



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

France

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

FRANCE

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = DGHE (FR Ministry for Higher education and Research)

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

In France, works based on statistical forecasts of student numbers in higher education are regularly undertaken and are tools for the system monitoring, according to possible scenarios outlined for the future and their impact over the budget in particular. The latest information note published by the Ministry for higher education and research (MHER) on this issue focuses on student numbers forecasted for academic falls, over the period 2010-2019. From now till the 2019 horizon, two scenarios – one based on trends ; another possible one - can therefore be found : * Web link for the document : Note d'information MESR n°10.07 d'Octobre 2010 : http://media.enseignementsup-recherche.gouv.fr/file/2010/82/8/NIMESR1007_158828.pdf

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented Please refer to Q 5.13 for additional comments
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private Please refer to Q 5.13 for additional comments
- All higher education institutions are public
- State-recognized private HEIs Please refer to Q 5.13 for additional comments

4. What is the number of institutions in the categories identified?

In France, the number of higher education institutions, according to identified categories, is as follows : - universities : 83 - IUT (part of universities) : 115 ; - Grands établissements : 11 ; - sections de techniciens supérieurs (STS) (ie : short cycles post-secondary classes providing BTS programmes) : 1951 ; - classes préparatoires aux grandes écoles (CPGE) : 429 ; - engineering schools : 204 (including 58 private schools) ; - business, management and accountants' schools) : 212 ; - Arts and Culture schools : 237 ; - Paramedical schools outside universities: 409 ; - Schools for jobs in social affairs : 202 ; - Law and administration schools : 52 ; - Journalism schools and literature schools : 27 ; - Other schools : écoles normales supérieures, 6 ; schools of architecture, 22 ; Vet schools, 4.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 90

240 ECTS = 0

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Engineering schools are not based on an education architecture organized with a 1st level in it, connected to programmes connected to a Licence's degree (ie ; grade de Licence here) (accounting for 180 ECTS credits). Paramedical programmes are not all organized yet, according to a "Bologna logic" which is translated into the LMD (Licence, Master, Doctorat) scheme in France. On the other hand, it is worth underlining that, on the basis of a recent change brought into regulation about health higher education programmes, an academically-oriented new degree, based on broad basic knowledge, and accounting for 180 ECTS credits, has just been created by regulatory texts adopted on March 22nd 2011 (ie : arrêtés du 22 mars 2011) – published in the official Bulletin of the MHER of April 28th 2011 – and dealing with medical science, dentist sciences, and pharmaceutical sciences.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

Engineering programmes are open to students, either after success to a competitive exam, or on the basis of a "dossier" (showing evidence of learning paths and education awards) to be shown after 2 post-secondary education years (ie : 120 ECTS credits). And these programmes pave the way to engineers' degrees which in France provide graduates with the Master's degree ("grade de Master" here) accounting for 300 ECTS credits (ie : 120 + 180 credits). + additional comment for Q 5.2.: engineering programmes don't have a Bachelor("Licence")'s degree

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

Students registered in engineering programmes account for less than 10% of all the students registered at universities.

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

In France, the main statistical feedbacks about the higher education system are made possible by the MHER, in particular on the basis of the SISE student information monitoring system (SISE standing for : “système d’information sur le suivi des étudiants ») involving all universities and most of HEIs within the remit of the MHER, and thanks to additional surveys carried out for post-secondary education : STS short cycles programmes and CPGE preparatory classes for Grandes Ecoles. Additional surveys may be carried out from time to time by the MEHR statistical units or the CEREQ (“Centre d’études et de recherches sur les qualifications) organisation. + additional comments for Q3 : *Higher education institutions can be either academically or professionally oriented : Universities provide programmes which are either academically-oriented or research-oriented ; on the other hand, professionally-oriented programmes (such as professionally-oriented “Licence”’s or “Master”’s degrees are provided as well.

The purpose sought for in priority for these professionally-oriented degrees is immediate integration into the labour market, as far as one job or a set of well-defined jobs are concerned. However, academically-oriented degrees cannot overlook student employability. Therefore, the new academically-oriented Licence, on top of subject-specific competences, must enable students to get generic and pre-professional competences and skills that can be re-invested in “real life”, into a socio-economic environment. Universities also provide their students with short-cycle programmes leading to DUT (“diplômes universitaires de technologie ») degrees, within IUTs (“Instituts universitaires de technologie”), which are part of universities. As far as engineering or business schools are concerned, they can be considered professionally-oriented higher education institutions. *Higher education institutions are either public or private : Universities are public institutions and their names as Universities is legally protected on the basis of a regulation list about all universities in France, which is regularly updated and published. Engineering schools can either be public or private, whereas business schools are private institutions. **Other : The category set for « établissement privé reconnu par l’Etat » deals with private institutions which, on the basis of an expertise to be carried out, are recognized as institutions bringing a cooperation which is useful to the public service of higher education, and therefore, which can be allowed to get among their own students those who hold a grant allocated by the State (MHER ministry). As far as degree recognition is concerned, another category based on the « reconnaissance du diplôme par l’Etat » or the mention of a “diplôme visé par l’Etat” only matter.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

All degrees awarded after a 1st higher education cycle (which, according to the Bologna Process architecture, accounts for the Licence’s degree in France) enable to get access to a second cycle programme ; and this is also so thanks to the professionally-oriented Licence.

6.1.1. Please provide a source for this information.

On the basis of article 5 from the legal text about the Master’s national degree – ie : arrêté du 25 avril 2002 relatif au diplôme national de Master -

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>75-<100 %

Three-quarters of graduates awarded with an academically-oriented Licence’s degree go on studying further at university the next year : 72,4 % of them get registered in a Master programme, including Masters for teaching careers, with variable rates according to subject areas : very high in law (nearly 87%) and in natural sciences (80%), in fundamental science (82%) ; but much lower in literature (66%), in languages (62%) or in so-called STAPS programmes for sports careers (62%).

6.2.1. Please provide the source for this information.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

* Answer : “Must fulfil extra requirements, such as exams or additional courses- Holders of a first degree from a different study field : Some” : According to provisions made by an April 2002 regulation about the Master’s degree – ie : “arrêté du 25 avril 2002 relatif au diplôme national de Master” – mentioned in Q 21 above, registration at the Master level is possible for any HE qualification awarding the Licence’s degree (“grade de Licence”), in a subject area which is compatible with the Master’s subject area. Henceforth, when subject areas may be incompatible with each other, getting access to second cycle programmes may require one or several successfully passed exams at the Licence’s level in the subject area of the sought-after Master. * Answer : “Must have work experience” : The 1985 August 23rd decree allows HEIs to recognize prior learning, meaning previous learning paths, professional experiences and own experiences (informal education), for the access to any higher education level. Professional experiences mean jobs done as employees or a self-employed persons or volunteers for instance).

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Regulation about doctoral programmes : Arrêté du 7 août 2006 relatif à la formation doctorale.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

In 2009, new doctoral candidates who were studying at university or in a U-connected institution the year before – accounting for 51% of registered doctoral candidates – were in majority in a Master second year in 2008 (ie : 44%), whereas 3% were in an engineering programme. 49% of those doctoral candidates who were not at university the year before come from a non-U connected engineering school (4% of them), and all students who are getting back to university after one year of break at least, or who get back to France after graduation abroad. (Source : Etat de l’Enseignement supérieur et de la Recherche, 2010 – Fiche 27)

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

The higher education system architecture set up in France, combined to a genuine recognition of prior learning including professional experience (ie : « validation des acquis de l'expérience » <VAE>), ensures flexible and smooth learning paths to all those whose abilities enable them to study further in higher education. + Additional comment for Q 6.1.1: Arrêté du 25 avril 2002 relatif au diplôme national de Master - : EN translation : «In order to be registered in programmes leading to the Master degree, students may show evidence of : - either a national degree awarding the Licence degree (ie : grade de Licence) in a subject area which is compatible to the Master's own subject area ; - or one of the recognition awards connected to the recognition of prior learning mentioned in articles L.613-3, L.613-4, L.613-5 of the Education Code”.

+ Weblink initially provided for Q 6.4.1.about doctoral education regulation: Arrêté du 7 août 2006 relatif à la formation doctorale >Web-link from the official French legal database Legifrance : <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000267752&dateTexte=>

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

Access to “Grandes écoles” (engineering schools and some business schools in particular) is based on a competitive entrance exam candidates can sit for, after 2 intensive years (accounting for 120 ECTS credits) of studying in the “Classes préparatoires aux grandes écoles” (CPGE).

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Doctoral programmes in France are research-based programmes allowing doctoral candidates to get acquainted with research making itself and innovation. They are mainly based on research works to be undertaken by any doctoral candidate, under the control and the supervision of a thesis Director (or two thesis Directors in a “co-tutelle” (*) framework < * : joint supervision of thesis>), in the perspective of a public (**) thesis defence (**ie : open to a wider audience than the jury alone). Along their learning path, doctoral candidates are provided with additional courses and may be involved in programmes, seminars, missions or training schemes (« stages ») set up by the doctoral school. In the wake of the 2006 April

Research programme law (ie : “loi de programme n°2006-450 pour la recherche du 18 avril 2006 »), renovated doctoral programmes, under focus by a 2006 August regulation (ie : “arrêté du 7 août 2006”), are characterized by four main features : 1)existence of doctoral schools set up to give an underlying structure to doctoral programmes contributing to their visibility and attractiveness at the international, European and national levels, is being confirmed ; 2)State-accreditation for doctoral schools, on the basis of assessment expertises carried out by the AERES Evaluation Agency. This accreditation sets the scientific subject areas to focus research upon, and allow doctoral schools to get doctoral candidates registered as such and to award the Doctorat ; 3)acknowledgment of doctoral education as “professional research-based experience” ; 4)opportunity given to a set of HEIs to be part of the doctoral education to be provided, under the condition that evidence is made, in the framework of a nation-wide assesment, that they are indeed able to bring in a significant help to the scientific and education offer of a doctoral school.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

A doctoral school is State-accredited by the MHER, in the framework of the institutional contract (« contrat d’établissement ») of the HEI it is connected to, on the basis that it gathers locally high quality scientific strengths in a meaningful set of subject areas and issues, together with research teams which take the responsibility of doctoral candidates’ education and advice for further careers, in order to ensure the future PhD graduate to be provided with a high level environment and training helping for his/her further integration into the labour market. HEIs-connected Doctoral schools have been further developed on a wider basis since 2000. At the 2006 academic fall, there were 305 of them over the territory ; there were 285 at the 2010 academic fall.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

The number of years set up by the 2006 regulation (ie : « arrêté du 7 août 2006 relatif à la formation doctorale ») is : « 3 years as a general rule » (ie : « 3 ans en règle générale »).

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country’s qualifications framework?

Yes

Higher education architecture in France is « mainly based on the three grades of Licence, Master and Doctorate » (taken from Article 2/paragraph 2 – 2002 April Decree about implementing the EHEA into the French higher education system : “Décret n°2002-482 du 8 avril 2002 portant application au système français d’enseignement supérieur de la construction de l’Espace européen de l’enseignement supérieur “: http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20020410&numTexte=36&pageDebut=06324&pageFin=06325) In the national register for professional qualifications - ie : « Répertoire national des certifications professionnelles » (RNCP) -, the level of the Doctorate’s degree is set at level 1, which actually means level 8 in the European qualifications framework.

8.5. Are ECTS credits used in doctoral programmes?

No

ECTS use is not included in the regulation about doctoral education – ie : « arrêté du 7 août 2006 relatif à la formation doctorale » -, where the notion of 3 years as a general rule is mentioned (article 15). http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20060824&numTexte=22&pageDebut=12468&pageFin=12471

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Renovation of doctoral education, made in 2006 to ensure doctoral candidates with a very high-level education and a better degree recognition, both at university and in industry or service industries, is backed up by two further new changes aiming to make the Doctorate’s degree the very top degree as the keystone of the French higher education system : - the creation of the « doctoral contract » (« contrat doctoral ») nearly 5 500 Doctorate’s holders were granted with in 2009 (see Questionnaire/part 2-2), - and increasing Research and Higher education clusters (“Pôles de recherche et d’enseignement

supérieur » (PRES) – ie : 20 up to now – which play a strategic role for higher education programmes coordination at the scale of a given area locally, thanks to universities, schools and research institutions working closer with each other, on the basis of a more consistent education offer, common programmes and an enhanced visibility, at the Doctorate level in particular. Therefore, in Lyon for instance, a newly set up PRES made it possible to provide a common framework to more than 15 doctoral schools which now can have a Theses' Charter and can pool up their practices together while keeping a room for autonomy alive for each institution. The acknowledgment of the Doctorate's degree in collective agreements, as one may be found in Chemistry for example, is being encouraged, and there is an on-going discussion about some competitive exams to get into the public service and get access to top administrative careers which might be set up for holders of a Doctorate's degree. According to the latest data available for the 2009/2010 academic fall, about 66 500 doctoral candidates, with 26% newcomers among them, are registered in a Doctorate programme within a public university ; 19 769 students are registered in a 1St year of thesis (source : "Etat de l'enseignement supérieur et de la recherche 2010").

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

Short cycle education – accounting for 120 ECTS credits after the Baccalauréat – accounts for a significant part of higher education in France : indeed, over an overall amount of more than 2.3 million students (ie : 2 316 000 for the sake of accuracy), at the 2009 academic fall, 118 000 students registered in IUTs and 240 000 in STS (for BTS programmes) were taken into account. Therefore the number of registered students in STS is more than twice as much as IUT students. Apart from the special, highly selective, scheme based on prep' classes to grandes écoles ("classes préparatoires aux grandes écoles » (CPGE) – ie : 81 000 students registered at the 2009 academic fall -, the short cycle is indeed organized on post-secondary technically-oriented programmes paving the way to the award of the 2 following HE degrees : on the one hand, the BTS degree ("brevet de technicien supérieur") after a STS post-secondary course ("section de techniciens supérieurs) ; and on the other hand, the DUT degree ("diplôme universitaire de technologie") after higher education courses provided in IUTs ("instituts universitaires de technologie"), created in 1966. In 2008, nearly 153 000 short cycle degrees (ie : BTS and DUT degrees) were awarded, and nearly 70% of them are BTS degrees. These short cycle programmes are very attractive to young people : within the framework of the data-processed post-Baccalauréat admission system («dispositif d'admission post-baccalauréat »), allowing pupils involved in their last secondary education year (ie : « terminale ») to make wishes for further studying into the first year in higher education after the award of the Baccalauréat, 35% of these young people are interested to go studying in a BTS programme for the next 2011 academic fall. BTS and DUT attractiveness is caused by several elements combined with each other : very good recognition of these "senior technicians' degrees ("techniciens supérieurs") on the labour market ; teacher/student ratio providing a good quality learning environment to students in limited groups per section ; opportunities, thanks to the programme organization and bridges made between higher education programmes, to go on studying at a higher level, especially for a professionally-oriented Licence set up in 1999 in France, with the Bologna Process : therefore, on the account of statistical surveys made by the MHER ministry, more than half of the DUT holders and a quarter of BTS holders are registered in a Licence programme (either professionally-oriented or academically-oriented Licence) the next year. Besides, it is worth underlining that the professionally-oriented short cycle education provided by BTS and DUT enables students from lower social and cultural backgrounds to get access to higher

education. Last but not least, according to 2009 data, over 22 300 requests for recognition of prior learning (RPL) in connection to a professionally/or technically-oriented degree under the remit of the ministry for education, 35% are asking for a BTS award on that RPL basis. + examples provided for Q 9.2 : Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree.... * : - gain full credit for their previous studies (>>ex : DUT >Licence) - gain full credit for their previous studies but in professional bachelor programmes only (>> ex : BTS for "Licence professionnelle") - gain some (<50%) credit for their previous studies (>> ex : if the BTS subject area is not compatible with the subject area of the sought-after "Licence" programme)

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

The relevant legislation is based on the following texts : * a Decree about degrees set up within international partnerships which makes it possible to award genuine joint degrees (that is to say, single degrees), while keeping alive the possible award of double degrees : « Décret n°2005-450 du 11 mai 2005 relatif aux diplômes en partenariat international » : >> Source Web : <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000810668> * a ministerial text about the joint supervision of thesis (« co-tutelle ») which enables a doctoral student to study for a Doctorate's thesis under the joint supervision by two HEIs from two different countries, on the basis of an agreement : "Arrêté du 6 janvier 2005 relatif à la co-tutelle internationale de thèse » >> Source Web : <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000258089&dateTexte=> * A ministerial note, recently published in the MHER Official Bulletin issued on June 9th 2011, about legal diplomas to be awarded for joint degrees within an international partnership according to the number of partner foreign institutions involved, based in particular on simultaneous mentions of degrees in a multilingual version : Circulaire ministérielle n°2011-0009 du 11 mai 2011, publiée au Bulletin officiel du ministère de l'enseignement supérieur et de la recherche du 9 juin 2011 : >> Source Web : <http://www.education.gouv.fr/cid56457/esrs1112997c.html>

