

## Our International Strategy

Our international strategy was formalised two years ago with the creation of an International Relations Department (SRI). Given our relatively small size, we seek to forge a certain number of close partnerships and we aim to develop our **research and education** activities further, for students (for the purposes of study and training) as well as for teachers.

In the short term our goal is to develop the **mobility of students, lecturers and staff**, both **inbound and outbound**. We aim to build on existing partnerships and networks in order to develop longer-term cooperation with our close partners. Our current approach involves the evolution of our ongoing mobility agreements, into cooperation agreements, working with all stakeholders. This includes the **creation of double Master's-level degree courses**. These double-degree agreements have been developed in accordance with the requirements of the Commission des Titres d'Ingénieur (CTI), which require students to spend at least three semesters in France, respecting the requirements of the partner countries.

Once these operations are put into place, we plan to set up **strategic partnerships** in order to develop our training offer and formalise **sector specific alliances with organisations** with whom we already have long-term partnerships. Our choice of partners is based primarily on their fit with our focus on chemistry, specifically green chemistry, as well as **process engineering activity**. To meet the training needs of chemical engineers, our partners are mainly universities, research laboratories and businesses, with an offer which will compliment ours. We can provide our students and teachers with a relevant and varied range of specialities, industrial landscapes and cultural and linguistic environments and our training draws students and teachers from diverse sectors across the chemistry field.

Our partners are mainly **from The European Union and North America**, but the current economic and scientific context has led us to expand our reach to **Latin America and South East Asia**.

To meet the demands of certain partners, we are embarking on a joint venture with Cameroon which includes a higher education project, supporting the development of training capacities as well as offering **support for building programmes, all** prior to welcoming students to our engineering training programmes, here in France. Our long-term aim is to use the outcomes of this partnership, to inform the development of similar projects in other countries, possibly in North Africa.

At present, student mobility is mainly outgoing and applies especially to the Masters Degree Cycle. This mobility usually takes the form of work placements/internships in businesses or within university settings. Our short term goal is to increase **mobility for study purposes**. We are implementing a variety of tools to promote and facilitate incoming and outgoing mobility.

Our actions are beginning to produce results in the Masters cycle, and we are now looking at new mobility opportunities for the end of Undergraduate Degree level as well. The introduction of double degrees should help to make the mobility for study more attractive in the Masters cycle and to strengthen the still very recent phenomenon of teacher and staff mobility.

One of our key goals is to develop the ability to offer the same mobility opportunities to all students including **students with apprentice status** (60 students).

We also have a small number of PhD students in partnerships with graduate schools, including foreign exchange PhD students. For administrative purposes, our mobility initiatives for this group, have not yet been actioned but work on this issue continues, within the framework of existing agreements.



## **The organisation and implementation of European and international cooperation projects, within education and training**

We are currently prioritising **mobility initiatives** for the programme. The framework has not yet been applied to our ongoing cooperation projects. As part of the new programme's cooperative activities and under the terms regarding a call for projects, it should be possible to evolve and strengthen the partnership dimension of the project.

**1) Towards strategic partnerships:** our medium-term strategy aims to develop an Intensive Erasmus programme. Not having had the opportunity to do so during the 2007-2013 programming period, we continue our efforts to establish **multilateral strategic partnerships**, consistent with our specialist fields of training and research, within the context of double degrees.

**2) Towards knowledge alliances:** Our institution maintains **strong partnerships with the French and European organisations**, involved in academic and research work. It could be considered that these relationships could evolve through the forming of an alliance of knowledge in the field of chemistry, which would involve academics and industry leaders.

**3) Towards international cooperation:** As a third phase, we could look to expand and formalise **projects, in particular with Africa, Latin America or Asia**, within the '**capacity building** programme'. The current project aims to support the training of students in Africa, to facilitate more effective integrated engineering training in France. This will include teacher training and support for the creation of programmes.

From an organisational point of view, the projects are submitted and reviewed in advance by the SRI. They are then supported by directors of studies, teachers of the specialities concerned, as well as possibly the admissions department and research directors (in the planning phase of the project). The development of knowledge alliances requires effective involvement from organisations as well as the internship liaison department.

Meetings with partners and regular exchanges will take place in order to define the project framework. For ESCOM, the SRI complies with these agreements. Implementation may require the participation of different departments, depending on the activities involved (student selection, teacher training, teaching assignments, programme design, etc).

## **Expected impact of our participation in the programme, concerning the modernisation of our facility**

In line with the strategy's various priorities, we expect our participation in the programme to enable us to fulfil our objectives, in terms of the modernisation and internationalisation of our overall strategy.

### **Priority 1:**

- Strengthen our **current skills approach**, including scientific and technical expertise, experimentation in the context of research and innovation, entrepreneurship, human economic and social and intercultural skills
- Adapt the creation and organisation of our programmes, to bring them more into line with the social and international context, as well as to improve accessibility, readability=Profitability??and transparency
- Prepare young people for access to **doctoral training** and to participate in the provision of doctoral teacher training (10% of our PhD graduates);
- Adapt the quality and level of training to match the expectations of stakeholders from the socioeconomic world, in terms of technological developments that contribute to **building a sustainable economy**.

### **Priority 2:**

- Provide new courses with access for **diverse audiences** (sandwich courses - levels L and M, international Master's)
- Further involve companies with a '**careers approach**', for students as well as enhancing student engagement (career observatory, career frameworks, company visits, workshops to prepare for entry into the job market)
- Improving our **quality assurance** (currently being approved) by incorporating the programme's quality requirements as well as cutting across several processes (studies, international internships, communication)

### Priority 3:

- Increase mobility for study purposes (six mobility opportunities per year over a two year period), via the establishment of a new system of short-term mobility, in the third year
- Improvement of the monitoring of student mobility and allowing better **recognition and transfer** of learning experiences, by taking immediate account of the principles of the programme, when redesigning our current ERP
- Providing mobility opportunities for students and work placement/internship students, participating in our social openness programme

### Priority 4:

- Develop **scientific and technological partnerships** involving academics and business (levels M & D) as part of cooperation projects including PIVERT and its project of excellence, which has been funded by the French government for over ten years now (Future Investments). It includes a research component, development and transfer and international cooperation components. We are participating as an academic partner, with various industrial and scientific partners from the entire Picardy region
- As part of our participation in the AREPIC/Study in Picardy, we aim to maintain and strengthen the **support for the Picardy region**, through our improved results, in terms of incoming and outgoing mobility
- Continue **the implication of companies** in the life of the school (learning, speakers, workshops, conferences, competitions, recruitment, governance, etc)
- Contribute to the development of **sustainable technologies and applications** for the chemical industry, in order to better control carbon footprints. These technologies, based on green chemistry and on fossil resources, constitute alternative economic and environmental opportunities in an industrial economy.

### Priority 5:

- Implement actions that mobilise businesses as creators of value and leverage investment for these projects