

FOSTERING A LEARNING SOCIETY

REPORT ON THE FRENCH NATIONAL STRATEGY FOR HIGHER EDUCATION

Sophie Béjean, President of the StraNES Committee
Bertrand Monthubert, Rapporteur-General

Synthesis and main proposals

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sept. 2015



MINISTÈRE
DE L'ÉDUCATION
NATIONALE, DE
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SUPÉRIEUR ET DE
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Preamble

What are the national objectives for French higher education within the next ten years and what must be done to reach them?

The law of 22 July 2013 envisaged, for the first time in France, defining a national strategy for higher education as well as one for research. The strategy for higher education is to be presented by the Government to the relevant parliamentary commissions to ensure clear choices and to rally the country's support for its issues.

For decision makers and civil society to discuss these challenges openly, the Government named an independent committee in February 2014 comprised of 25 members from diverse horizons recognised as experts in this field. Participants include higher education institution directors, senior civil servants, elected officials, professors and researchers involved in rethinking education, members of international organisations, and private sector and civil society representatives. Two individuals were tapped to lead the committee's work. Sophie Béjean, Professor of Economics, former President of the University of Burgundy and President of Campus France (the State agency charged with promoting higher education, hosting international students, and encouraging international mobility) and of the CNOUS (a national public organisation that coordinates university student social services), was named President. Bertrand Monthubert, Professor of Mathematics and President of the University of Toulouse 3 - Paul Sabatier was named Rapporteur-General.

The committee interviewed and debated with a broad array of players and stakeholders to enrich its thinking: representatives of student, staff, and institutional organisations; private sector and administration leaders; and researchers and experts in higher education. A preliminary report issued in July 2014 expanded the discussion. The final report was submitted to the Government ahead of the formal hearings prescribed by law.

Report Synthesis

Responding to a changing world: a challenge for higher education and research

The world is facing a number of crises and challenges as well as vast opportunities about the environment, issues of inequality, health, and implications of the digital revolution. These challenges have a common denominator: the need for knowledge and to share knowledge. Higher education and research must play an essential role in solving these challenges. As American economist and 2001 Nobel Prize winner Joseph Stiglitz so aptly expressed, we must build "a learning society" able to evolve continuously and in which each individual has been taught to learn to progress as a professional and a citizen throughout his or her life. Higher education therefore must adapt. While previously it aimed to train a small elite, today it is open to most young adults. In some countries, it is expected the vast majority of the population will hold university degrees within 10 years.

A lucid diagnosis

The report's proposals are based on an unapologetic analysis of the French higher education system's strengths and weaknesses to take on the challenges to come.

Three opinions inform these proposals:

- In a rapidly changing world, higher education is a key force for progress. For France, it may be the most influential means by which to restore economic growth and social justice.
- Our educational system offers immense advantages were France simply able to face its weaknesses lucidly.
- Ambition and determination are needed to rally all players in support of the stated objectives.

Our world is changing and facing new societal challenges. The digital revolution is transforming radically our modes of production and our access to knowledge. The labour market is increasingly polarised: trades are disappearing and workers are having to change jobs, and sometimes even professions, more often. Higher education and research are internationalising in tandem with the globalisation process.

To take on these challenges, the French higher education system's strengths include: a solid rate of access to education thanks to nearly-free university tuition and to proactive policies implemented in the 1990s (42% of young people earn a higher education degree); a high success rate (which, contrary to popular belief, at 80% is 10 points higher than the OECD average); a diploma that acts as a bulwark against unemployment even in the current economic crisis (a graduate is 5 times less likely to be unemployed than one without a university degree); and a significant international student population (France ranks third among OECD countries in the number of enrolled foreign students).

Weaknesses in the French higher education system are well-known and include: elitism and a tendency to reproduce social inequalities (among 2010 graduates, 28% were from working class families while 65% were from managerial class backgrounds); the prevailing impact of the initial degree, the lack of opportunity to make up for a failed year, and difficulty in changing tracks; fear of downward social mobility (46% of those 18 to 30 believe they will probably be worse off than their parents); uncoordinated strategies and a rigid administration; lack of recognition of the teaching profession and of innovative pedagogical initiatives; and an overall spending for higher education as a percentage of GDP (1.5%) slightly below the OECD average (1.6%), well below that of Northern European countries, and way behind that in the United States or Canada (2.7% and 2.8% respectively).