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5% 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5% 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree answer < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme answer < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

The most common subject areas involved are connected to science : engineering science, nature and life sciences, and economic science as well.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

* Thesis joint supervisions (Co-tutelles de thèse): The 2005 January regulation mentioned above – ie : arrêté du 6 janvier 2005 – set up more flexible conditions in particular for French higher education institutions' accreditation for joint degrees at the Doctorate level to be set up with foreign partners : if French regulations prove incompatible with regulations to be implemented abroad, it is possible for a French HEI to depart from French law in that respect (see : article 4). The Doctorate which is awarded is fully recognized in France and the only condition set is based on a recognition ensured in the partner country, within an agreement signed between the two partner institutions. In 2006, the annual number of doctoral candidates' registration for a "co-tutelle de thèse" accounted for 1155, with 686 among them who came from another EHEA country. In 2009, 1328 were taken into account. For 2013, the target which is sought after by the annual performances plan (called PAP) drawn for the 2011 budget is based on the figure of 1400. * Integrated programmes and joint degrees ("diplômes conjoints") : France has a forefront position in the European Community programme, Erasmus Mundus II (2009-2013) : considering the 123 Masters and the 24 Doctorates which will be operating at the 2011 academic fall, France is indeed involved in over the half of the overall offer provided by this excellence-based scheme on the basis of French HEI partners ; furthermore, France is the country which is the most involved one for the Masters and Doctorates' coordination within an Erasmus Mundus consortium. In the framework of bilateral cooperation, the MHER ministry is setting up programmes to back up joint programmes and joint degrees developed within international partnerships, especially with Germany, Italy, Spain, together with Greece, Poland, Portugal and the Czech Republic. Recent regulation developments, aiming to ensure, with a ministerial note published in June 2011 (see references made in Q 10.1.1 above), the necessary legal base to be brought for diplomas ("maquettes") of joint degrees - (ie : a single degree awarded and signed by several University Rectors or other HEIs' Heads) – should further boost the award of genuine joint degrees in the EHEA, and beyond, and further ensure a better recognition of such degrees set up in international partnerships.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student-centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

A student-centred learning approach is the basis of recognitions of prior learning made, when previous learning paths (including those made abroad) are taken on board, when flexible learning paths into and within higher education are set up on that basis, and for student assessments set up to assess knowledge and skills gained by students in Licence and Master programmes.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

In the framework of the multiannual Plan for success in Licence programmes (« Plan pluriannuel pour la réussite en Licence »), renovation of programmes paving the way to a Licence award is meant to make this degree into a fully recognized degree by employers, for the smoothest employability, together with increasing success rates at such a level. Within this framework the ministry for higher education and research (MHER) is currently focusing on a gradual guidance, a student-tailored follow-up, a stronger multidisciplinary approach, transversal competences to be ensured, and the opportunity to get tailored tutoring and support fit to student needs. Special sessions, during summer periods in particular, may also be set up to ensure a better welcome to students with special learning support needs, foreign students, or employees getting back to university. In order to ensure smooth transitions between academically- and professionally – oriented programmes and the opportunity to go into new study tracks, at different learning stages, universities are setting up bridges and schemes for easier integration and better student environment and follow-up. An envelope accounting for 730 million euros concurrently over a 5-year period (2008-2012) is supporting innovative experiences initiated by universities when submitting new projects in the framework of the MHER contract policy.

2. Please provide a reference for your steering documents covering student-centred learning.

Please refer to Q 3 (pb no room available enough here)

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Building up a stronger European higher education area (EHEA) implies, for France, to ensure excellence, together with an increasing democratisation of student access and participation into higher education, on the basis of the target set for 2013 with a 50% young generation graduated after higher education. For that purpose, widening up access to higher education for the widest

audiences, combined to a better student success rate, at the level of Licence programmes in particular, whatever subject areas are considered, and the top priority focused on graduates' employability, a new mission for the public service of higher education, introduced by the 2007 Autonomy Law (ie : loi n° 2007-1199 du 10 août 2007), are now high on the agenda set by the Government. Within this context, the 2nd stage set for the « Plan for success in Licence programmes » (2008-2012), launched in December 2010, aims to ensure a closer student follow-up and a increasing consistent education, together with smoother and more flexible learning paths, for any student success. + additional references provided for Q2 : Student-centred learning provisions can be found in the following regulation and steering documents : - New legal text to be soon published (summer 2011) into the Official Journal of the French Republic, about Licence programmes Site : www.legifrance.gouv.fr - Recognition of prior learning : Arrêtés des 16 et 24 avril 2002 relatif à la validation des acquis : validation des études supérieures (arrêté du 16/04/2002) et des acquis de l'expérience (24/04/2002) : Site : www.legifrance.gouv.fr - Plan for Success in Licence programmes : Plan « Réussite en Licence » - 2ème étape – Conférence de presse de la Ministre de l'Enseignement supérieur et de la Recherche (Décembre 2010) : >> La nouvelle licence – dossier de presse – 22 juin 2011 : <http://www.enseignementsup-recherche.gouv.fr/pid24573-cid56610/nouvelle-licence-une-nouvelle-formation-pour-un-nouveau-diplome.html> http://media.enseignementsup-recherche.gouv.fr/file/2010/50/0/LICENCE_-_CBB_v3_162500.pdf

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

2002 regulation texts about HE programmes leading to Licence and Master's degrees provide guidelines about how student knowledge and skills should be assessed. Besides, the competences-based approach, which is naturally linked to any HE programme such as engineering, or medicine programmes or HE for chartered accountants-to-be, is encouraged in France by two boosters : - the concept of competences is core for recognition of prior learning (professional experiences – ie : “validation des acquis de l'expérience » (VAE)-) and for any degree's registration into the National Register for qualifications – ie : “Répertoire national des certifications professionnelles “(RNCP) - ; - it should be further and widely implemented at the Licence level, with the focus on the required definition of “competence-based references”, in the framework of the 2nd stage of the “Plan for Success in Licence programmes” set up by the Minister for higher education and research in December 2010 : > Quote in French : « (...) des référentiels doivent être élaborés pour les principales mentions de licence. Chacun de ces référentiels définira en premier lieu, avec le niveau d'exigence requis : - les connaissances et compétences que doit maîtriser l'étudiant, tant dans la discipline principale que dans les disciplines connexes, pour pouvoir être diplômé ; - les compétences transversales attachées à la licence : autonomie, initiative, capacités d'analyse et de synthèse, aptitudes à la rédaction et à l'expression orale, compétences additionnelles, notamment en langues vivantes étrangères et dans les champs de l'informatique et de la bureautique ; - les compétences pré-professionnelles ou professionnelles, permettant à l'étudiant de réinvestir ses apprentissages dans les métiers ou les champs de métiers associés à sa formation. » (<< Taken from the « dossier » for the press conference, MESR, décembre 17th 2010 – Website of the French MHER ministry <http://www.enseignementsup-recherche.gouv.fr/cid55536/plan-pluriannuel-pour-la-reussite-en-licence.html>)

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

To be awarded any degree, it is required from any student that knowledge and competences connected to this degree should be assessed, either by exams, or by a jury able to assess professional experiences when recognizing prior learning. However, the connection between ECTS credits and “competence-based references” (meaning “learning outcomes”), understood from the point of view of knowledge, as well as skills and competences, is not always systematically used for all programmes built on an ECTS credit-based organization. Therefore, such a connection to be made is currently encouraged by the MHER, especially at the Licence level, in the framework of the renovation expected by the “Plan for success in Licence programmes”, currently implemented for these HE programmes.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

The concept of “competences-based references” (ie : “référentiels de compétences”) or learning outcomes (LO), which also takes on board on an equal footing competences and skills on top of theoretical knowledge only, is the cornerstone of the National professional qualifications register – ie : the « Répertoire national des certifications professionnelles » (RNCP) -, where mentioning the LO is required for any registered degree. In the framework of the multiannual Plan for Success in Licence programmes », for which purpose a financial envelope accounting for an overall amount of 730 million euros for a 5-year period (2008-2012) is set, the focus is made on drawing up “competences-based references” in order to make degree-connected competences more readable and understandable. Therefore, for the renovation of Licence programmes, a press conference made by the Minister for higher education and research shed a light upon, in connection to the deepening further of reforms stirred up by the Bologna Process (especially the so-called LMD reform), competences-based references should be made for the main special subject areas developed by Licence programmes. In connection to the RNCP national qualifications register, and the LO concept which is related to it while being one of the key Bologna process principles for reorganizing higher education, since 2008, local meetings made especially for university audiences have been organized in regions, by the MHER (DG for higher education and employability), the French Rectors’ Conference (CPU) and the national professional qualification Commission (CNCP), which is meant to examine any application about a degree registration into the RNCP register. Furthermore, after co-organizing the Conference, in Lyon in 2008, focused on the issue of “the Bologna Process : a student-centered learning”, the national team of Bologna experts regularly deals with the issue of the LO the ECTS allocation and the Diploma supplement award must be connected to. On this issue, over the 2009-2011 period, several regional workshops organized by the French Bologna experts’ team have been set up in universities. The competences-based approach is the core point where the key objectives a university is seeking for itself do converge. Currently, while making the necessary connection between employability (with more readable degrees), the implementation of the VAE (ie : recognition of prior learning including professional experiences), many teams in Universities are busy working on a new reorganization of competences-based degrees for the whole set of their qualifications to be awarded, especially on the basis of projects involving several institutions. For some, like the Jean Monnet University of Saint-Etienne, these works made for the whole set of Licence’s degrees, including the fields of literature, humanities and social sciences, are now over (>> refer to the following Website : <http://portail.univ-st-etienne.fr>, rubrique Formations, Guide des compétences). Some projects, which might have been granted a political and financial back-up by the ministry for higher education and research, are focused on setting up new information technology tools meant to make it easier, for students on the one hand, to analyze and describe better their own competences gained when studying (and may be with professional activities as well), and for teachers on the other hand, to set up a new competences-based organization for HE programmes and degrees to be awarded.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

Student assessments (works, exams, placements/hands-on periods <”stages”> ...) are meant to actually check whether learning outcomes in terms of knowledge and competences are truly gained by students. Ways of assessing knowledge and skills must therefore be clearly defined in any application about a State-accreditation (ie : « habilitation ») request file to be examined, (which, for example, is recalled by a 2002 regulation about the Master : ie : arrêté du 25 avril 2002 (Article 6, 2nd parag.). Once the degree is accredited, these conditions set for student assessments have to be mentioned in the institutional rules of any HEI. Therefore, as far as programmes paving the way to the Licence’s award are concerned, ways of recognizing learning paths are mentioned by a 2002 regulation (ie : arrêté du 23 avril 2002 - Articles 22 and 23).

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Assessments of higher education programmes made by the AERES agency and the CTI Commission do take account of student assessments, both in terms of knowledge and of transversal skills. Programme assessment sheets set up by the AERES and the CTI may be found out on their own Websites : * Grilles d'évaluation des Licences, Masters, Doctorats : <http://www.aeres-evaluation.fr/Publications/Methodologie-de-l-evaluation/Campagnes-d-evaluation-anterieures> * Référentiels et procédures pour l'habilitation des formations d'ingénieur : <http://www.cti-commission.fr/IMG/pdf/RetOpfv17postimpression.pdf>

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

+ additional comments for Q 4.5.1 : Locally, many universities deeply involved in current works to bring out a new educational organization for their own programmes and degrees are setting up awareness-raising initiatives, that may be based on meetings, training sessions, etc ..., for teachers and other staff as well (especially from units set up to provide further assistance for a better employability, student information and guidance units) Locally, many universities deeply involved in current works to bring out a new educational organization for their own programmes and degrees are setting up awareness-raising initiatives, that may be based on meetings, training sessions, etc ..., for teachers and other staff as well (especially from units set up to provide further assistance for a better employability, student information and guidance units)

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

30 hours/1 ECTS in Q 5.4.3 is a maximum : + additional comments for Q 5.4.3 : An ECTS credit is based on 25-30 training hours (including the whole student workload : time required after lectures to gain knowledge provided, various additional working sessions (workshops ..) with teacher and other students, works to be done, time required to gain further knowledge in libraries, works in laboratories, training schemes/hands-on periods (« stages »)). + Comment initially made for Q 5.4.4: The notion of « teacher-student contact hour » (ie : "heures présentes") is not taken into account in the French definition of what an ECTS credit should be.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Some students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Upon request >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- In certain fields of study >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- No students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

6.1.1. Please identify those fields.

The « diploma supplement » is gradually issued with the degree award in most HE fields. Currently, it is issued to a majority of students graduating from subject areas where student mobility is more developed : business and management, languages and literature, engineering programmes.

6.1.2. Please specify to which students.

The award of the « diploma supplement » - which is also referred to as « annexe descriptive au diplôme » in French – is gradually implemented. Currently, especially students from the following subject areas are concerned : business and management, languages and literature, engineering programmes.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

The diploma supplement is issued in French, and/or another official language of the European Union (it's up to the institution to select it).

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

The greatest attention is currently being paid to the concept of competences by the « Plan for success in Licence programmes » and the setting up of the national Register for qualifications – « Répertoire national des certifications professionnelles » (RNCP) [any qualification being considered « professional » since any graduate from HE goes into the labour market afterwards] -, which requires to be clear about learning outcomes, must further boost the diploma supplement award, especially at the Licence and Master levels, on the basis of the « Learning outcomes » item in the standardized « diploma supplement » document outline. + Comment made for Q 6.6: One should refer to the example of the diploma supplement awarded by the Reims University, which will be sent to the email address mentioned above.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

9. Qualifications have been included in the NQF

Since 1967, France has a national 5-level based qualifications framework (level 1 is the upper one), into which higher education qualifications have always been integrated. The setting up of the National Register of professional qualifications – ie “Répertoire national des certifications professionnelles » (RNCP) – in 2002 shows the birth of a new generation of national frameworks. All the higher education qualifications awarded should be, as such, registered in it, since all these do have a professional purpose, meaning that any HE graduate is meant to get a job on the labour market, eventually, even with academically-oriented degrees. On the basis of information provided by the Activity Report of the national professional qualification Commission – ie : “Commission nationale de la certification professionnelle » (CNCP) – made for the year 2010, the RNCP register accounts for 5 709 professional qualifications which are detailed with descriptive sheets especially made for the register, while 2 385 qualifications are being currently examined. Among these qualifications, more than 2 300 sheets registered in 2010 deal with university awarded degrees. On the basis of the whole mass of qualifications existing in France, and since the volume of HE qualifications the MHER is dealing with is estimated at roughly 12 000, of course the RNCP registration process is still going on. The CNCP made its self-certification report about the EQF available in november 2010. The “L” level (ie : Licence’s degree) – currently at level 2 of the French national grid), and levels “M” (ie : Master’s degree) and “D” (ie : Doctorat’s degree) are respectively considered levels 6, 7 and 8 in the EQF. Although the upper 5 qualifications levels the RNCP is built upon are compatible with the levels of the qualifications framework for the European higher education area (EHEA), adopted in 2005 by the ministerial Bergen Conference in the Bologna Process framework, reflections are currently being developed on the issue of making the French grid more compatible with the EQF, with a new grid where the Master degree would have its own separate level. > Web link to get access to the CNCP 2010 Activity Report : <http://www.cncp.gouv.fr/grand-public/rapportActivite>

7.2.1 Please provide the date when the step was completed.

30.11.1999

7.2.2. Please provide a reference for the decision to start developing a NQF.

Please refer to answer made to Q 7.2 : the decision to build up a new NQF, based on a national qualifications register called RNCP and on a Learning Outcome approach, was made in 2002. + Comment made to Q 7.2.1 above which pops up in this database, contrary to the EN Word document dealt with : as mentioned in Q 7.2, work is still in progress due to the mass of qualifications awarded in France and to be registered into the RNCP Register - the FR NQF currently - (12 000 for the only HE qualifications by HEIs within the remit of the FR Ministry for HE and Research) to be registered into the RNCP. But a self-certification report to the EQF, made by the CNCP (National Commission for the RNCP), was submitted to the European Commission in november 2010.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

One should refer to the Activity Report brought forward for the year 2010 to the Prime Minister by the National professional qualification Commission, called «Commission nationale de la certification professionnelle» (CNCP) : <http://www.cncp.gouv.fr/grand-public/rapportActivite>

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

7.3.1. Please provide the link to that website.

<http://www.cncp.gouv.fr>

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

The right of any applicant to a fair assessment of qualifications is one of the key principle of the « Lisbon Convention » on the recognition of higher education qualifications in the European region, which was ratified by France, and which was the focus of the 2000 September Decree (ie : “décret n°2000-941 du 18 septembre 2000”) providing the full publication of its provisions into the Official Journal of the French Republic (issued on September 26th 2000). Furthermore, the concept of “recognition of prior learning” (ie : “validation des acquis» in French), put forward by the Social Modernisation Law in 2001, is further detailed in two 2002 April Decrees : the Decree of April 16th 2002 (for the recognition of higher education) and the Decree of April 24th 2002 (for the recognition of prior professional experiences – ie : “validation des acquis de l’expérience” <VAE>) which ensures any candidate to benefit from the widest recognition of prior learning, beyond mere degrees.

