



THE ERASMUS + PROGRAMME and SKEMA'S INTERNATIONAL STRATEGY

Academic partners are chosen with respect to accredited institutions whose structure, quality and courses are equivalent to those at SKEMA. Dual qualifications attributed with partners result from synergy on programme content as well as common needs, whether these be institutional or student driven. Such partnerships are attributed after expert opinion in the domain has been sought (faculty and/or Programme scientific directors.)

Three types of partnership are set up for internships: with French companies based abroad, with local companies and with global companies. The school also takes account of target companies identified by students. Targeting geographical regions is coherent with our multi-campus worldwide policy and also according to the advice of the International Strategic Steering Committee (Comité d'Orientation Stratégique International). The regions targeted also take account of students' needs and wishes expressed during satisfaction surveys and the possibilities offered by the Erasmus+ programme to increase the attractiveness of European Higher Education for non-participant countries.

Among other things, the objectives are:

- - to ensure high quality mobility for our IN and OUT students in geographical areas that are significant for their further study and their entry to the job market (for example, mobility on SKEMA's Chinese campus followed by an internship or year in a company in a Science Park, whether this be Suzhou International Park or Research Triangle Park in North Carolina). It is also to attract students from emerging countries (in priority Latin America) in order to offer them a high quality innovative learning experience.
- - To increase the number of international students;
- - To prepare students for the international job market;
- - To increase mobility in terms of apprenticeships;
- - To approach public authorities, seek and obtain better financial support so that students in less favourable financial circumstances can also benefit from high quality mobility;
- - The objective is to have 25% of internships offered by the school in the targeted geographical regions.

The principal groups affected by international mobility are students with study/internship mobility in the Bachelor and Grande Ecole programmes as well as teaching and administrative staff. Improving the quality of our agreements and student flows, monitoring activity, setting up dual qualifications with participating countries, exchanging best practices in terms of the internationalisation of higher education, thus enabling SKEMA to deploy its international strategy by prolonging existing agreements, developing new ones, opening opportunities for new programmes in terms of mobility and also cooperating to create new synergies with partners.



We expect SKEMA's participation in the Erasmus + programme on the modernisation of education, in accordance with our desired objectives and policy, to be the following:

1. Participating in the Programme is clearly necessary to participate in the development and modernisation of higher education. Discussions and exchanges of views and practices help SKEMA to compare, analyse and apply various practices that contribute to our progress and improvement (for example Erasmus mobility for personnel on Know and Know How acquired during a week's training in Sweden).

A student on mobility grows his/her human capital and develops adaptability and flexibility on top of the actual learning and experience acquired abroad. International experience enables young graduates to access the job market more easily thanks to the multicultural awareness, understanding and competence acquired through mobility and notably described in the diploma supplement.

2. Exchanges between institutions also enable us to improve our learning methods and contribute to the modernisation of higher education. Satisfaction surveys, reports and feedback from exchanges are also resources that help us constantly to progress in order to improve the quality of our teaching and learning methods for the benefit of students IN and OUT.

3. Through exchanging best practices, the specific academic and professional characteristics of each establishment gain value through transnational cooperation; this also enables us to continuously improve our modes of learning.

4. The relationships between students, professors and companies and the links between SKEMA and companies enable us to be in close proximity with the corporate world and its needs (sharing best practices). We can thus adapt our programmes (based on innovation and the knowledge economy) to make our graduates immediately operational and up to date with innovations. We should recall that 15% of SKEMA graduates work abroad and of these 38% work in Europe.

5. By being proactive, innovative and a force for unity, SKEMA hopes to be a standard for mobility, thereby boosting several links in the economic chain. We hope to be upstream of the chain of company needs, thus generating enthusiasm for financial support from certain entities.

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