France still occupies an important place in the world, but its position is fragile and threatened as many OECD countries are increasing their investment in higher education. Stagnating would mean going backwards and risking an identity and social crisis, a brain drain, an innovation shortfall, and a loss of competitiveness. To build on its achievements, France has no other choice but to move forward, address its weaknesses head-on, and set ambitious objectives for the future.

Five strategic tenets, three levers, and an action plan: Forty proposals for a learning society

In answer to its SWOT analysis, the committee set **five strategic tenets**:

- Build a learning society and strengthen our economy
- Increase the European and international components of our higher education system
- Boost social mobility and further social inclusion
- Design 21st-century higher education
- Respond to our young people's aspirations

The committee also identified **three main levers**:

- Define a new higher education landscape
- Listen to and support the men and women who work in higher education
- Invest in a learning society

The report aims to **provide a road map** thanks to **an action plan of 40 proposals** that are realistic, concrete, and actionable.

These proposals form a whole and cannot be dissociated. Some of them relate specifically to a tenet or a lever, others represent multidisciplinary or cross-departmental projects. All are interdependent and complementary, forming a coherent vision.

Five strategic tenets

The vision developed in this report calls for an open, inclusive, and equitable system of higher education that is congruent with the needs of our economy and our society.

Tenet 1 - Build a learning society, respond to global challenges, support the economy and fight against unemployment, respond to the needs of the job market, safeguard career paths, and encourage students to become responsible citizens and professionals active in tomorrow's world. To do so requires raising the bar of qualifications and making lifelong learning (LLL) a reality.

The report suggests increasing from 42% to 60% by 2025 the share of an age group that holds a graduate degree (50% with a bachelor's degree and 25% with a master's degree) and bringing the number of PhDs to 20,000 per year.

It also recommends launching a transverse plan in support of lifelong learning. The extant break between initial and continuing education no longer meets the needs of young people, employees, or businesses. We must revisit continuing education funding to earmark a percentage of the training tax for higher education, so one out of five students can benefit from continuing professional education or vocational training.

The aim is to ensure students acquire the necessary skills to thrive in a rapidly changing and increasingly complex world where knowledge gained from research is applied with increasing speed.

Tenet 2 - France must reinforce the European and international scope of its higher education system to remain relevant and preserve its position in the world. Specifically, the report recommends doubling the number of foreign students by 2025 and developing a real hosting culture that provides support and guidance. The report also advocates doubling the rate of outgoing mobility by helping students of modest means to study abroad thanks to a vast funding programme based on socio-economic criteria.

Tenet 3 - Democratising access to higher education is a key objective. The goal is to halve the gap in the graduation rate between students from working class and managerial class families by taking strong measures right from the secondary school years. To do so, we must reform the orientation process leading to higher education to guarantee all high school graduates, including those on technological and vocational tracks, full access to higher education and a real chance to succeed in suitable higher education programmes. All public institutions (preparatory classes, post-secondary tracks in secondary schools, university tracks, and *grandes écoles*) will have to share in this responsibility from now on. In complement, the report recommends creating diversified track and programme options adapted to student profiles.

Tenet 4 - Inventing 21st-century higher education calls for an active pedagogical approach that includes digital resources. A major research programme on learning societies would be most worthwhile. Transforming the relationship to knowledge in the digital era implies a major change in teaching methods. Digital resources must be used systematically in education programmes and in evaluating students. The report also recommends strengthening group learning activities and fostering teamwork. The system must become more flexible and adopt a "yes culture" encouraging experimentation and innovation.

Tenet 5 - Last, we must solve the disconnect between the aspirations of our young people and the manner in which higher education is organised. We must create a physical environment that favours success; adapt financial aid options to students' real situations; make education programmes more flexible; improve campus life; and reward student involvement. Financially, the report suggests boosting the rate of students receiving financial aid from 34% to 50%. It also recommends launching a transverse plan to redefine what it means to be a student in light of changing realities: student jobs, lifelong learning, returning to school, preparatory years, or taking a gap year.

Three principal levers

Lever 1 - Reinventing the higher education landscape must be based on cooperation. Implementing a higher education policy must be national, interministerial, and rolled out locally through strategies driven by university clusters¹ in concert with local and regional institutions. The educational system's organisation is complex and fragmented – it needs to structure coordination. Nationally, the report recommends an interministerial committee oversee the overall coherence of decisions about post-secondary school education programmes. Locally, close coordination should be ensured by university clusters. It recommends also the five-year contracts² between the State and university clusters include going forward actions financed by the "investments for the future" plan (PIA)³.