8.2.1. Please provide a reference to the relevant legislation.

Relevant French legislation (which may be found out on the official legal French database : www.legifrance.gouv.fr) is based on the following texts : - Integration into the French law of all the provisions made by the Lisbon Convention about recognition : Décret n°2000-941 du 18 septembre 2000 portant publication de la convention sur la reconnaissance des qualifications relatives à l’enseignement supérieur dans la région européenne, faite à Lisbonne le 11 avril 1997 - Recognition of higher education periods of study made in France and abroad : Décret n°2002-529 du 16 avril 2002 pris pour l’application des articles L.613.3 et L.613-4

du code de l'éducation et relatif à la validation d'études supérieures accomplies en France et à l'étranger. - Recognition of prior learning (professional experiences) by HEIs : Décret n°2002-590 du 24 avril 2002 pris pour l'application des articles L.613.3 et L.613-4 du code de l'éducation et relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur.

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Regulation based on the texts reminded in point 66 below is compulsory in a State based on the rule of law like France. Should it be not implemented in practice, HEIs would have to cope with legal cases brought up to Courts by applicants.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Article L 613-3 (last paragraph) puts it that any person may ask the recognition of higher education after studying abroad in particular : "toute personne peut (...) demander la validation des études supérieures qu'elle a accomplies, notamment à l'étranger » Implementing this recognition principle is framed by specific rules, set by the 2002 April 16th Decree – ie : Décret n°2002-529 du 16 avril 2002 - , about how such a recognition should occur : what should be recognized, how application files should be made, how the jury for this recognition should be set up, and what should be the jury's powers. These rules to comply with for procedures to be set up within HEIs ensure the fair assessment of study periods spent abroad and higher education programmes studied abroad. Therefore, any higher education courses attended abroad in an education institution or a training organization in the public or the private sector, in France or abroad, for any duration or under whatever conditions, may be recognized : « peuvent donner lieu à validation toutes études supérieures suivies (...) dans un établissement ou un organisme de formation ressortissant au secteur public ou au secteur privé, en France ou à l'étranger, quelles qu'en aient été les modalités et la durée » - (Article 2 du Décret précité) The application file to be submitted by an applicant must be clear about the knowledge and skills gained in prior learning, and connected to the degree sought after. This file should involve degrees, certificates and any other document enabling the jury to assess the nature and the level of education. When higher education was made abroad, in another European country in particular, the file should have the diploma supplement and ECTS credits certificates connected to this studying abroad : « Le dossier présenté par un candidat doit expliciter par référence au diplôme postulé les connaissances et aptitudes (...) acquises au cours des études dont il demande la validation. Il comprend les diplômes, certificats et toutes autres pièces permettant au jury d'apprécier la nature et le niveau des études. En particulier, lorsque les études ont été accomplies (...) dans un autre pays européen, le dossier comprend l'annexe descriptive du diplôme et les attestations certifiant les crédits obtenus représentatifs des études accomplies » - (Article 4, ibidem). The executive board defines the common rules to be implemented throughout the institution for recognition of prior learning, juries' setting up, and if necessary, special rules according to different types of degrees : « Le conseil d'administration (...) définit les règles communes de la validation des études par l'établissement et de constitution des jurys ainsi que, le cas échéant, les modalités particulières applicables aux divers types de diplômes (...) » . - (Article 5, 1er alinéa, ibidem)» The jury examines the application file which is the basis for the interview to be made with the applicant. With its deliberation, the jury sets which knowledge and skills are recognized on the basis of those required for the award of the sought-after degree, and if necessary takes into account special conditions set by legislation or regulation for the award of such a degree. The jury may provide the student with recommendations or advice in order to make its further education easier. The Chair of the jury sends a report about how far the recognition of prior learning is made, and if part of a degree is only recognized, the kind of further knowledge and skills needed the applicant should get. The decision made is sent to the applicant by the head of institution : "Le jury procède à l'examen du dossier du candidat et s'entretient avec lui sur la base du dossier présenté. Par sa délibération, il détermine les connaissances et les aptitudes qu'il déclare acquises au regard des exigences requises pour obtenir le diplôme postulé et compte tenu, le cas échéant, des conditions particulières mises à l'obtention du diplôme par des dispositions législatives ou réglementaires spéciales. Le jury peut formuler des recommandations ou des conseils à l'étudiant afin de faciliter la suite de sa formation . Le président de jury adresse au chef d'établissement un rapport précisant l'étendue de la validation accordée ainsi que, en cas de validation partielle, la nature des connaissances et aptitudes que le candidat devra acquérir. Le chef d'établissement notifie cette décision au candidat . » - (Article 6) * Web link > Décret n

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

In order to make mobility easier and to contribute to a better readability of foreign degrees, the « ENIC-NARIC France » Centre adopted a comparative approach when examining requests made by foreign degrees' holders, from September 1st 2009 onwards. Since then, the holders of foreign qualifications are awarded a comparative statement assessing the foreign degree submitted in reference to the French system. Therefore, the assessment of foreign degrees complies with the European guidelines set for the recognition of qualifications by the Lisbon Convention in particular, and the ministerial Declarations and Communiqués adopted in the framework of the Bologna Process. The expertise provided by the « ENIC-NARIC France » Centre about recognition is well-known internationally. Indeed, the French ENIC-NARIC was asked to participate to European projects set up for degree recognition, such as the following projects : « TWINNING CEIBAL Georgia » ; « EAR » (« European Area for Recognition ») ; or « The use of EQF in Recognition »...). Besides, this centre actively contributed to the creation of the MERIC network based on the setting up of recognition information centres in countries around the Mediterranean sea, and by doing so, getting into the position of one of the key actors in such a field of expertise. + Additional comments made for Q 8.1 (+ "yes" to "other" for "Ordres professionnels" in France) and for Q 8.1.1: The final decision made about a foreign degree recognition in order to do specific jobs may be based on assessments made by professional bodies (ie : in France : « Ordres professionnels ») for regulated professions (doctors, lawyers, chartered accountants ...). When sitting for a competitive exam organized for the French civil service, the recognition decision to be made belongs to the administration involved, which is responsible for this competitive exam organization. If necessary, the ENIC-NARIC centre may be requested by this administration to provide information elements for the fair assessment about the kind of degrees to be dealt with and their level of education. + Comments made for Q 8.5.1 to explain "Yes" to Q 8.5: The dimension of recognition of prior learning (professional experiences – ie : « validation des acquis de l'expérience » (VAE) -) is one of the criteria set for HE programme assessments made by the AERES Evaluation Agency.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

In France, there is a main Agency for assessing the quality of higher education : the Agency for the evaluation of research and higher education, called « Agence d'évaluation de la recherche et de l'enseignement supérieur » and frequently referred to as AERES Agency. Furthermore, there are two specialized Commissions, the one for engineering programmes, and the other one for management programmes : namely, on the one hand, the “Commission des titres d'ingénieurs” (CTI), and on the other hand, the “Commission d'évaluation des formations et des diplômes de gestion” (CEFDG) These bodies have different objectives, as follows : - the « Agence d'évaluation de la recherche et de l'enseignement supérieur » (AERES), as an independent administrative authority, set up by an April 2006 Law – ie : loi n°2006-450 du 18 avril 2006 -, is responsible for the external quality assessment of institutions, programmes and research activities ; - the « Commission des titres d'ingénieurs » (CTI), created in 1934, is entitled to assess all the engineering programmes in France ; - and the « Commission d'évaluation des formations et des diplômes de gestion » (CEFDG), first created in 2001 (ie : décret n°2001-295 du 4 avril 2001 modifié), is responsible for assessing business and management programmes provided by higher education institutions, (ie : private ones or under the remit of Chambers of Commerce), asking for being allowed to officially award a degree with a seal from the State (“diplôme visé par l'Etat”) and/or the Master's degree (“grade de Master”). These three bodies are undertaking their assessments, freely and away from any pressure or subordination. The recent set up of the AERES, in connection with the Bologna principles for quality assurance, must also be understood as a major development in the wake of the French policy for modernising higher education and research and the reforms being currently undertaken for the evaluation of public policies.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Formative advice on strengthening and enhancing quality

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

The outcomes of an external assessment made by the AERES Agency, focusing both on the HE institution and on the programmes provided, are taken on board when the ministry for HE and Research (MHER) and the university are having a dialogue with each other, before any 5-year agreement is signed. These outcomes are the basis for any accreditation decision (“habilitation” in French) taken by the MHER about a national HE degree (“diplôme national de l'enseignement supérieur”), with the allocation of

financial resources and human resources that goes with it. As far as higher education programmes provided by engineering or business schools are concerned, a piece of advice or a decision from the CTI or the CEFDG mentioned above are necessary before the MHER actually makes the accreditation decision.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

All higher education institutions

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

No

1.6.3.1. Please specify

On the basis of the principle of freedom of establishment, private HE institutions are free to set their own organization as they wish and to provide programmes leading to qualifications under their own responsibility. Therefore, they cannot award national HE degrees unless they signed special agreements with universities or special jurys under the Recteur's responsibility (ie : Recteur as the official Minister's representative locally) – for instance for programmes under the remit of catholic higher education. + NB/ These elements below have to be taken into account as an additional answer to Q 1.5.1 above, meaning an answer based on “ all public higher education + some private HE schools” - instead of the only 3 options to be chosen from : “all” or “public only” or “private only”): > Comment initially made for the Q1.6.1.1: In France, all the public higher education institutions are assessed. On the other hand, concerning private HE institutions, only State-recognized institutions are assessed when they are asking for the award of the seal by the State (“visa de l’Etat”) for some degrees awarded in post-secondary education (3 years or 5 years after the Baccalauréat). As far as private engineering schools are concerned, they can only be allowed to award the title of Engineer (« titre d’ingénieur »), once their programmes have been assessed, and the decision has been made by the CTI. > Comment made for Q 1.6.2.1: National HE degrees as well as other HE qualifications such as titles and certificates leading to HE degrees (« grades de l’enseignement supérieur ») – for instance, Master’s degree (« grade du Master ») are the focus for assessments. University degrees are provided at the own initiative and responsibility of universities ; however they may be assessed if the university asks for it. As for business schools, the only degrees assessed are the “final degrees” – “diplômes de sortie” – which may be awarded with the official seal, in order to ensure that the recognition by the State only concerns degrees whose quality was validated.

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Assessment reports made by the AERES experts are made available on the website of this agency : www.aeres-evaluation.fr The CTI Commission also makes the outcomes of its expertises publicly available, whenever it gives official advice or makes

decisions : www.cti-evaluation.fr Assessment reports by the CEFDG Commission for business and management programmes leading to a degree with an official stamp (showing the evidence of the State recognition) are not made publicly available currently. On the other hand, advice and recommendations from this Commission, as well as the list of agreed schools, will be soon made available on a Website to be launched in the coming weeks or months, in order to provide students and the wider audience the necessary clues to better read and understand what programmes and schools actually mean on the basis of their quality assessments.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

AERES et CTI make available their assessment reports which highlight points for further attention and give recommendations to HEIs.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

The way the AERES Agency is operating is in full line with the European standards and guidelines for quality in higher education, the so-called ESGs. Therefore, all the item mentioned above in Question 1.9 are taken on board and are assessed when programmes and “L.M.D” degrees (“Licence, Master and Doctorat”) are under focus just as when the HEI as such is being evaluated. The CTI did take ESG standards and references on board as well. By the way, the ESG compliance was assessed ; therefore, on the basis of these external assessments, AERES and CTI are now ENQA full members. Furthermore, the CTI and the AERES have been recently registered into the European Register for QA agencies, the so-called EQAR Register. Assessments made by the CEFDG are based on a file prepared by Business and Management schools themselves and advice made by experts (including site visits), in connection to criteria-based items to be taken care of : the way the institution operates, governance, academic policy and consistency, research policy, quality assurance, policy for student access to the HE programmes, social policy, staff body, research activities, international openness, employability, institutional regulation for examination and student assessments. Such references are published in the Official Bulletin for higher education and research – “Bulletin officiel de l’Enseignement supérieur et de la Recherche” - , special issue n°2, April 7th 2011 (>>> from page 65 onwards).
http://media.enseignementsup-recherche.gouv.fr/file/special_2_ESR/21/5/bulletin-officiel-special_esr_02-07-04-11_173215.pdf

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

It is worth recalling that the AERES Agency does assess research and research institutions as well.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

In France, regulation about national higher education degrees and engineer's degree takes on board the AERES and the CTI whose assessment outcomes are the basis for State-made accreditation decisions to be made. Currently, on the basis of the so-called ESGs (European standards and guidelines), the AERES and the CTI are ENQA members ; besides, both the AERES and the CTI are EQAR members as well. >> See the ENQA and the EQAR websites : <http://www.enqa.eu/agencies.lasso>
<http://www.eqar.eu/register.html>

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

Concerning the AERES, off-campus branches abroad as well as joint degrees are assessed. First experiences made with European agencies of the countries involved (ie : Germany and Ireland), are being started on the basis of a work commonly undertaken. As for the CTI, from its side, there are activities for cross-border evaluation that are being developed as well with a few other QA agencies in Europe. In some situations, when quality and reliability conditions are met, procedures may pave the way to mutual recognition of the outcomes from assessments made.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The new AERES agency is an ENQA member ; and, after a decision was made in May 2011, the AERES was integrated into the EQAR European Register. As for the CTI, it is both an ENQA member and an EQAR member as well, after its registration into the EQAR Register was agreed on in November 2010.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

For the AERES, all the stakeholders are systematically involved for professionally-oriented degrees (« Licence » and « Master ») and for all institutional assessments. The same goes for the CTI, as far as the quality assessment of engineering programmes is concerned.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

The self-evaluation is a key principle in the contract policy which is being developed by the MHER with HEIs, in particular with universities, and paving the way to a multi-annual institutional agreement (which is signed for a 5-year period from now then on), a notion which is legally mentioned now in the so-called LRU (Libertés et responsabilités des universités) Law or Autonomy Law of August 10th 2007. On the basis of the 2009 July ministerial note –ie : « circulaire n°2009-0310 du 30 juillet 2009 » - from the Directorate-General for higher education and employability (DGESIP acronym in French) of the MHER Ministry, universities have to proceed to a self-analysis, a self-evaluation, before sending their own assessment reports to the AERES Evaluation Agency whose responsibility there is to assess their development plans. Assessments by the AERES and the CTI are built upon the European references and guidelines for quality assurance in higher education, the so-called ESGs. Therefore, developing internal quality assurance systems is an absolute must. The CEFDG Commission mentioned above does also care for setting up inner quality assurance within HEIs such as Business and management schools. >> For further information : * AERES documents : <http://www.aeres-evaluation.fr/index.php/Publications/Methodologie-de-l-evaluation/Documents-generaux-de-reference> <http://www.aeres-evaluation.fr/index.php/Actualites/Actualites-de-l-agence/Demarche-qualite-echanges-avec-les->

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50-<75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

