. the ESPOL programme: http://espol-lille.eu/wp-content/uploads/2017/11/plaquette_espol_2017-2018_web.compressed-1.pdf].

In parallel, some teachers have undergone training to integrate the use of the smartphone into their teaching approaches. Several of them have integrated the use of certain online applications (such as Socrative, Kahoot, etc.). Other initiatives are encouraged and experimented within the centre for educational innovation and experimentation: transdisciplinary projects, serious games, assessment in an authentic context, blended learning, interactive courses, etc.

5- Living a shared solidarity and citizenship: united in diversity

The ICL's international strategy is in line with the major European programmes such as Erasmus+ and Horizon Europe, in order to set up cooperative ventures that will have a structuring and lasting impact on the partner establishments in terms of teaching, science and administration. It is very important for us to bring the programmes to life and to animate them through the ICL values mentioned above. For the time being, we have chosen to focus on a final strategic axis that is specifically oriented towards our approach to solidarity and citizenship

> **A historical strategy of solidarity through co-development:** The Balkans and Africa represent strategic partnerships for cooperation. Indeed, the ICL has been involved in the EU's neighbouring countries to support the integration of universities. The same dynamic has been actively put in place to support African countries.

In Africa, universities are faced with a lack of academic staff: there are not enough master's and doctoral graduates to take charge of courses, particularly at the bachelor's level, and thus meet the need for qualified manpower in society and the economy. The Institut Catholique de Lille is committed to providing long-term support to its partners to encourage the training of university trainers, researchers and local development agents. This support takes the form of training and/or research grants for colleagues who are already actively involved in their institution, and who commit themselves to using their training for the benefit of their university or association. This action also contributes to the education of our students in international solidarity.

Finally, we aim to increase this co-development through **the link to CSR, Corporate Social Responsibility**. Indeed, close work with companies characterises the majority of our institutions offering practical and qualifying internships to students. This feedback and day-to-day collaboration allows us to explore and perpetuate the fields of CSR through a European and international prism.

These practices and feedback will be used to support the international support approach.

Citizenship by and for all

The students of ICL-EESPIG have a remarkable associative dynamic in order to propose solidarity actions on a daily basis (recycling, circular economy, donations of hygienic products, sponsorship between students). We wish to give greater visibility and impact to these actions by reinforcing the fact of belonging to a community that makes sense, through European citizenship and the ECSI (Education for Citizenship and International Solidarity) approach carried out in France by numerous associative networks. Each institution will continue to support each student association BDI (Bureau des Internationaux) in this way.

The ICL-EESPIG already works with affiliated networks in this sense, in particular the CIED network, Europe Direct Information Centre, with the Interphaz association, CIED of the European Metropolis of Lille, which contributed to the Welcome session 2020 and thanks to the regional and local networks of international solidarity (Lianes Coopération, France Volontariat, CCFD...). The links with civil society are increasingly important among ICL actors and we aim to accentuate them through current themes, explored in particular through the "International Weeks" and other events of the consortium (conference on "Volontourism" with NGOs / Sustainable development / "Green deal" / Responsible consumption / Challenges of globalization / Medicine and ethics...). Collaborations also take place every year between the institutions and their students and the World Forum.

These collaborations with the civil society sphere contribute to invigorating networks, partnerships and actions and also contribute to a more effective dissemination of the communication and visibility of the Erasmus + Programme. The next Erasmus programme will give us the impetus to implement these actions with and for students and staff.



Well aware that the process of European integration has a multi-factorial dimension (cultural, political, economic, historical, social, etc.), the choice of the axis "Shared Solidarity and Citizenship" allows this project to address European integration in a more global reflection on the scale of Europe towards the world by and for its citizens of today and tomorrow.