These contracts should therefore become the main tool in the strategic dialog between the State and educational institutions. Finally, the State must develop new relationships with private higher education institutions to better inform, control, and evaluate the quality of the diplomas that it recognises, as well as to ensure this sector supports the national strategy for higher education.

Lever 2 - Listening to and supporting the men and women working in higher education is crucial. This should include: increasing consideration for faculty members' commitment to education; developing new pedagogical methods (basic and continuing education, developing digital resources and their related teaching practices); teacher training; identifying and developing new professions in higher education; building pedagogical teams that combine faculty and other staff (administrative, technical, library, and information scientists); and prolonging and reinforcing the higher education and research job creation plan.

¹ The law of 22 July 2013 called for grouping together higher education institutions located in the same area to facilitate the coordinating of educational curricula and research and knowledge-sharing strategies.

² Performance objective contracts previously signed between establishments and the Ministry for Higher Education. Pursuant to the law of 22 July 2013, which calls for grouping together local institutions, these contracts become 'site contracts'.

³ Programme launched in 2009 by the French Government to promote higher education, research, and innovation. This programme is coordinated by the General Investment Commission, an interministerial body under the authority of the Prime Minister. Funding (subsidies or capital endowment) is allocated through competitive calls for proposals.

Lever 3 - Providing higher education with suitable funding. Despite the weight of budgetary constraints, finding the means to invest in a learning society is crucial. The committee examined thoroughly the issue of tuition fees, whose overall increase is often viewed as an unavoidable solution. Because of what came to the fore during our analysis, the committee believes France should reject that alternative, as have Germany and Northern European countries.

Our report puts forth three alternative proposals. The first recommends setting a European guideline that 2% of GDP be allocated to higher education, in line with the Lisbon strategy providing that 3% of GDP be allocated to research. In addition, higher education and research spending should be considered an investment in the future and thus excluded from public deficit calculations. The second recommends carrying out part of a future PIA3⁴ (third “investment for the future” plan) specifically dedicated to transforming teaching methods to support the shift toward 21st-century higher education. This would be based on specific evaluations and implemented in concert with 5-year contracts. Finally, the report suggests increasing corporate contributions to higher education by reallocating CPD (continuing professional development) funding as suggested above, in accord with companies’ qualification needs.

The right mind-set to get back on track and move forward

This synthesis sets forth the most significant points among the report’s analysis and proposals. In the report, we strived to draw up as full an inventory as possible of the challenges the French higher education system faces and of the ways to meet them. The main proposals are presented below.

One of the guiding convictions in the committee's thinking has been that those involved in higher education will give the best of themselves if they are given the chance. New management approaches are needed to free up energies; reward cooperation, initiatives, and creativity; and remove barriers among establishments, academic programmes, and disciplines that are often frozen in configurations inherited from the past. In this area as in others, France must draw from but not be imprisoned by its history if it wants to set up a 21st-century higher education system – the key to getting back on track and progressing.

⁴ The “investment for the future” plan was implemented in two phases (PIA1 launched in 2009 and PIA2 in 2013) and targeted mainly research and innovation.

Main proposals

Tenet 1: Build a learning society and strengthen our economy

Support innovation, citizenship, and creativity and protect employment by developing needed qualifications.

P1 Improve qualifications, develop transferable skills, and prepare for new professions:

The goal is for 60% of an age group to hold graduate degrees by 2025 - 50% with a bachelor's degree and 25% with a master's degree - for the economy to move upmarket and support social progress.

- Generalise the acquisition of interdisciplinary skills (digital tools, foreign languages, project-based methods).
- Develop forward-looking approaches on tomorrow's job market in concert with professional sectors and make education and training programmes more responsive and flexible.

P2 Safeguard career paths by making lifelong learning a reality:

By 2025, ensure 1 out of 5 students are in LLL, deliver 20,000 equivalency diplomas thanks to APEL (Accreditation of Prior and Experiential Learning), and have 10% of CPD take place in public higher education institutions.

- Adapt higher education institutions' programmes to the needs of lifelong learning (course schedules, module formats, and so on).
- Rethink course schedules so that students can combine or alternate between working and studying.