The set up of institutional arrangements for quality monitoring internally is left to the full initiative of universities themselves, in connection to the full autonomy they were made responsible of by the LRU Law of August 10th 2007. Therefore, there is a great variety when these arrangements are implemented. As for engineering schools, that are quite regularly and fully in touch with firms, quality-based approaches are quite necessary and are being followed-up. + Comment initially made for Q 5,3,1: In France, thanks to students' participation to various Councils within universities, students are fully involved to the decision-making process. The position of a student as Vice-Dean for the Council for student learning and student life at university (the CEVU Council >> "Conseil d'études et de la vie universitaire ») is strengthening further the way students are involved in the way the University operates as an institution. Since 2006, universities have been encouraged to proceed to their own self-evaluation, including assessments by students. However, on the basis of assessment rounds made by the AERES so far, the programme assessments made by students themselves remain too shy on the whole, and there are sharp contrasts according to universities under focus. On the basis of assessments recently made for the "Dwave" (including the following regional areas : Ile de France- Nord/Pas-de Calais – Outre-Mer), the student participation in Law Universities or Faculties is not enough. However the AERES is considering an on-going trend based on an increasing will to make first successful good practices developed here and there more widespread and to connect these student-made assessments to an overall quality-based institutional approach. For engineering schools, the Self-evaluation Guide provided by the CTI includes a dimension focused on student participation.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Assessment reports from the AERES (institutional report, report about research activities (laboratories), report focused on “Licence” degrees, “Masters” ‘ report, report on doctoral programmes, are systematically made available and can easily be read by students thanks to a data-processed search tool on the website of this agency : <http://www.aeres-evaluation.fr/L-AERES-vous-guide/Etudiants> Advice and decisions made by the CTI, once assessments are over, are also made publicly available : <http://www.cti-commission.fr/-Assemblee-plenieres-releve-de-> Reports by the CEFDG Commission about business and management programmes of private HE schools and schools within the remit of Chambers of Commerce with State-sealed degrees will be made available thanks to a special Website to be set up very soon. What is being looked for, at this initial phase, is to make publicly available synthetic comments taken out from these reports, in order to avoid being detrimental to these institutions.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

In France, after the Autonomy Law (or so-called LRU Law), universities are developing a new approach including new governance arrangements in the framework of broadened up responsibilities thus made legally possible. In that context, and on the basis of results provided as a synthetic overview by the AERES in January 2010, following all the “Wave D” assessments, plans to set up an overall information system for the whole institution are being searched for by nearly all universities. Despite weak assessment practices or a few indicators only available, as the point where we are standing, nearly everywhere, committees for information system monitoring have been set up, Vice-Rectors or Special Advisors for it have been appointed, Directing plans for information systems are being introduced, or in some cases, have been fully designed and implemented. Special units for evaluation and monitoring have been created, and in a few cases, information monitoring systems and indicators have been set up. But in such a field, the situation remains quite diverse and data are not always reliable. Engineering schools, that are connected to universities for some, may rely on information systems set up by their own University. Some schools though did set up plans aiming to equip them with tools that can be connected to each other and that can cover special fields.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

Refer to additional elements sent by France.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Teaching activities contributing to lifelong learning are part of initial education and continuing education. They aim at ensuring wide participation into higher education by all audiences. Continuing education at university provides programmes leading to qualifications, that is to say, to national recognized degrees, or further training, like short training schemes. This kind of education is targeting persons who stopped studying, or who are willing to get additional skills or to enhance their own professional experiences, and furthermore, employers themselves willing to upgrade skills of their staff. These audiences are provided with flexible learning paths and tailored methods : course units to be accumulated, full time or part time education, evening classes, open and distance learning. This educational supply provided is supported by special services : continuing education services, services for recognition of prior learning, which are set up in each higher education institution (universities and HE schools) and network with each other. These services provide welcome, information and counselling. They provide helps for building up one's own professional plans, one's own learning path and for recognition of prior learning as well. Concerning initial education for students, with the LMD reform (3 cycles reform) being implemented, more flexible learning paths, based on course units, were introduced, therefore making it possible for students to build up more personalised learning paths. Together with recognition of prior learning, this way of organizing education makes the idea of flexible learning paths real. Besides, the new mission about student employability led universities to set up various actions mainly aiming to help students to build up their own professional plans, to pinpoint and enhance their own competences, or to know better what real life at work is like. Each university is equipped with an overall plan to contribute to student integration into the labour market, relying for an important part on employability units and information/guidance services.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

The mission of « continuing education » has been part of missions for public service (ie : French concept of mission du service public) universities are entitled with for over 40 years. It was already mentioned in the 1968 law for higher education (ie : loi d'orientation de l'enseignement supérieur du 12 novembre 1968). Besides, it is worth recalling that such a mission is to be implemented within the overall framework set up by the Labour Code, in particular its book, number VI, about continuing vocational education for employees. Indeed, with the 1971 so-called Delors Law about continuing vocational education - loi de 1971 sur la formation professionnelle continue -, universities became genuine operating bodies for such an education, and are concerned by all the official texts taken in that field by the ministry for Employment. In order to fully their mission, universities equipped themselves with services able to meet demands from firms and individuals alike, with the building up of an educational offer matched to adults audiences willing to upgrade one's qualifications or to better enhance their own professional experiences. Ever since, continuing education, then lifelong learning are framed by a substantial amount of legislation and regulation about how they are to be implemented within HE institutions. These official texts about higher education deal with all the sides of lifelong learning through defining the way HEI's actions should be done, the various targeted audiences, or giving details about how services should be set up and organized, how actions should be financed, or how staff involved should be recruited, employed and payed for actions implemented within this framework. Besides, recognition of prior learning to get access to higher education, through initial education, is set by regulation about studying in higher education leading to the award of the « licence », « master » or « doctorat »'s degrees. Engineering programmes provided by engineering schools can also be taken into account for recognition of prior learning ; and the qualification award of ingénieur diplômé par l'Etat can be awarded after a procedure of recognition of prior competences and skills which have been gained for at least 5 years, when doing jobs usually made by engineers.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Legislation and regulation are based on the main following texts (which can be found out on : www.legifrance.gouv.fr) : * Laws : - Loi n° 68-978 du 12 novembre 1968 sur l'orientation de l'enseignement supérieur - Loi n° 84-52 du 26 janvier 1984 sur l'enseignement supérieur - Article L123-3 du Code de l'Education modifié par la loi n°2007-1199 du 10 août 2007 sur les libertés et les responsabilités des universités (LRU), relatif aux missions du service public de l'enseignement supérieur - Loi n°2009-1437 du 24 novembre 2009 relative à l'orientation et la formation professionnelle tout au long de la vie. - Loi de modernisation sociale du 17 janvier 2002 introduisant la VAE précitée * Regulations based on ministerial texts : - Décret n° 2002-590 du 24 avril 2002 relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur - Décret n°2002-529 du 16 avril 2002 relatif à la validation des études supérieures accomplies en France ou à l'étranger - Décret n° 85-906 du 23 août 1985 relatif aux conditions de validation des études, expériences professionnelles ou acquis personnels en vue de l'accès aux différents niveaux de l'enseignement supérieur Besides, there is a substantial amount of official texts about implementing continuing education, sandwich courses, apprenticeship in particular, and concerning higher education.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

Adults in employment

Unemployed adults

Retired citizens

Part-time students

Adults without higher education qualifications

Other, please specify

On the basis of statistical data currently available for France, when considering the whole amount of 369 999 people registered at university in 2008 for a training scheme ("stage"), as part of continuing education in higher education, on top of employees taking part of these trainings for several reasons (in-house training plans for the whole company, special employment contract for upgrading skills – "contrat de professionnalisation" – or time off granted for personal training – "congé individuel de formation" -), whose share accounts for 33% (see ticked box above for "unemployed adults") ; and on top of jobseekers (see ticked box above of "unemployed adults"), whose share, up to 9%, with 33 000 people involved, remains unchanged, people registered on their own initiative (individuals) keep being the most represented ones in majority (50%), with 183 000 people trained (they were 166 000 in 2007).

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

On the basis of available data, the share of public funds brought into continuing education within higher education in 2008 accounts for 30%. + additional comments to Q 12: In 2008, private funds, enterprises (41%) and individuals (22%), account for 63% in total for funding of the HEIs under the remit of the French ministry for higher education and research (MHER) ; this share goes up to 68% when universities alone are taken into account.

In France, on the basis of law, enterprises have to pay their share to the funding of continuing education. The amount of such a share from each of them depends on the type of the enterprise and on the overall amount of staff.

Enterprises fulfil this compulsory requirement when paying the full amount or part of it for fees they have to pay to special bodies : “organismes paritaires collecteurs agréés” (OPCA). Collected funds are useful to finance various schemes for continuing education, and among them, one’s individual right to be trained - droit individuel à la formation (DIF) – and one’s time off agreed on for training – congé individuel de formation (CIF). Eligible activities for it can be formal or non formal. It is worth underlining that, after an agreement made between representative bodies of employers and employees both at the national level, and within branches, the 2009 Law for lifelong learning guidance and vocational education – ie : loi du 24 novembre 2009 relative à l’orientation et à la formation professionnelle tout au long de la vie -, created a special Fund aimed to make professional paths secure, named « Fonds paritaire de sécurisation des parcours professionnels » (FPSPP). Resources from this Fund are meant in particular to contribute to the funding of vocational education for skill upgrading or skill matching of employees and jobseekers, set up for special audiences whose features are defined by the framework-agreement signed between the State and people responsible for this Fund. In total, for the 2008 year, continuing education in higher education (universities and other HEIs under the remit of the French MHER Ministry) allowed to welcome more than 460 000 people on a training scheme (“stage”) – ie : 466 118 for the sake of accuracy -, to award 65 000 qualifications (and among them, 38 000 higher education degrees), and to make 4000 “yes” decisions about recognition of prior learning (called VAE in French : “validation des acquis de l’expérience”), enabling to get all (ie : 2154) or part of a national HE degree. These activities developed in continuing education brought in a total turnover of 350 million euros.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in some fields

2.1 Please specify.

Selective institutions (preparatory classes for the grandes écoles, IUT and STS short cycle courses) select their students on the basis of their results, taking other data into account on top of the baccalauréat as such : learning paths followed earlier at school, baccalauréat with honours, possible interview, competitive entrance exams...

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

In accordance with article L 821-1 and its following ones, the Education Code is the foundation of all social support granted to students in France : http://www.legifrance.gouv.fr/affichCode.do?jsessionid=3710E7C9AAE0969B5BB015C2461CB07A.tpdjo12v_2?idSectionTA=LEGISCTA000006166710&cidTexte=LEGITEXT000006071191&dateTexte=20110628

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

A pro-active policy aiming to promote equal opportunities about access to higher education for people from various social backgrounds, and to contribute to raise the overall level of education among skilled people over the country, is currently being developed by the French MHER Ministry. This policy is based on 3 key measures: 1) The “Success in Bachelor programmes” Plan (ie: “Plan Réussite en Licence” , as well as the “Active Guidance” (ie : “Orientation active”) scheme designed for everybody ; 2) A set of specific measures falling within the policy of equal opportunities, in order to enable young people from lower backgrounds to access higher education, including outstanding excellence-based ; 3) A general policy aiming at developing student support, based on financial assistance in particular. 1) The Plan for « Success in Bachelor programmes » (ie : “Plan Réussite en Licence”) consolidates the flexibility given to the Bachelor courses by the so-called “LMD” reform which seeks to prevent students from going into study tracks too early since it reduces chances of success for students from lower backgrounds. This Plan, which aims at making sure everyone can actually succeed in Bachelor courses, and by doing so, strengthens up the principle of equal opportunities, is based on three principles: - developing active guidance (based on information, advice, pre-registration, admission, and in some cases new study tracks), - giving a more professionally-oriented outlook to higher education (with placements and “hands-on” periods developed on a widespread basis and with increasing partnerships involving the labour market), - strengthening up student counselling in order to take more account of the diversity of students in particular by the following actions : appointing “guidance teachers” who will advise and support students to sort out their own difficulties to be coped with, increasing teaching hours, and setting up tailored schemes to support students facing problems to learn further their own way. 2) In terms of equal opportunities, several measures contribute to make excellence-based institutions more accessible to people from the lowest backgrounds, when they do have the appropriate level of education for it : ? Specific agreements, backed up by the 17 January 2005 Charter for equal opportunities to access excellence-based programmes and signed by the Ministry for Higher Education and Research and the Rectors’ and Directors’ Conferences (CPU – French Rectors’ Conference -, CDEFI – French Conference of Engineering Schools’ Directors – and CGE – French Conference of “Grandes écoles”), commit their signatories to improve information dissemination as well as student counselling, to open up higher education to larger social backgrounds, to diversify the criteria required for admission into higher education, and to develop apprenticeship-based education. ? The “Climbing ropes for success” (ie : « Cordées de la réussite ») scheme also aims at ensuring a smoother transition towards higher education for young people who do not plan to go on further studying, because of particular constraints due to their social or local backgrounds. For this purpose, a network of institutions connected with each other is set up, via partnerships between one or several higher education institutions (universities, grandes écoles) on the one hand, and on the other hand, secondary schools (including secondary schools with preparatory classes for the

grandes écoles). The purpose is to enhance information dissemination about higher education courses, together with job opportunities provided, and to support these young people along their whole learning paths (tutoring, academic support, cultural support, student boarding or student accommodation, various additional support ...) At the beginning of the 2010 academic year, 254 projects were labelled « Climbing ropes for success » ; they were 142 in 2009 and 100 the year before. This number should reach 300 at the 2011 academic fall. In 2011, 300 “Cordées de la réussite” labelled projects will benefit from a public financial support of 6.6 M€(including 1.5M€from the Ministry for Higher Education and Research) as compared to 5 M€in 2010. 3) Finally, the Ministry for Higher Education and Research is promoting a general policy in terms of direct (grant-based) and indirect social support for students, via student accommodation and catering. Regarding grants, an unprecedented effort has been made : since 2008, 100 000 additional students (20%) have been benefiting from a grant, the amount of which has increased 3 times as much as the inflation (+13% in general; +20% for the most disadvantaged students). A 10th month of grant is also allocated (spread over 2 years onwards from 2010. 3) Finally, the Ministry for Higher Education and Research is promoting a general policy in terms of direct (grant-based) and indirect social support for students, via student accommodation and catering. Regarding grants, an unprecedented effort has been made : since 2008, 100 000 additional students (20%) have been benefiting from a grant, the amount of which has increased 3 times as much as the inflation (+13% in general; +20% for the most disadvantaged students). A 10th month of grant is also allocated (spread over 2 years onwards from 2010).

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Defining whether someone belongs to one group or another is based on : - self-declaration (for example : parents' occupations and socio-professional status, home address located in a deprived area concerned by the Town policy) ; - administrative documents (for instance : parents' taxations providing evidences for awarding need-based grants).