P3 Improve vocational and professional integration and develop work-study schemes:

Target a rate of 200,000 in such schemes per year by 2025 by encouraging work-study programmes, including in long degree programmes.

- Grant automatic eligibility to all public higher education programmes for continuing professional education and vocational training funding (quality assurance already guaranteed by the State).

P4 Increase the number of PhD graduates and improve their access to jobs:

Grant 20,000 doctoral degrees per year by 2025, of which 12,000 to French students.

- Make research and development tax credits for businesses contingent on their hiring recent PhD graduates and create dedicated tracks to civil service entrance examinations.

P5 Transform universities so they become the laboratories of tomorrow's society and contribute to building social ties:

- Boost the social responsibilities of institutions, and enable universities to play a key role in civic service.

Tenet 2: Internationalise our higher education system

Promote a people-centred approach that attracts talent and prepares our students for a multicultural and globalised world.

P6 Invest to attract foreign talent:

By 2025, double the rate of inbound mobility by simplifying visa procedures (creating a single study visa whose validity corresponds to the full course of study), securing housing while still in the home country, and developing a culture supportive of international students. *Note: The report does not provide that foreign students from outside the European community pay higher tuition fees than those paid by local students.*

P7 Broaden international education programmes:

Create an “international education programme” label, develop MOOCs, adopt a semester schedule, and make European university credits transferable.

P8 Promote student outgoing mobility, especially for students from modest backgrounds, and simplify staff mobility:

Double outgoing mobility by 2025 by creating a travel grant for students of modest means and strongly encouraging master's students to spend time working or studying abroad.

P9 Improve students' foreign-language skills and foster intercultural competence:

Set up an action plan so all students attain professional mastery of a foreign language by the end of their studies.

P10 Improve the organisation of international cooperation projects, particularly in Europe to bolster France's voice in higher education.

Tenet 3: Boost social mobility and further social inclusion

Support social mobility and contribute to the needs of a learning society by giving each individual the opportunity to succeed.

P11 Boost social accessibility and foster inclusion:

Halve the social gap in graduation rates by 2025: today, only 28% of young people from working class families hold graduate degrees compared with 65% of those from managerial class families.

P12 Develop links between secondary and higher education:

- Increase the percentage of high school and technical high school graduates.
- Involve committees formed to improve university programmes, and reciprocally, involve higher education faculty in secondary school education to explain to high school students what is expected of them at university.

P13 Reform higher education orientation programmes:

- Rethink student orientation by starting to prepare students for further study while in secondary school: immersion modules in higher education establishments and university student tutoring of high school students, for example.
- Reform access to higher education while precluding more stringent selection criteria. Experiment with and evaluate individualised orientation plans, able to flag problems, avert dropout, and propose alternatives for successful outcomes. Experiment with and evaluate a higher education orientation council by giving the local Education Commissioner the responsibility of guaranteeing high school graduates a place at university in a study programme adapted to their needs - suggesting a bridging class and/or a suitable course of study if necessary. The local Education Commissioner should also be entrusted with monitoring socio-economic access indicators.

- Create an interactive digital information and orientation guide for students and future students that includes all higher education programmes and their career prospects. ONISEP (National Office for Information on Education and the Professions) should help carry out this “open data” plan.

P14 Encourage higher education and foster success by setting up bridging plans and education programme alternatives suited to student profiles.

P15 Safeguard university studies:

Eliminate the selection process between the first and second year in master’s programmes (M1 and M2). Regulate the rate of entry into the first year of master's programmes to spur mobility and further studies so 25% of an age group earn a master's degree.

Tenet 4: Design 21st-century higher education

Support pedagogical changes to improve students’ success and to prepare them for a learning society and a digital world.

P16 Encourage students to become proactive in their own education and develop pedagogical methods that support student engagement:

Allow each student to earn 25% of his/her university credits through project-based learning or learning outside formal coursework, within an overall programme approved by the educational team.

P17 Systematically use digital tools in education and assessment:

- Allow access to the Internet during exams.
- Design a bachelor's degree in the digital humanities and adapt education programmes to changes triggered by information technology in all fields (health, transport, energy and so on).

P18 Develop digital resources and digital publishing:

- Support developing digital content and standardise data related to pedagogical content and teaching programmes.
- Develop a long-term information system nationally to help various players (students, faculty, and administrators) in their decision making and in monitoring student progress.