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The higher education budget programme 231 of the Ministry for Higher Education and Research, relating to student support, is dedicated to increase participation of under-represented groups. In 2011, it represented 2 billion Euros. On top of this funding, additional credits come from the Plan for “Success in Bachelor programmes” that will be allocating 730 million Euros for the whole 2008-2012 period.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

The policy for higher education in France is based on the will to raise the level of education, generally speaking, and therefore, to widen up access and participation in higher education to a much broader section of the population. As such, while France has already exceeded the average European benchmark, set for the European Union, - on which basis 40% of people aged 30-34 should hold a higher education diploma -, with indeed a 2008 rate of 41.8%, the national objective is now to reach a target of 50% of young people (aged 17 to 33) with a higher education diploma by 2013 (knowing that in 2008, this rate was 44.7%), as indicated in the annual performance plan (so-called “PAP” in French), annexed to the 2011 Financial Bill, and connected to the higher education programme 150 :

<http://www.performance-publique.gouv.fr/farandole/2011/pap.html> Besides this general policy, an increasing attention is paid to the access and participation of under-represented groups. The annual performance plan (PAP) mentioned above, drawn up for the higher education programme 231, includes two monitoring indicators about young people from disadvantaged backgrounds : - The first one focuses on young people aged 20/21 getting access to higher education according to their social backgrounds. By 2013, 42% of these young people should come from working-class or employee backgrounds (instead of 40%, as assessed in 2008) ; - The other one focuses on the evolution of the representation of students' socio-professional backgrounds according to their educational level : the target to be reached by 2013 is divided as followed : ? 33% of them coming from working-class or employee backgrounds enrolled in Bachelor courses (as compared to 29.2% in 2009) ? 21% of them enrolled in Master courses (as compared to 20.2% in 2009) ? 15.5% of them enrolled in Doctoral courses (as compared to 14,2%). Besides, within the higher education plan 150, the objective to make higher education an efficient tool for lifelong learning resulted in taking on board two indicators especially meant to measure lifelong learning trends for adults getting back to higher education : - An indicator about the number of qualifications awarded with continuing education (universities and related institutions only, and institutions' “home-made” degrees excluded): the target to be reached by 2013 is

10% of graduates from continuing education as compared with the total number of graduates (in 2008, this percentage was 9.3%); - And an indicator focused on the recognition of prior learning < RPL > (ie : “VAE” acronym in French, standing for “validation des acquis de l’expérience”): it measures the number of qualifications fully awarded on the basis of the recognition of prior learning, as compared with the overall number of positive RPL (or VAE) decisions made by independent juries. As a result, in 2008, 2016 out of 4081 positive decisions made led to the straightforward award of a qualification (without any exams left to sit for). Inhabitants from deprived areas as well are concerned about. Indeed, the inter-Departement Town Committee reaffirmed its commitment, on February 18th 2011, to broaden up the access of the young people from these areas to higher education, including the preparatory courses to the “grandes écoles” and the award of the DAEU (“diplôme d’accès aux études universitaires”) qualification, which enable former drop-outs from secondary education to think about getting back to higher education. Furthermore, France is currently promoting a policy based on the equality of opportunities for disabled students. The “University/Disabled Charter”, agreed on in september 2007, invited institutions to set up a special unit for the welcome of disabled students and appoint a responsible person for it. These units are now able to assess special needs of disabled students and to set up tailored measures. They also contribute to develop information actions these students especially need. In order to meet special demands from disabled students more efficiently, the ministry for Higher education and research (MEHR) cares to the allocation of the best budget which was made possible for them : - since 2007, credits up to a 7.5 M€ amount are especially planned within each annual budget in order to set up schemes providing the appropriate learning environment providing the necessary help to disabled students (interpreters, coders, note-takers, counselling and mentoring, Braille translations ...) and information/awareness-raising actions fit for them and disabled staff as well ; - credits were especially devoted to making buildings more accessible with an overall amount of 15 M€ in 2008 and of 20 M€ in 2009 ; thanks to the Boosting Plan, an additional budget of 10 M€ in 2009, of 25 M€ in 2010 and of 17,7 M€ in 2011. Most of these credits were used to undertake analyses and works to make locations and buildings more accessible. Eventually, the ministry for higher education and research is working for the development of equal opportunities for girls and boys and for the struggle against gender-based preconceived ideas in the field of guidance. Therefore, an inter-Department agreement (ie : 8 ministerial Departments, including the ministry for higher education and research, are pooling up their efforts) for equality between girls and boys, women and men in the education system, was signed for the 2006-2011 period. This action is putting forward again the commitment made to necessarily develop an overall approach in the education process, in particular in guidance and education, for gender equality. This agreement is currently re-examined for the 2011-2015 period. Additional comment about the Charter for equal opportunities : Furthermore, when the overall special agreement, backed up by the 17 January 2005 Charter for equal opportunities to access excellence-based programmes, was signed, the Directors’ Conferences (CDEFI – French Conference of Engineering Schools’ Directors – and CGE – French Conference of “Grandes écoles”), agreed on the request from the government to increase the number of grant-holders in each of these higher education schools and committed themselves to reach the target of a 30% rate. Because “Grandes écoles” get their students whose greatest parts are enrolled after highly competitive entrance exams prepared in “classes préparatoires aux Grandes écoles” (CPGE), the ministry for Higher education and research also set the objective of reaching the 30% rate target of grant-holders in CPGE post-secondary classes.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

The above-mentioned “Plan for Success in Bachelor (or Licence) programmes” aims at making every student succeed, including students whose socio-cultural background do not prepare them properly to enter higher education. This Plan represents 730 million Euros for the period over 2008-2012.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

The ministry for higher education and research centralizes all student data. These data are collected on the basis of automatically-processed feedbacks based on data files or investigations made in HEIs. For each subject area and higher education level, a regular statistical monitoring is therefore carried out about trends focusing on the number of grant-holders, the number of registered students in continuing education, or the respective shares of men and women.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

The monitoring system set up for regular feedbacks from the « grass roots’ level », (in particular thanks to the « SISE » investigation – SISE standing for « Système informatique de suivi de l’étudiant » – in universities), investigations made by the statistical units of the MEHR ministry about engineering schools and other HEIs and post-secondary education, together with additional investigations carried out by other ministries and especially focused on HEIs falling within the fields of Culture,

Agriculture, Health and Social affairs, make it possible to issue every year updated statistics, in particular about students' social backgrounds (see publications mentioned above : RERS (“Repères Et Références Statistiques”) and “Etat de l’enseignement supérieur et de la Recherche”). Besides, the number of students holding a grant allocated by the ministry for higher education and research is taken from the central management database called AGLAE (FR acronym standing for “automatisation de la gestion du logement et de l’aide à l’étudiant”) and especially set up to manage the overall set of requests made for grants and subsidised accommodation.

4.8.1. What data is collected?

A special attention is given to the student body make up and to its trends, in particular : - the proportion of students holding need-based grants, by level of education and by subject area ; - the student share according to parents' occupations and social status, education level and subject area ; - the share of girls among students, by education level and by subject area. >> Further information to be found on the Web : * Etat Enseignement supérieur et Recherche en France (35 indicateurs) – Décembre 2010 : > Fiche 18 / Niveau d'études selon le milieu social : http://media.enseignementsup-recherche.gouv.fr/file/Publications/07/2/EESR10_WEB_167072.pdf * RERS 2010 : Repères et Références statistiques sur les enseignements, la formation et la recherche : > Fiche 6.13 / Les étudiants : l'origine sociale des étudiants français http://media.enseignementsup-recherche.gouv.fr/file/2010/93/8/RERS2010_153938.pdf

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

The SISE information system mentioned above, as well as the several investigations referred to in Q16 carried out by the Ministry for Higher Education and Research, combined with the specific investigations carried out by the Ministries for Agriculture, Health and Social Affairs, and Culture make it possible to collect data in this area.

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

Specific measures, combined with the general policy for the democratisation of higher education, aims at reducing the difficulties faced by some people to access and/or to attend higher education courses. They focus on: > people coming from disadvantaged areas: with agreements between higher education institutions and suburban secondary schools (see above) ; > disabled students: with the creation of specific support offices and special arrangements for examination ; > high-level sportsmen/women and high-level musicians : with academic arrangements

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

http://media.enseignementsup-recherche.gouv.fr/file/2010/93/8/RERS2010_153938.pdf

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Besides employability, the active guidance policy carried out by the Ministry for Higher Education and Research, to make sure the largest part of the population can access higher education and succeed, is one of the priorities of the French Government currently. This policy is based on 3 key measures: 1/ a scheme for information and active guidance : in their final year of secondary school before their Baccalauréat, all pupils who plan to go on studying at university can benefit from a guidance assistance provided by institutions, combined with advice and recommendations, to enable them to make an informed choice ; 2/ the Plan for « Success in Bachelor programmes » includes measures such as welcoming new students, improving the student/teacher ratio, making sure students can get more specialised gradually along their studies and get into new study tracks, in case they fail, as well as enhancing the higher education professional orientation (with placements and “hands-on” periods developed on a widespread basis for example) ; 3/ the policy promoting recognition of prior learning (called « validation des acquis de l'expérience » and commonly referred to with the VAE acronym in French) making it possible for anyone to have one's prior learning recognized for the full part of a qualification, or part of it : such an opportunity, considered on the same equal footing as compared to examinations as such, is required in particular when a registration of any degree into the national Register for qualifications (called RNCP for « Répertoire national des certifications professionnelles” – on the basis that any degree is « professional » as anyone works after higher education -) is sought after. Relevant regulation about these schemes is based on the following texts (that may be found on www.legifrance.gouv.fr) : - Law for social modernisation introducing the concept of recognition of prior learning (VAE in French) in France : loi n°2002-72 du 17 janvier 2002 de modernisation sociale - Autonomy Law : loi n°2007-1199 du 10 août 2007 relative aux libertés et responsabilités des universités - article L.612-3 du

Code de l'Education - law about lifelong learning and guidance : loi n°2009-1437 du 24 novembre 2009 relative à l'orientation et à la formation tout au long de la vie - inter-Department notes about active guidance : circulaires interministérielles des 26 janvier 2009 et 24 juin 2011 relatives à l'orientation active - the official announcement, on december 13th 2007, of the Plan called « Plan Réussite en Licence 2008-2012” <http://www.enseignementsup-recherche.gouv.fr/cid20651/plan-pour-la-reussite-en-licence-730-millions-d-euros-d-ici-2012.html> - performance indicators relating to this Plan called « Réussite en Licence » by the 2011 Budget Plan for higher education (budget programme 150), in particular with indicator 2.3 « Réussite en Licence » : <http://www.performance-publique.gouv.fr/farandole/2011/pap/html/DBGPGMOBJINDPGM150.htm>

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

The statistical data analysis focused on the student body (parents' social and professional status, need-based grant holders, gender), and according to both subject areas and level of education, make it possible to pinpoint obstacles from the socio-economic and socio-cultural perspectives. Some specific surveys, carried out about targeted audiences, did show the part played by self-censorship from young people who make choices for their studies as well as the socially discriminating effect caused by some examination tests chosen for competitive exams.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Since the major objective adopted by France is to raise the overall level of education in the country up to the target based on 50% graduates from higher education for 17-33 years old young people till 2013, specific indicators were included in the PAP Plan (annual performances plan : see answer to question 5 above. Besides, special schemes such as the “Climbing ropes for Success” or the above-mentioned « University/Disabled Charter », signed on september 5th 2007 (by the Minister for higher education and research, the Minister for labour, social relations and solidarity, and the French Rectors' Conference) are the focus of appropriate evaluations carried out to actually measure what's made real as compared to initial objectives sought after.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

As mentioned above, statistical surveys by the French MHER are based on the social background criterion, according to the occupation and social status of the head of the family.

5.5. How is this data used in higher education policy?

These essential statistical data are a monitoring tool and aim to bring out the relevant lights to be shed for public decision-making ahead. Regularly updated and published, both on the MEHR ministry Website and by “paper” issued publications, these data contribute to provide the wider audience with information about the French higher education system and the policy carried out.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

The policy being developed in France to improve success for all in higher education is based on 3 key booster measures : 1/ study grants and student support to students facing the greatest financial problems to tackle, in order to rub out socio-economic obstacles which trigger off drop-outs ; 2/ active guidance, because the top social discrimination is caused by difficulties to get access to information or to get the right clues to be able to read it thoroughly ; 3/ The Plan for « Success in Bachelor's programmes » : thanks to 730 million euros over the whole 2007-2012 period, this Plan made for HE 1st cycle programmes is aiming to bring about a 50% graduation rate among young people from the same 17-33 years old generation and to struggle against drop-outs in the 1st year of a Bachelor programme.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

Data collected thanks to the statistical system set up provide a monitoring tool and are used to political decision-making at the national level by the MHER Ministry. These statistical data, published every year both on the Web site of the MHER, and with "paper" issued publications, contribute to the information of the broadest audience.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

The nature of these incentives is linked to transparency requirements stirring up from the so-called "LRU" law for universities' autonomy, of August 10th 2007 : from then onwards, on the basis of employability which is a new mission for public service to be taken care of, universities have to regularly make outcomes publicly available for success rates in higher education and employability rates as well. Besides, within the framework of the new funding system, the rate about students actually participating to exams is required.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance

services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

On top of an overarching University information and guidance unit, called SCUIO (ie : « service commun universitaire d'information et d'orientation »), an overarching University or inter-University unit providing preventive medicine services for student health care and health promotion, called SUMPPS (for “service universitaire ou inter-universitaire de médecine préventive et de promotion de la santé »), each university is now equipped with a special unit to support employability, called BAIP (for «bureau d'aide à l'insertion professionnelle”), on the basis of the new mission for public service universities are made responsible for in the field of guidance and employability. Furthermore, universities provide students with sport, cultural activities and any other action developed by associations students may be interested with. Student initiatives may be financially supported by a Solidarity Fund especially set up for it.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The overall budget of the Student support programme (programme 231) accounts for 2 billion euros for the 2011 budget period. Part of the budget for programme 150 is devoted to Employability units mentioned above. The Solidarity and Student initiative promoting Fund is financed by tuition fees from all the students who are fee-payers.

8.4. What are the main tasks of the services?

> Units to support employability, called BAIP, which are being set up within each university since 2008, aim at strengthening up relationships with the socio-economic environment, while providing an efficient assistance to job-seeking graduates. Therefore, within a university, a BAIP unit is working and interconnected with departments and other units interfering with employability : overarching university units for information, guidance and employability, student observatory, units for placement and hands-on period opportunities ... Outside university, BAIPs are developing partnerships with relevant firms and organisations in the field of employability. By doing so, these contacts allow to spread out information throughout the whole university about placement and job opportunities. Finally, students can be provided with special workshops for CV-writing and motivation letter-writing. > The overarching university unit for information, guidance, and employability (SCUIOIP) provide information facilities (based in particular on setting up information resources - such as ONISEP brochures about different subject areas and HE programmes and access to various jobs, Websites lists -, on the announcement of competitive exams, on organizing information meetings ...) and student guidance (thanks to tailored advice via special appointments with guidance and psychology advisors). > The university or inter-university unit providing preventive medicine for student health care and health promotion (SUMPPS), with new missions and organisation recently specified by regulation – ie : décret n°2008-1026 du 7 octobre 2008, together with a ministerial note (ie : circulaire ministérielle (MESR/DGESIP) n°2010-0008), are responsible for two sets of missions : * concerning compulsory missions to be carried out, the SUMPPS must set up a medical checkup provided as a precaution as early as possible when students are studying, and trigger off and ensure coordination of health education programmes ; * among possible other missions, the SUMPPS can ensure health assistance as a health centre, make agreements with the OFII organisation for immigrants (“Office français de l'immigration et de l'intégration”) in order to provide foreign students with medical consultations. The new SUMPPS action field which was specified this way is meant to better take into account various needs and special features of a student body which, for twenty years on, has been undergoing a significant increase and a great change with different difficulties to cope with, on the social, financial, material levels as well as from the psychological side and for health. The first assessment of this new scheme made in spring 2009 for the 2008-2009 year will be carried out further ahead. > The university unit for physical and sport activities (SUAPS) is responsible for setting up and providing physical and sport activities for all students and staff of the University. > Last but not least, student support is meant to smoothe studying costs (need-based grants), student accomodation (subsidised rents, in particular via university residence halls), student catering facilities (subsidised meals in student restaurants and canteens), and to enable them to get access to sport facilities.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

The French MEHR ministry sets up the political guidelines made nationally which aim at promoting further equality of opportunities for access to and success in higher education. The implementation of these guidelines are made real on the basis of : - autonomous universities and other HEIs ; - administrative departments connected to the MHER locally (called “services académiques”) ; - the network of university and social services for student support : the national centre called CNOUS (“Centre national des oeuvres universitaires et sociales »), and locally, regional centres called CROUS (« centres régionaux des oeuvres universitaires et sociales »), public autonomous organisations set up within the remit of the MEHR ministry.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Special arrangements for their studying, which might be set up by each HEI, can be provided in particular for : - students who are working as employees as well ; - disabled students ; - high level sportsmen/women and high-level musicians. Finally, besides some courses and educational materials already made available to students on HEIs’ websites, distance-learning or e-learning is currently being further promoted in France.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

The scheme for recognition of prior learning (VAE in French) is a valuable additional tool to make lifelong learning more real and therefore better ensure social promotion and struggle against inequalities. Indeed, on the basis of appropriate prior learning fairly assessed in connection to the kind of higher education sought after, the VAE, which is mentioned in the Education Code and in the Labour Code as well, does create a right to each one to be awarded a full degree (or any other qualification), or part of it, through recognition of prior learning only, without any required additional learning ; since these legal provisions introduced with VAE a new way for the award of qualifications, just as initial education, continuing education or apprenticeship-based education make it possible. Increasing learning paths, based on apprenticeship, combining learning based both on hands-on practice in firms and on theoretical knowledge taught in learning centres themselves, are being promoted for all subject areas. Indeed, thanks to additional funding provided, such a new way of learning might be greatly useful to make higher education easier for students from lower backgrounds.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

Sandwich courses as such mean flexible learning paths enabling students to have training “hands-on” periods in firms and study periods within HEIs alternatively. Besides, student employment, as it is specified by French regulation – ie : « décret n°2007-1915 du 26 décembre 2007 relatif aux conditions de recrutement et d’emploi des étudiants au sein des établissements public d’enseignement supérieur » -, enables students to make paid jobs and higher education compatible with each other. Student employment is organized on the learning spot and provides the opportunity to get valuable professional skills. Indeed, students are involved in activities such as welcome, counselling and care for disabled students, tutoring, assistance to library staff, technical assistance for computers and other new technologies, contribution to employability actions, or cultural, scientific, social and sport activities. Students are hired on the basis of academic and need-based criteria.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().