P19 Support flexibility, pedagogical innovation, and a “Yes Culture”:

- Allow students whose educational plan has been approved by the teaching staff to benefit from customised courses of study: enhance flexibility, build bridges between establishments, and develop joint *grandes écoles*-university training programmes.
- Encourage experiments in innovative pedagogy.

P20 Rely on research to help teaching and learning methods progress:

Launch a broad research initiative on learning processes in higher education and on changes resulting from information technology.

Tenet 5: Respond to the aspirations of our young people

Support civil participation, prevent inter- and intra-generational rifts, promote student autonomy and social mobility, and make campus life a factor in student success.

P21 Redefine student status:

- Adapt student status to new educational paths and to lifelong learning.
- Allow students to take a gap year, to study part-time, or to delay their entry into university.

P22 Boost student life and create an environment that fosters success:

- Launch a "student life plan" in each region (to enrich campus life and expand sports, cultural, and health resources).

P23 Provide scholarships and access to higher education:

By 2025, ensure 50% of students receive financial aid.

- Harmonise the scholarship system in tandem with local institutions and create a one-point-of-contact system everywhere.
- Adapt the scholarship system and social benefits to the new variety in students' educational paths.

P24 Develop civic service and supervised student employment:

- Develop supervised student employment and consider extracurricular experience as well as civic participation in higher education.
- Include civic service (see also proposal 5) in university studies (by having the teaching team approve students' education plans and awarding ECTS credits for the skills gained).

P25 Expand student housing:

Adopt a new construction plan for an extra 40,000 student housing units by 2018-2022.

Lever 1: Define a new higher education landscape

Strengthen national coordination, encourage cooperation within the context of local site policies, and bring balance to the higher education landscape.

P26 Ensure the national coherence of ministerial departments' strategic action plans:

Have the Ministry for Higher Education and Research coordinate decisions on post-secondary school education to ensure overall coherence.

P27 Implement the national strategy through local site policies and encourage cooperation among players:

- Leverage the 5-year contract to spur coherence between national objectives and the strategies followed by stakeholders.
- Recognise the strategic influence of regional university clusters.

P28 Build tomorrow's federal university by capitalising on the gains from grouping establishments together and by including other higher education programmes (in design, culture, and the socio-medical fields, for example).

P29 Define a new higher education landscape:

- Couple local site policies with a national plan to ensure regional balance in France's higher education, particularly in linking training and research and in terms of student access to all educational programmes.
- Implement a national coordinated plan on rare disciplines.

P30 Include private higher education in a revitalised relationship with the State that considers its contribution to strategic objectives:

- Evaluate private institutions' education programmes.
- Make the State's accreditation process clear and ensure full information is available on the quality of diplomas awarded.

Lever 2: Listen to and support the women and men working in higher education

Promote new ways of teaching and new professions in higher education, reward investment in education and investment in research equally, and assemble multidisciplinary teaching teams.

P31 Forecast and support changes in higher education professions:

- Identify and develop new professions in higher education.
- Build multidisciplinary pedagogical teams that include teachers and other personnel (administrative, technical, information sciences, and so on).

P32 Include StraNES objectives in academic employment policies:

- Increase the number of jobs created in higher education.
- Include universities' hiring plans in 5-year contracts.
- Promote interdisciplinary initiatives.

P33 Ensure teaching is central to tenured faculty members' work and career, on par with research:

- Adapt tenured faculty recruitment, career management, and activity rate assessment.
- Allocate some of the positions at the French University Institute to tenured faculty making notable contributions to pedagogical innovation.

P34 Require teacher training for all higher education faculty:

Make initial teacher training compulsory for new tenured faculty as well as continuing professional education for those already teaching.

P35 Boost gender equality and fight against discrimination:

- Train higher education faculty and staff in workplace equality policies.
- Include monitoring of egalitarian and inclusion policies in contract negotiations.
- Include gender data in each establishment's social audit.

Lever 3: Invest in a learning society and adapt financing to needs

Elaborate a transitional budget to carry out necessary reforms, adapt higher education's economic model, and ensure coherence between financing and objectives.

Note: After careful analysis, the committee chose to reject a general increase in tuition fees. Increasing tuition fees when taxpayers finance higher education would change the French social and fiscal model and close the door to less well-off international students. The alternative recommended is that adopted by many European countries (including Germany and Northern European countries).