If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Academically-oriented baccalauréat - (75% newcomers in 1st year - data : 2008 academic fall)

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().
If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 2: = Baccalauréat exemptions - ex : DAEU (“diplôme d’accès aux études universitaires”) or the Law special exam called “capacité en droit» - (6,2% of newcomers into the 1st year - data : 2008 academic fall)

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().
If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 3: = Technology-oriented baccalauréat (15,8% newcomers) or vocational baccalauréat (2,8% newcomers/1st year) - Data : 2008 academic fall

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().
If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 4: = VAP < Validation des acquis professionnels> : recognition of prior learning - with professional experiences - for access only : 15 000 persons/each year

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().
If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 5: = VAE - RPL - including professional experiences - to get access + the award of a HE degree or a part of it : 4085 decisions in 2009

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Access conditions set by regulation about Bachelor, Master and Doctoral programmes include the VAE recognition of prior learning among the possible ways to be taken on board : >> Please find below quotes and evidence-based legal information in French : * Arrêté du 23 avril 2002 relatif aux études universitaires conduisant au grade de Licence / Article 6 : « Dans les conditions définies à l'article L.612-3 du code de l'éducation, les étudiants, pour être inscrits dans les formations universitaires conduisant aux diverses licences, doivent justifier : - soit du baccalauréat ; - soit du diplôme d'accès aux études universitaires ; - soit d'un diplôme français ou étranger admis en dispense ou en équivalence du baccalauréat, en application de la réglementation nationale ; - soit, pour l'accès aux différents niveaux, de l'une des validations prévues aux articles L.613-3, L.613-4, et L.613-5 du code de l'éducation. » * Arrêté du 25 avril 2002 relatif au diplôme national de Master / Article 5 : « Pour être inscrits dans les formations conduisant au diplôme de master, les étudiants doivent justifier : - soit d'un diplôme national conférant le grade de licence dans un domaine compatible avec celui du diplôme national de master ; - soit d'une des validations prévues aux articles L.613-3, L.613-4 et L.613-5 du code de l'éducation. » * Arrêté du 7 août 2006 relatif à la formation doctorale/ Article 14, alinéas 2 et 3 : « Pour être inscrit en doctorat, le candidat doit être titulaire d'un diplôme national de master ou d'un autre diplôme conférant le grade de master, à l'issue d'un parcours de formation établissant son aptitude à la recherche. Si cette condition de diplôme n'est pas remplie, le chef d'établissement peut, par dérogation et sur proposition du conseil de l'école doctorale, inscrire en doctorat des étudiants ayant effectué à l'étranger des études d'un niveau équivalent, ou bénéficiant de la validation des acquis prévue à l'article L.613-5 du code de l'éducation. La liste des bénéficiaires de dérogation est présentée chaque année au conseil de l'école doctorale et au conseil scientifique.»

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

16.1.3. What are the reasons for offering a different student status?

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

16.1.5. Please describe the most common understanding/concept of part-time studies.

The concept of part-time studies would mean that higher education is designed and organized on a part-time schedule, as opposed to full-time studies, which cannot be found out in France : for instance, a project for a Bachelor or a Master programme is always submitted with a 60-ECTS organization as a pillar per each academic year involved, and taking into account the student workload connected to these ECTS credits.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

The status of a part-time student does not exist as such in France. Some learning arrangements (timetables, examinations) are included according to specific conditions (see Q 57).

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Continuing education at university, introduced into Law as early as 1971 (ie : loi du 16 juillet 1971 sur l'organisation de la formation professionnelle dans le cadre de la formation permanente), is one of the missions for public service universities are made responsible for ; however, the concept of recognition of prior learning ("validation des acquis») is based on articles L613-3 et L613-4 in the Education Code, following the January 2002 Law (ie : loi n°2002-72 du 17 janvier 2002). Basically, as a possible summary, as far as professional experience is concerned, "prior learning" refers to any professional experience and connected skills gained thanks to a 3-year long (at least) professional activity made as an employee, an independent worker, or as a volunteer. To be recognized for a degree "x" award, either fully or for a part of it only, this prior learning must have some sort of connection with the knowledge, skills and competences required for such a degree "x". Prior learning on the basis of higher education abroad can also taken on board, as a matter of principle, legally as well. Please find below quotes from these French laws and the additional regulation further adopted by Decrees : « Article L613-3 Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002 Toute personne qui a exercé pendant au moins trois ans une activité professionnelle, salariée, non salariée ou bénévole, en rapport avec l'objet de sa demande, peut demander la validation des

acquis de son expérience pour justifier tout ou partie des connaissances et des aptitudes exigées pour l'obtention d'un diplôme ou titre délivré, au nom de l'Etat, par un établissement d'enseignement supérieur. Toute personne peut également demander la validation des études supérieures qu'elle a accomplies, notamment à l'étranger. (...) » « Article L613-4 Modifié par Loi n°2002-73 du 17 janvier 2002 - art. 137 JORF 18 janvier 2002 La validation prévue à l'article L. 613-3 est prononcée par un jury dont les membres sont désignés par le président de l'université ou le chef de l'établissement d'enseignement supérieur en fonction de la nature de la validation demandée. Pour la validation des acquis de l'expérience, ce jury comprend, outre les enseignants-chercheurs qui en constituent la majorité, des personnes compétentes pour apprécier la nature des acquis, notamment professionnels, dont la validation est sollicitée. Les jurys sont composés de façon à concourir à une représentation équilibrée entre les femmes et les hommes. Le jury se prononce au vu d'un dossier constitué par le candidat, à l'issue d'un entretien avec ce dernier et, le cas échéant, d'une mise en situation professionnelle réelle ou reconstituée, lorsque cette procédure est prévue par l'autorité qui délivre la certification. Il se prononce également sur l'étendue de la validation et, en cas de validation partielle, sur la nature des connaissances et aptitudes devant faire l'objet d'un contrôle complémentaire. La validation produit les mêmes effets que le succès à l'épreuve ou aux épreuves de contrôle des connaissances et des aptitudes qu'elle remplace. (...) » Sur la base de ces dispositions, les conditions de cette validation d'acquis, intéressant d'une part la validation d'études supérieures et d'autre part la validation des acquis de l'expérience, sont précisées par les deux décrets suivants : * Décret n°2002-529 du 16 avril 2002 (..) relatif à la validation d'études supérieures accomplies en France ou à l'étranger/ Article 2 : « Peuvent donner lieu à validation toutes études supérieures suivies par le candidat ans un établissement ou un organisme de formation ressortissant au secteur public ou au secteur privé, en France ou à l'étranger, quelles qu'en aient été les modalités et la durée » * Décret n°2002-590 du 24 avril 2002 (..) relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur /Article 2 : « Peuvent donner lieu à validation les acquis de l'expérience correspondant à l'exercice, continu ou non, pendant une durée cumulée d'au moins trois ans, d'activités salariées, non salariées ou bénévoles. Ces acquis doivent justifier en tout ou partie des connaissances et des aptitudes exigées pour l'obtention du diplôme postulé.»

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

With greater autonomy provided to universities, tailored learning paths have now become high on the agenda, in order to enable each young student to find his/her own way for success in higher education. Therefore, among innovative initiatives being set up by the MHER contract policy, from now on based on 5-year agreements, universities provide some students with the opportunity to follow a learning path based on two different subject areas (“doubles formations”), or to study for innovative degrees. Other students can have the opportunity to do a first “hands-on” period as soon as a Bachelor (“Licence”) programme. Other ones may be interested by bridges which are especially set up for them in order to enable them, after a first semester at university, to get to a short-cycle programme such as a BTS (“brevet de technicien supérieur”) to be studied in post-secondary institutions in an 18-month period. Increasing bridges between different programmes are widely promoted. Therefore, new study tracks to get into along the year or access to further studying in a « Licence » course (ie : the last 3rd year of a Bachelor programme), which can be made possible after a short-cycle (2-year) programme (BTS, IUT, CPGE), are now getting more and more usual. +

Comments /Q 85 : about RPL and evidence-based information required for assessments before RPL decisions - (Comments made in EN Word answer sent from France (see email references above) about Q 85 (no pop up here): April (16 and 24) 2002 Decrees mentioned above (see question 78 above) include details about the kind of required documents in order to provide a sound basis for prior learning assessments to be made by special jurys set up for it. >> Please find the following quotes from French regulation : * Décret n°2002-529 du 16 avril 2002 (..) relatif à la validation d'études supérieures accomplies en France ou à l'étranger/ Article 4 : « Le dossier présenté par le candidat doit expliciter par référence au diplôme postulé les connaissances et aptitudes que celui-ci a acquises au cours des études dont il demande la validation. Il comprend les diplômes, les certificats et toutes autres pièces permettant au jury d'apprécier la nature et le niveau de ces études. En particulier, lorsque les études ont été accomplies dans le cadre défini par l'Union européenne pour favoriser la mobilité, dans un pays européen, le dossier comprend l'annexe descriptive du diplôme (***) et les attestations certifiant les crédits obtenus représentatifs des études accomplies ». [*** : il s'agit du « Diploma Supplement »] * Décret n°2002-590 du 24 avril 2002 (..) relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur /Article 4 : « Le dossier présenté par le candidat doit expliciter par référence au diplôme postulé les connaissances, compétences et aptitudes qu'il a acquises par l'expérience. Il comprend les documents rendant compte de cette expérience et de la durée des différentes activités dans lesquelles le candidat l'a acquise ainsi que, le cas échéant, les attestations correspondant aux formations suivies et aux diplômes obtenus antérieurement. » Furthermore, it is worth recalling that various aspects linked to the recognition of prior learning are one set of criteria for the assessments of HE programmes, carried out by the FR AERES Evaluation Agency in particular (thanks to evaluation sheets set up for national HE degrees : Licence and Master's degrees.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

The currency used is in Euros. // Q 4 below: PLEASE MIND (pb database : "no" cannot be written; click necessary to proceed further with the questionnaire) : NO ST pays fees AFTER STUDIES in FR

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

Any student without any need-based awarded grant (which is called "bourse sur critères sociaux" in France) has to pay fees, whatever the institution and the subject area (unless the higher education institution decides something else).

Any student without any need-based awarded grant (which is called "bourse sur critères sociaux" in France) has to pay fees, whatever the institution and the subject area (unless the higher education institution decides something else).

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 0 Euros for holders of need-based grants (called « bourse sur critères sociaux (BCS) in connection to students' social and economic background)

Maximum amount = 378,57 euros per year : 174 euros (annual tuition fee in 1st cycle) + 200 euros (Student social security) + 4,57 euros (medicine services for students) = 378, 57 euros per year and during the 3 years of a “Licence” ’s programme (Bachelor’s programmes)

Most common amount = 378,57 euros per year, and during the 3 years of a “Licence” ’s programme (Bachelor’s programmes) : same amount as above, on the basis of law, for students in the 1st cycle leading to a “Licence” ’s degree

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The minimum amount required for higher education national degrees (« diplômes nationaux de l’enseignement supérieur »), that is to say, 0 euros, is only applicable to need-based grants’ holders : the first minimum level indeed means fee exemption ; any other need-based grant’s holder keeps being exempted from these fees. The maximum amount of this category of « national degrees » represents the single amount set by law, which is commonly required from any other student, without having any need-based grant such as the BCS grant. This amount is set every year by a joint legal text (« arrêté ») adopted both by the ministry for higher education and research and by the ministry for economy and finances. Therefore, with such a regulation, there is no room for manoeuvre and for various implementations within universities. >> Legal document and Web-link : Arrêté du 4 août 2010 relatif aux droits d’inscription dans les établissements publics d’enseignement supérieur relevant du MESR : http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20100819&numTexte=11&pageDebut=15119&pageFin=15121 On the other hand, concerning « university degrees » set up on the only initiative of a university, and therefore without any systematic quality assessments made by the AERES Evaluation Agency (as this is required for « national HE degrees »), the amount of fees is freely set by universities themselves.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

* Minimum amount in the 1st cycle : On the basis of the only data available currently, focusing on the academic year 2009-2010, 626 400 students are awarded a financial support in France, which accounts for 35,8% of all students registered at universities, « classes préparatoires aux grandes écoles », « sections de techniciens supérieurs » (for short cycle degrees such as BTS), engineering schools and business schools recognized by the State. In other words, more than a third of students in France get student support nowadays, although this share never went any further than 30,2% before 2008. Concerning need-based grants - called “ bourses sur critères sociaux » (BCS) – which account for 565 798 students, that is, about 30 % students (ie. : 565 798 students as compared to the overall total of students registered to BCS-eligible institutions : 1 850 206) : > minimum amount : 18% get advantage from fee exemption, that is, 174 euros (annual tuition fees for a 1st cycle), and from relief of the fee required

for student social security, that is, 200 euros ; > maximum amount : 19,1% pay the annual maximum amount, which means 4 140 euros. These statistics do not allow to make any differences in results though according to the cycle where students are actually standing. >> Web source : Official statistics for higher education and research made available with a ministerial publication called « RERS 2010 »/ Fiche 10 « L'aide aux étudiants » : http://media.enseignementsup-recherche.gouv.fr/file/2010/93/8/RERS2010_153938.pdf * Maximum amount in the 1st cycle: This amount is the common amount set by law and required from any other student without any need-based grant (BCS grant), which represents 70% students (without any BCS grant)

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 0 euros (for need-based BCS grant's holders /1st level set for the BCS grant's award)

Maximum amount = 768,57 euros :564 euros/year (for an engineering programme for a Master's degree, on the basis of article 5 in FR text (arrêté du 4/08/2010)+200 euros(ST soc.secu)+4,57 E.(ST Med. care)

Most common amount = 441,57 euros : 237 euros per year (for a Master's programme at university) + 200 euros (Student social security) + 4,57 euros (Medicine preventive services for students)

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Need-based grants (BCS grants)' holders who account for about 30 % of students are free from any tuition fees.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

In the 2nd cycle, as far as public HE institutions under the remit of the HE and Research ministry are concerned, students in engineering programmes leading to a Master's degree have to pay the maximum amount.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Students in engineering programmes leading to a Master's degree and studying in public HE institutions under the remit of the HE and Research ministry account for 2,9 % of the total number of students in France (ie : 67 353 as compared to a total of 2 316 103 students).

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

Generally speaking, the notion of « foreign student », broadly understood, is about any foreign student welcomed in France and any foreign student living in other countries, as for instance this is understood by a 2002 decree about the payment for international cooperation services within public HEIs : décret n°2002-654 relatif à la rémunération de services de formation proposés dans le cadre de leur mission de coopération internationale par les établissements publics d'enseignement supérieur. As this decrees defines it, unless agreements are signed between HEIs either at the European level or international level, special programmes, which are geared to special foreign audiences and their specific objectives sought after, both in content and in the ways the offer is provided, can lead to some extra charges (special support from teachers, educational monitoring, welcome

services, educational supervision for training schemes and hands-on periods in enterprises, extra-training services, overall fees for this special treatment and tailored programme ...) http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20020502&numTexte=8&pageDebut=07917&pageFin=07917 Concerning the legislation made for the award of need-based grants (BCS grants), students from the EU do have access to these grants, just like French students do ; it is enough for them to have worked in France or to provide an evidence-based information showing that one of his/her parents did get some incomes in France ; [[as this is mentioned by a ministerial text published on the Web : circulaire n°2010-0010 du 7 mai 2010 relative aux modalités d'attribution des bourses d'enseignement supérieur sur critères sociaux pour l'année 2010-2011 : http://www.circulaires.gouv.fr/pdf/2010/05/cir_31073.pdf]. Therefore, international students mean, according to the most narrow understanding of such a concept, and on the basis of EU law, all the other students from the rest of the world.

9. Who defines the fee amounts for any student in the first cycle?

Each higher education institution defines its own fees

For HEI degrees (and among them, “university degrees”), each HEI is free to set the amount for fees.

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

For national HE degrees (« diplômes nationaux de l’enseignement supérieur »), the fee amount is set each year by a legal text published in the official Journal for the French Republic : for the academic year 2010-2011, this text is the “arrêté du 4 août 2010” (see weblink in Q 6.1.)

10. Who defines the fee amounts for any student in the second cycle?

Each higher education institution defines its own fees

For HEI degrees (and among them, “university degrees”), each HEI is free to set the amount for fees.

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

For national HE degrees (« diplômes nationaux de l’enseignement supérieur »), the fee amount is set each year by a legal text published in the official Journal for the French Republic : for the academic year 2010-2011, this text is the “arrêté du 4 août 2010”(see Weblink in Q 6.1.)

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

French law in this field makes it possible to award grants and loans to students, and the concept of tax discount for parents as well.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The notion of student grant is prevalent in France : indeed, on the basis of article L821-1 from Education regulations gathered into the « Code de l'Education », “the national community (...) pays a particular attention to student support, under resources conditions, in order to smooth over social inequalities”. Since the 2008 academic fall, with the reform about direct student support, a loan which is State-guaranteed and can go up to 15 000 euros maximum is possible from then onwards for students, and without any resources conditions nor a parent’s guarantee nor a third party’s guarantee.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Potentially, any student, whatever his/her study cycle, can get a need-based grant provided specific conditions for it are met.

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based In that case, it means holders of need-based grants (« BCS » grants)
- Merit-based Merit-based financial support requires that students involved meet performance-based criteria (ie : for 1st-cycle students, the Baccalauréat awarded with 1st class honours (ie : in France : “mention Très bien”) and are already beneficiaries of the above-mentioned need-based “BCS” grants.
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

35.8

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 0 euros – any student who is a BCS grant’s holder is free from any tuition fees, including the 1st level of this grant, this 1st level meaning fee exemption, without grant allocation as such

Maximum = 4370 euros per year (ie : 19% of BCS-grants’ holders)

Most common = 3213 euros (which is the average amount of a BCS grant)

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

See further comments to the following Q 13.4.1

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
Need-based grants - ie 'bourses sur critères sociaux'(BCS) – are allocated on basis of social conditions to be met, set by legal texts : circulaire n°2010-0010 du 7 mai 2010 published at the Official “Bulletin” of the FR ministry for HE & R, issue n°19 – May 13th 2010, for the 2010-2011 academic year: www.enseignementsup-recherche.gouv.fr/pid20536/rubrique-bo.html?cid_bo=51570
- Merit
Beyond performance-based criteria for the award of the « Licence »'s degree (Bachelor's degree), a merit-based grant requires that the student is already a need-based grant's holder (meaning the BCS grant already mentioned several times in this answer to the questionnaire)
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

35.8

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Minimum amount : 0 euros for need-based grant's holders (BCS grant's holders in France) - Maximum amount :4370 euros (for programmes leading to a Master's degree) - Most common amount :2565 euros (average amount of a need-based grant – ie :BCS grant)

13.5. What percentage of all students receives a grant and/or scholarship?

35.8

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies

Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = no minimum

Most common first cycle = 7 800 euros - (average amount) -

Maximum first cycle = 15 000 euros

14.2.3. Are all second cycle students eligible to receive loans?

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = None

Most common second cycle = 7 800 euros – (average amount) -

Maximum second cycle = 15 000 euros

14.3. If different types of loans exist in your country, please provide the details here.

On top of State-guaranteed loans, a student can also get a loan from any private bank.

14.4. What percentage of students takes out loans?

In the first cycle = 0.43

In the second cycle = 0.43

Of all students = 0.86

14.5. Are student loans publicly subsidised or guaranteed?

14.5.1. Please explain the form of this guarantee/subsidy.

There is a State default guarantee to up to 70% of the overall amount of a State-guaranteed loan, if the student cannot pay it back.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

No limit for State-guaranteed loan scheme

The State-guaranteed loan scheme does not include any limits. Because this scheme has only been implemented since the 2008 academic fall, it is too early to draw any concluding comments, without the distance required for it (students are still studying currently)

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

- Additional comment to Q 13.2.2 (pb only numbers possible in Q13.2.2) : 35,8% students can get financial support (ie : 626 400 students in 2009-2010, 1er et 2nd cycles considered altogether). - Additional comments to Q 14.4 (pb only numbers possible) : >> PLEASE MIND : pb database with mandatory fiels for nbers 1st cycle & 2nd cycle to be able to go further into database for questionnaire : hence "fake numbers" (!! of half & half of 0.86 in order to be able to proceed further into the database, BUT DETAILED DATA NOT AVAILABLE for 1st and for 2nd cycle separately : *in the first cycle : data not available *in the second cycle : data not available *of all students : About 1% students(meaning : 20 000 out of 2 316 103 students in total ; hence 0,86%)

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

Tax regulations make it possible, for a student who is less than 25 years old, to be still considered part of the family and connected to his/her parents' financial situation under scrutiny ; as tax payers, parents can indeed get a tax discount (half a "share" per student or studying child), together with a tax discount of 183 euros per student to be taken care of). The way the income to be taxed upon is set is indeed based on the number of financial "shares" set per each family considered for income taxes.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

Any « child to be taken care of » can be taken into account when calculating the overall 2010 income to be financially taxed upon, if one of the following conditions is met : - lawful children (including children from the spouse), adopted ones or natural ones (when the parenthood is also acknowledged), or children who are taken in (if the welcome family is the only one who takes care of them), who are less than 18 years old on January 1st 2010 ; - one's own disabled children, however old they are, if they are unable to make their living on their own ; - children to be taken care of after a family break or a divorce. As far as a student is concerned, allowances he/she can get for a placement or hands-on period, are not taken into account for taxation, under 3 conditions to be met altogether : - the placement is part of the curriculum, - it is compulsory, - it lasts for 3 months maximum.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

Students who are also working (for instance, a teacher who also studies further at university on his/her time off) and who are 25 years old maximum, can get a tax discount up to 3 times the amount of the minimum wage you can get in France (called “SMIC” : “salaire minimum interprofessionnel de croissance”), on the basis of article 4 of a 2007 Law : Loi n°2007-1223 du 21/08/2007, which is commonly referred to as “TEPA Law” (“TEPA » standing for : “Travail, emploi, et pouvoir d’achat”).

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

Job possible with tax relief

These students can have a job and take advantage from the above-mentioned TEPA Law.

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

If their own resources don't prove to be enough, students can get housing in university halls of residence (within the campus or off the campus, downtown). On the other hand, without any resource conditions to be met, any student can take advantage from food catering services (ie : which are commonly called « restau U » < for “restauration universitaire”) provided to students at a very low rate, that is 3 euros a meal in 2010-2011.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

No differences (see answer to Q 25.2)

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

No further comments.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
A doctoral candidate must have appropriate financial resources to rely upon, away from any need, when doing a third cycle (for instance, thanks to savings or to a wage earned by a part-time job). In these conditions, he/she can be allowed to do a thesis, without any funding for his/her research works (the same goes for the situations below), and he/she is then considered a mere student.
 - They hold and employment contract with a HEI
Any funding for research works has to be set in a fixed-term employment contract, called “contrat à durée déterminée” (CDD). It is a “doctoral contract” if it is a 3-year contract with a minimum wage which is currently set up to 1685€gross per month. Otherwise, it is a CDD employment contract, which is set by article 4 of 1984 Law on State civil service – ie : “loi du 11 janvier 1984 portant dispositions statutaires relative à la fonction publique de l’Etat”.
- ATER, CIFRE,
BGF grants ATER or CIFRE positions or BGF grant holder > See comments in Q 28.1

28.1. Please explain why you selected multiple options?

Comments about multiple options selected in Q 28 : * Student : A doctoral candidate must have appropriate financial resources to rely upon, away from any need, when doing a third cycle (for instance, thanks to savings or to a wage earned by a part-time job). In these conditions, he/she can be allowed to do a thesis, without any funding for his/her research works (the same goes for the situations below), and he/she is then considered a mere student. * They hold an employment contract with a HEI : Any funding for research works has to be set in a fixed-term employment contract, called “contrat à durée déterminée” (CDD). It is a “doctoral contract” if it is a 3-year contract with a minimum wage which is currently set up to 1685€ goss per month. Otherwise, it is a CDD employment contract, which is set by article 4 of 1984 Law on State civil service – ie : “loi du 11 janvier 1984 portant

dispositions statutaires relative à la fonction publique de l'Etat". * Other: - « ATER » contract : the position of a temporary teaching and research « attaché » called ATER – « Attaché d'études et de recherches » - can be granted thanks to a 1-year contract signed with a doctoral candidate in his/her last year for a thesis. In 2009/2010, 58% of the 6243 ATER were in such a position. The ATER position is set by a 1988 Decree (ie : "décret n°88-654 du 7 mai 1988 modifié"). - CIFRE agreements - Industrial agreements for training through research : such agreements are employment contracts – fixed-term or unfixed-term ones – which are signed for 3 years, between a firm and a doctoral candidate working in connection to a public laboratory. - BGF Grants – « bourses du gouvernement français » (BGF) - : grants allocated by the French Government can be attributed to foreign doctoral candidates.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

- The « doctoral contract » is the main support doctoral candidates can be provided with. This 3-year contract brings along with it all the social guarantees of a genuine employment contract. It is set up by the head of the public institution involved, after the Director of the doctoral school the doctoral candidate is connected to made a proposal for it. This kind of contract goes first to theses works focused on fundamental research ; it is granted to hard sciences for 48%, to natural sciences for 22% and to humanities and social sciences for 30%. It is worth to be underlined that 58% senior lecturers (called « maîtres de conférences ») appointed at the 2009 academic fall had been holders of research scholarships before (such research scholarships called "allocations de recherche" were substituted by doctoral contracts in 2009). - The CIFRE scheme : With industrial agreements for training through research, this scheme aims to promote exchanges between public research laboratories and socio-economic partners and to encourage employment of PhD's holders in firms. A CIFRE agreement involves 3 partners : * a firm asking a doctoral candidate to take care of a research work, which is the focus of the thesis to be done ; * a laboratory, standing outside the firm, and taking up the responsibility of supervising what the doctoral candidate is undertaking scientifically ; * a doctoral candidate, holding a Master's degree. The firm agrees on a 3-year employment contract – either a fixed-term (CDD) or an unfixed-term (CDI) one – with the doctoral candidate, and is provided, by the national research and technology association – called « Association nationale de la recherche et de la technologie » (ANRT) -, on behalf of the State, with a lump grant allocated every year and for 3 years. For several years, the situation is as follows : 64% of CIFRE agreements are made in hard sciences (45% in engineering and in sciences and information technologies), 18% go to natural sciences and 18% as well to humanities and social sciences. When a CIFRE agreement is over, 70% of doctoral candidates can be employed in a firm (either the one involved in the CIFRE agreement before, or another one). - ATER position : see above (Q 28 & Q 28.1)

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

* A doctoral contract provides a doctoral candidate with a guaranteed monthly wage, at minimum, of : - 1685€ (gross amount), if he/she is fully involved to his/her research works; - and of 2025€ if a complementary work is undertaken (ie : teaching ...). * CIFRE agreement : the firm is getting a lump grant every year, meaning a 14 000-euro amount, and provides the doctoral candidate with a minimum wage per year of 23 484 euros (gross amount) – which means 1957 euros/a month).

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

For the 2010/2011 academic year, on the basis of a ministerial text published in August 2010 (ie : arrêté du 4 août 2010), the annual rate for fees required to study for a PhD degree is set to 359 euros, while annual fees required for a Bachelor's and a Master's degree are set at 174 euros on the one hand, and to 237 euros on the other hand. Lower fees, which are required at the Bachelor's level in particular, together with the need-based grant scheme – meaning fee relief and grant allocation -, are set up on purpose in order to widen access to higher education, and open it up to more people.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

The doctoral contract, created by a 2009 Decree – ie : Décret du 23 avril 2009 relatif aux doctorants contractuels -, is an employment contract based on a compulsory 3-year period, and as such, provides doctoral candidates with a guaranteed minimum wage, and all the social security guarantees that go along with it. By doing so, the years spent for a thesis are acknowledged when the duration required for the career of researchers and Professors (both teaching and doing research) is considered, which enables them to start their careers at a higher level, while being better paid and paying for their own pensions earlier. Besides, this contract also provides the guarantee of a better education : to begin with, the doctoral candidate can fulfil any task connected

to research jobs – research enhancement, counselling and expertise to be provided to firms or public authorities, and teaching- ; furthermore, the employer is bound to provide him/her with the necessary education for the missions to be done, together with a training to his/her further professional career. In 2009, about 5 500 doctoral candidates were concerned by this new scheme.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

France is not concerned.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

* Doctoral contract : At the 2011 academic fall, financial resources necessary for 11 700 doctoral candidates, which means a flow of 3 900 per year on average, will have been transferred from the French ministry for higher education and research to institutions themselves. * CIFRE agreements : In the Budget Law for 2011, 1250 CIFRE agreements are planned. The same planning is made for the following years.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat. If you have any queries on the questionnaire, please contact: secretariat@eha.info.

B Details on the completion of the questionnaire

* Evidence-based information about France from the analysis of various documents available :

- Statistical publications by the French Ministry for Higher education and Research :
 - > « *Repères et références statistiques* » (RERS) 2010,
 - > « *Etat de l'enseignement supérieur et de la recherche 2010* »
 - >> Website of the French ministry for HE & R : www.enseignementsup-recherche.gouv.fr

- Information Note by CampusFrance : « *La mobilité des étudiants d'Europe* » (note n°27, novembre 2010)
 - > CampusFrance Web site : www.campusfrance.org

- HE assessments > Documentation :
 - > Website of the AERES agency : www.aeres-evaluation.fr

- Budget documents for Higher education : PAP 2011
 - > Website of the French ministry for Economy

- Press Conferences of the Minister for HE & R :
 - > Website of the ministry (see above)

- Erasmus :
 - > Statistiques Erasmus 2009/2010 (Europa Website)
 - > programme de travail 2011/Erasmus (Agence 2E2F)

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

France put forward a Mobility agenda, both in 2000 and in 2008, under the EU Presidency. Indeed, after the Action Plan for mobility adopted by Ministers in 2000, the French Minister for higher education and research then, Valérie Pécresse, proposed Conclusions about Youth mobility. These Conclusions which were adopted by the Council in November 2008 were based on the core principle that student mobility in Europe should become the rule, and not the exception :

<http://www.enseignementsup-recherche.gouv.fr/cid23018/faire-de-la-mobilite-des-jeunes-la-regle-et-non-l-exception.html>

Besides, within the framework of the Bologna Process, France was among the most willing countries to back up the target of 20% mobile graduates by the horizon 2020, which eventually was adopted in the ministerial Leuven/Louvain-la-Neuve Conference :

<http://www.enseignementsup-recherche.gouv.fr/pid20119/mobilite-des-etudiants.html>

In line with this ambitious agenda set at the European level, at the national level, the 2007 Autonomy law – ie : the so-called “LRU law” (the LRU acronym standing for : « *Libertés et responsabilités des universités* ») of August 10th 2007 – gave a new mission of public service to universities : contributing to the building up of the European higher education and research area.

Therefore, special objectives were set to trigger off a more expanding mobility, in particular at the level of Master and Doctorate (see point C.2). Besides, before 5-year agreements with universities can be signed by the ministry for higher education and research (MHER), mobility is one of the focus points to be assessed by the French agency for the evaluation of higher education and research, which is the AERES agency (“*agence d’évaluation de la recherche et de l’enseignement supérieur* (AERES)”. For that purpose, assessment criteria are as follows :

* for any planned courses at the “Licence” level (Bachelor’s degree) :

- criterion of « mobility incentives », especially for international mobility, on the basis of « existing schemes to support mobility » ;

* at the « Master » level:

- criterion of « international openness », based on the type and relevance of various international partnerships implemented, and on the number of students involved ;

* at the « *Doctorat* » level :

- criterion of « openness at the international level » : number of « co-tutelles » (joint supervision of thesis), involvement in international conferences or exchange programmes, number of foreign doctoral candidates ...

- criterion of « international policy » : existence of an international policy especially targeted for the doctoral school, relationships with foreign doctoral schools, financial participation of the doctoral school to doctoral candidates' missions to conferences or to external laboratories, involvement of foreign experts as members of juries for thesis defences ...