P36 Convince Europe that higher education is an investment critical to its future:

- Promote a vision of public spending for higher education at the European level as a forward-looking investment excluded from public deficit calculations.
- Recommend the EU adopt an objective that 2% of GDP be earmarked for higher education.
- Set up an investment and action plan for a learning society in Europe and, in the short term, strive to include part of that strategy in the Investment Plan for Europe (Juncker Plan).

P37 Encourage businesses to invest in higher education and allocate more CPD funding toward higher education:

- In line with the law on professional training, earmark 0.25% of total company payroll to higher education (levels I, II, and III).
- Encourage French regions to support those training programmes.

P38 Kick off part of the “investment for the future” plan (PIA3) on teaching innovations to transition toward 21st-century higher education:

Nonexpendable funding of €6 billion would produce about €5 million in revenue per project. This should be implemented in concert with 5-year plans.

P39 Encourage establishments to develop their own resources:

- Facilitate access to CPD funds.
- Encourage private financing (fundraising, crowdfunding, and alumni networks).
- Make better use of existing European programmes.
- Reinforce partnerships with local governments.

P40 Ensure financing is fair, understandable, and transparent:

- Ramp up higher education budgetary efforts so they meet those granted to secondary education.
- Launch a privileged allocation of 25% on all contractual appropriations.
- Ensure transparency in costs and tuition fees for all educational programmes.
- Encourage consolidated presentation of budgets by site and establishment.

StraNES committee membership

(Roles as set at the committee's founding)

President and Rapporteur-General

- Sophie Béjean, President of the committee, President of Campus France and of the Board of Directors of the CNOUS, former President of the University of Burgundy
- Bertrand Monthubert, Rapporteur General of the committee, President of the University Toulouse 3-Paul Sabatier

Members of the StraNES Committee

- Gerard Aschieri, member of the French Economic, Social, and Environmental Council
- Godefroy Beauvallet, Vice-President of the French Digital Council
- Michel Bouchaud, President of the Association of Headmasters of high schools offering preparatory classes for selective graduate schools (*grandes écoles*)
- Christian Dautel, Director of the National School of Architecture in Nantes
- Jean-Paul Denanot, President of the Limousin region
- Emmanuel Ethis, President of the University of Avignon and of the High Council for Artistic and Cultural Education
- Flavia Inchauspe Ferrari, foreign student, President of the World Association of French Lycées
- Beatrice Gille, Commissioner of the Nancy-Metz Education Authority (at committee's founding), then Commissioner of the Créteil Education Authority
- Franck Hendel, Associate Professor and former Director of the Continuing Education Department at the University of Burgundy
- Pascal Morand, Assistant Director-General of the Chamber of Commerce and Industry Paris - Ile de France and Professor at ESCP Europe
- Sandrine Murcia, Cofounder and Managing Director of Spring Lab
- Olivier Palombi, Professor at the University Joseph Fourier in Grenoble, expert in digital pedagogical innovation in the field of healthcare
- Jean Pisani-Ferry, Economist, Commissioner-General for Strategy and Long Range Planning (France Stratégie), represented by Mohamed Harfi, special assistant in the Employment Department
- Brigitte Plateau, President of the National Polytechnic Institute in Grenoble
- Marc Romainville, Professor at the University of Namur

- Charles Rozoy, STAPS (sports) student, Paraspports Olympic champion
- Nazha Sbaï, member of the Executive Board Banque Populaire - Caisses d'Epargne
- Andree Surssock, Senior Advisor at the European Association of Universities (EUA)
- François Taddei, Director of the Interdisciplinary Research Centre
- Claire Thoury, PhD student, former Student Vice-President of the University of Sorbonne Nouvelle-Paris 3
- Stéphan Vincent-Lancrin, Economist at the Organisation for Economic Cooperation and Development (OECD)
- Anne-Lucie Wack, Director-General of Montpellier SupAgro
- Helene Zajdela, Professor at the University Paris 13, former Vice Chancellor of the Franco-Turkish University of Galatasaray in Istanbul

Permanent guests: members of Parliament, rapporteurs of the law of July 2013

- Dominique Gillot, Senator
- Vincent Feltesse, MP at the date the committee was constituted

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Ministère de l'Education nationale, de l'Enseignement supérieur et de la Recherche

Pôle presse pour l'Enseignement supérieur et la Recherche

01 55 55 99 12 /81 49 – presse-esr@recherche.gouv.fr

English version: Patricia Lane