>> see further assessments sheets set out for different levels of higher education concerned – « *Licence, Master, Doctorat* » - on the Website of the AERES agency : www.aeres-evaluation.fr (item : « Evaluation des formations et des diplômes »)

Last but not least, the French Minister for higher education and research reaffirmed political commitment to student mobility :

➤ through official speeches in European and international conferences (among them, the Mobility conference in Nancy in november 2008 ; the UNESCO World conference on Higher education, in Paris, in july 2009 ; the World summit for Universities in Besançon and Dijon, in may 2011) ;

➤ by a special press conference targeted to student mobility (ie : press conference on the Erasmus student mobility on June 1st 2010) :

<http://www.enseignementsup-recherche.gouv.fr/cid51881/les-etudiants-francais-champions-mobilite-erasmus.html>

➤ thanks to special measures aiming to promote a wider development of student mobility :

✓ student financial support reform (rising scheme to need-based grants, called « BCS grants » - BCS for « *bourses sur critères sociaux* » -, which are portable in Europe ; and « mobility support » (« *aides à la mobilité* » [>> see further information in Bologna questionnaire – part 2.2 – « *Student contributions and support* »] ;

✓ ministerial note of May 11th 2011 (published in the Official Bulletin of the MHER issued on june 9th 2011), about the legal diploma for joint degrees in particular, which aims to secure the legality of such documents and therefore also guarantee the graduates' security for their further professional careers, and to indeed better promote the wide recognition of joint degrees (thanks to a multilingual version, with official stamps from each institution involved, together with the exact mention, in each language concerned, of the qualification accredited in each partner country) ; this ministerial note can be found with the following link to the Web :

<http://www.education.gouv.fr/cid56457/esrs1112997c.html>

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

- Adopted:

in line with the Law called LOLF, specific targets for student mobility were set (see further : point C.2 below)

- Most recent revision:

annual performances plan (PAP) – (*projet annuel de performances*) – budget year 2011

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	<p>« <i>Co-tutelle de thèse</i> » (*) – Targets for 2013 : 1400 (as compared to 2009 figures : 1328 - implemented)</p> <p>(* <i>Co-tutelle de thèse</i> : may mean the incoming mobility from a foreign doctoral candidate, without awarding the qualification of « <i>Docteur</i> » eventually ; credit awards are not allowed in France)</p>		<p>2013 targets :</p> <p>> Share of foreign students (**) registered in FR Master’s programmes : 17% (with 3,1% students from OECD countries)</p> <p>> Share of international students (**) enrolled in FR Doctoral programmes : 33% (with 9% students from OECD countries)</p> <p>(** : Foreign students mean students who don’t hold a FR « <i>Baccalauréat</i> »)</p>
Outbound	<p>« <i>Co-tutelle de thèse</i> » (*) – Targets for 2013 : 1400 (as compared to 2009 figures : 1328 - implemented)</p> <p>(* <i>Co-tutelle de thèse</i> : may mean the outgoing mobility of a French doctoral candidate, without being awarded the qualification of « <i>PhD</i> » abroad)</p>	<p>* 2011 Objectives - Erasmus mobility :</p> <p>> 26500 students (usual Erasmus mobility : « Student mobility »)</p> <p>> 6400 students on placements (Erasmus mobility : “Student placements”)</p> <p>* 2020 – Leuven Objective : 20% French graduates with a mobility experience</p>	
No target			

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.a Please provide a reference for the target.

Link to the Web to get the annual plan for performances (called PAP) which was set for 2011, within the programme 150 for higher education – objective n°4 : « increasing international attractiveness » :

<http://www.performance-publique.gouv.fr/farandole/2009/pap/html/DBGPGMOBJINDPGM150.htm>

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

See table in point C2 above.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a *If yes*, does it include quantitative targets for staff mobility?

France is not concerned, after point C3.

Yes

No

C.3.a.i *If yes*, please specify

France is not concerned, after points C3 et C3.a.i.

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	X	X		
USA/Canada	X			
Latin America	X			
Australia, New Zealand	X			
Middle East				

Africa	X			
Asia	X			
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

For outgoing student mobility, the European Higher Education Area (EHEA), that France is committed to build up since La Sorbonne Declaration in 1998, is indeed the natural horizon for international partnerships in higher education, all the more so as participating to this EHEA building up is now considered a mission of public service by the Autonomy Law – the so-called LRU Law > LRU standing for “*Libertés et Responsabilités des Universités*” – of August 10th 2007. As a matter of fact, more than 2/3 periods of study abroad are done in another European country, on the basis of statistical data provided in December 2010 in the publication : *Etat de l’enseignement supérieur et de la Recherche – Fiche 13* :

<http://www.enseignementsup-recherche.gouv.fr/cid54733/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-4-decembre-2010.html>

Concerning incoming student mobility, France is characterized by strong links with African countries : 1 out of 2 foreign students currently studying in France comes from Africa), while Chinese students – ie : the second foreign student population, in numbers, in France -, although growing steadily since 2002 (5,2% foreign students), are not massively represented with 10,5% of foreign students who altogether account for 278 000 students, hence 12% of the total number of students in France (IUFM < *Instituts universitaires de formation des maîtres* > excluded) ; but nearly 15% of total numbers of students at university (IUFM included, where about 75% of foreign students are EU students, and therefore allowed to sit for civil service competitive exams in order to teach in French public institutions) – Data source :

Fiche 6.16 – RERS 2010 > see Web links in point C.5.b below

Nearly ¾ of foreign students in France study at university (< data provided in December 2010 : « *Etat de l’enseignement supérieur et de la Recherche* » – *Fiche 1* :

<http://www.enseignementsup-recherche.gouv.fr/cid54733/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-4-decembre-2010.html>

Within this context, the focus is on increasing student mobility from countries such as China, India, Russia and Brazil, and other OECD countries. For that purpose, it is worth underlining that schemes for special grants are set up : BGF (« *Bourses du Gouvernement Français* ») grants and “*Eiffel bourses*” especially made for and awarded to students in Master and Doctorate’s levels.

For incoming student mobility from Europe, European students account for 22,4% of foreign students. Among them, German students are the most represented (12,9% of European students in France), followed by Italian (10,8%) and Romanian (7,4%) students. About 4 students out of 5 come from the European Union.

For both incoming or outgoing mobility, France is promoting an active recognition policy, based on bilateral agreements for recognition and on a legal framework making the award of genuine joint degrees possible and « *co-tutelle* » arrangements (« joint supervision of thesis ») as well.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

In line with the LOLF law and annual budget requirements for higher education and research, regular monitoring about mobility is done by the ministry for higher education and research (MHER), as this is shown by the main results provided by statistical publications about student mobility, mentioned in point C.4.b above and available on the MHER website :

* Publication « *Etat de l'enseignement supérieur et de la recherche 2010* » - Fiches 11 et 13 (already mentioned in point C.4.b) :

<http://www.enseignementsup-recherche.gouv.fr/cid54733/l-etat-de-l-enseignement-superieur-et-de-la-recherche-n-4-decembre-2010.html>

or :

http://media.enseignementsup-recherche.gouv.fr/file/Publications/07/2/EESR10_WEB_167072.pdf

(*Décembre 2010 brochure with an update done in April 2011*)

* Publication « *Repères et références statistiques 2010* » (RERS 2010) – Fiches 6.14, 6.15 et 6.16 about foreign students : « *Les étudiants étrangers dans les universités* » :

<http://www.enseignementsup-recherche.gouv.fr/cid53123/reperes-et-references-statistiques-edition-septembre-2010.html>

or :

http://media.enseignementsup-recherche.gouv.fr/file/2010/93/8/RERS2010_153938.pdf

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Regional authorities, especially « Conseils Régionaux », are pushy about mobility development and are setting up schemes for support to student mobility.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	Countries represented in the Council of Europe	
Grants/scholarships are restricted to specific programmes (if so, please specify)	Degrees recognized by the French ministry for Higher education and Research	
Other restrictions apply (please specify)		Organized mobility within the framework of exchanges between HEIs.
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	X (Only for EU or EFTA foreigners who have been living in France for 5 years at least in a row)	X (Only for EU or EFTA foreigners who have been living in France for 5 years at least in a row)
grants/scholarships for incoming students	X	X
Loans for outgoing students	X	
Grants/scholarships for outgoing students	X	X
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Additional measures to support a greater student mobility, set up by the MHER lie on :

- ✓ bilateral agreements for recognition : with EHEA countries (such as Germany, Italy, Spain, Portugal, Switzerland, Austria or Russia) and with non-EHEA countries as well (such as China, Vietnam, Argentina, Chile, Venezuela, Mexico, Canada (Quebec) or Togo) ;
- ✓ the development of exchange programmes with regular mobility embedded within learning paths for everyone (engineering programmes, Paris so-called « IEP » <Institut d'études politiques> institution for political science), and connected to double or genuine joint degrees (for instance with the FR/DE University or with Erasmus Mundus Masters where France is the most represented country involved in the EU) ;
- ✓ a new insitutional set up for the CampusFrance agency aiming to better promote the French higher education and to give targeted information to incoming students ;
- ✓ and encouraging universities, thanks to their international units, to provide further information and advice to outgoing students in particular.

Besides, it is worth recalling that a mobility period abroad has to be recognised, according to a principle enshrined in our regulation with a special Decree, namely the "*décret n°2002-529 du 16 avril 2002 relatif à la validation d'études supérieures accomplies en France ou à l'étranger*" :

http://www.legifrance.gouv.fr/jopdf/common/jo_pdf.jsp?numJO=0&dateJO=20020418&numTexte=29&pageDebut=06839&pageFin=06839

More recently, within the framework of the French presidency of G8 and G20 international meetings, a conference focused on the issue of « Increasing the higher education attractiveness globally » was organized in Paris, on May 10th 2011. This event allowed the French ministry for foreign affairs together with the French ministry for higher education and research to renew the French political commitment for student mobility and academic and scientific attractiveness. Furthermore, it provided the opportunity to recall how necessary it is to set up a genuine strategy for welcoming international students in order to strenghten up the attractiveness of our country and ensure the best conditions for success to these students.

Therefore 3 main action lines were set up.

To start with, from now on, welcoming foreign students should be more widely based on genuine partnerships between French and foreign institutions. From that perspective, in 2015, the so-called "organised" mobility should account for half of all the mobility, instead of 20% as it is currently.

The second priority deals with the duty to provide help and guidance to international students. Some schemes have been set up already ; but they should be strengthened up further and best practices should be disseminated to encourage a wider implementation. In line with such a spirit, a ministerial note setting up the overarching principles to ensure the best welcome of and constant care to be provided to international students along their stay in France will be sent in the coming months to the whole set of higher education institutions.

Eventually, the third action line is focused on the priority to be given to Master students and doctoral candidates. From now till 2015, a new balance should be reached, with two thirds at least of

international students at these MA and PhD levels, instead of just a little bit more than half of them currently.

These 3 action lines require a close work to be done and agreed on with the Rectors' Conferences and Directors' Conferences, as this is planned, in order to come up with both ambitious and demanding specifications to be implemented for the welcome and the care of international students.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

- Report on Youth mobility (2008) by the French CAS Centre (*Centre d'analyses stratégiques*) :

http://www.strategie.gouv.fr/IMG/pdf/Mobilite_des_jeunes_en_Europe_EN_-_V3_2008-11-25_VF.pdf

- Report on Mobility (2008) by the High Level Group set up by the European Commission :

http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

- Green Paper on Mobility (2009) – European Commission

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	3	2
Recognition		3
Language	2	
Curriculum/Study organisation		
Legal issues		
Motivating and informing students	1	1

Other, please specify:	4 : Incentives to develop further international services and activities on campus in order to strengthen up the attractiveness of French higher education	
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D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

These obstacles are prevalent in the 1st and 2nd cycles while doctoral candidates can get financial targeted support with financial incentives through grants (that may be awarded both nationally and locally) and employment contracts (for instance, the « doctoral contract ») and mobility opportunities provided by the scheme for « *co-tutelles internationales de thèse* » (joint supervision of thesis) under focus by a regulation issued in January 2006 available on Legifrance.gouv.fr : *arrêté du 6 janvier 2006*.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Health education, where HE programmes are very intense, make mobility more difficult.

Besides, broadly speaking, students from “Grandes écoles » do have more opportunities to study abroad than students at university, where lower social backgrounds are also more represented in the student population.

Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.4.b If yes, please specify.

France is not concerned (see D.5)

D.5. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.5.a If yes, please specify.

France is not concerned (see D.6)

D.6. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Two main sets of measures are being implemented currently :

- ✓ an active policy of student support, with a renewed funding for international mobility in particular (« *aides à la mobilité internationale*»), meaning 400 euros a month for students from lower backgrounds and willing to go on study abroad for a period of 2 up to 9 months, within an exchange programme between universities ;
- ✓ an active recognition policy based in particular on the scheme for « *co-tutelles de thèse* » and joint degrees whose legal diplomas are now set by a ministerial note issued in the Official *Bulletin* for Higher education and Research last June 9th 2011 : <http://www.education.gouv.fr/cid56457/esrs1112997c.html>

D.7. Has your country monitored the effects of these measures/programmes?

Yes

No

D.7.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

In line with annual budgets for HE to be set up, monitoring student support is done by the French ministry for HE and Research which requires evaluations to be done about measures taken. Besides, joint supervisions of thesis are under focus with a special indicator included for the annual performances plan (PAP acronym in French).

D.8. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.8.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

France is not concerned (see D.9)

D.9. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		1
Incompatibility of pension and/or social security systems	1	2
Legal issues		
Other, please specify:	2 (Career management : no or hardly any recognition)	3 (Career management : no or hardly any recognition)

D.10. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Since 2001, a ministerial regulation allows to take on board the mobility done by Professors, as long as it means 1 year at least, for their own careers.

Besides, another regulation taken in 2009 (ie : *arrêté du 31 juillet 2009*) allows to take into account Professors' commitment to international mobility at university during their professional time to be spent at and for university.

D.11. Has your country monitored the effects of these measures/programmes?

Yes

No

D.11.a *If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?*

France is not concerned (see D.12)

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	X		X
more outgoing than incoming students		X (with the United Kingdom)	
approximately the same number of incoming and outgoing students		X	
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

On top of the main results from the statistical publications by the French Ministry for HE and Research mentioned above (see points C.4.b et C.5.a), a note focused on the issue of « *La mobilité des étudiants d’Europe* » (note n°27, novembre 2010) is available on the Website of CampusFrance :

<http://www.campusfrance.org/fr/ressource/la-mobilite-des-etudiants-d%E2%80%99europe>

This note, based on 2008 and 2009 statistical data and an area covering 45 European countries – including Russia, Kazakhstan and Azerbaïdjan -, shows that, - excluding paramedical programmes, subject areas in the social field and Agriculture programmes which are not under the remit of the French ministry for HE & Research – , 82% European students doing a mobility period in France come from 15 European countries and mainly follow programmes for a “*Licence*” (L) (ie : Bachelor’s degree) – which mean 47% of them – or for a Master (M) – meaning 41% of them -, mainly in humanities and literature , while you can only find 12% doctoral candidates among them ; which is

roughly the same situation for all foreign students in France (ie : 43%, 44% et 12%, each figure for L, M, D levels). However, European students alone account for 9,3% students registered at the *Doctorat's* level in France, with, for some countries, a significant proportion of doctoral candidates there : 26% for Greece, 23% for Italy, and 17% for Roumania.

United Kingdom excepted, with an overall number of nationals of 2 519 in France only, while 12 685 French students gone over the Channel to study, generally speaking, France is welcoming more European students than you can find French students in each of these countries.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

The notion of balance, for mobility, means that comparing incoming mobility and outgoing mobility roughly shows the same real figures of mobile students, whatever mobility is being considered, either “organised mobility” between institutions or “free mobility” outside any exchange programme (ie : “free movers”).

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a *If yes*, with which countries or regions are mobility flows most imbalanced?

Africa, China and Asia generally speaking.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a *If yes*, what are the main concerns addressed?

France is not concerned – see : E.4

E.4.b *If yes*, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

France is not concerned – see : E.4

Space for Comments

APPENDIX ABOUT QUALITY ASSURANCE

On the basis of factual elements checked with the AERES Agency, the right answers for Questions 4.1 and 4.2 (pp 25-26) should read as follows :

pp 25/26 – Question 4.1 /

“Is there a formal requirement that students are involved in any of the following ?”

France meets the following conditions :

- students are part of governance structures of the national agency : in the AERES agency in particular, they are involved in a "student committee" ("*Comité étudiant*") where all the staff from the Board is also involved ;
- students participate as full members in external review teams
- students are involved in self-evaluation reports taken on board for institutional assessments ;
- students are involved in the decision-making process for external reviews : they do so especially for institutional assessments ;
- students are involved in follow-up procedures through the Student committee

p 26 – Question 4.2 /

«Is there a formal requirement that international peers/experts are involved in any of the following ? »

International peers in France are :

- part of governance structures of the national agency (2 are involved in the Board of the AERES Agency) ;
- full members in external review teams ;
- involved in the decision-making process for external reviews ;
- and are involved in the follow-up procedures about feedbacks