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**European consortia of the Breton higher education:  
creation of value and territorial dynamics**

*Study case of projects managed by both Erasmus+ consortia of higher education  
established in Brittany*

Compendium to the master thesis

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## 1 Introduction

In 2017, we are celebrating the 30<sup>th</sup> anniversary of the Erasmus programme. The educational institutions that have launched an Erasmus+ project are invited to share their experience by organizing an event of their choice. The European Commission grants importance to the dissemination of the results of one of its most popular programs.

Erasmus and Erasmus+ have benefited students, apprentices, volunteers, staff members and young people, circa a total of nine million people. The current Erasmus+ program runs for seven years, from 2014 to 2020 and its €14.7 billion budget reflects the European Commission's commitment to continue its positive involvement towards the European youth.

Erasmus+ 2014-2020 offers the possibility for higher education institutions to form a consortium to lead mobility projects within the frame of the Key Action 1: *Learning Mobility of Individuals*. In 2015, only two Breton consortia obtained a subsidy after filling in the Application Form for Accreditation. The B'MOUVE consortium is managed by the Regional Council of Brittany and brings together six Breton health and social education institutions. The second consortium is Campus Lasalle Bretagne which gathers six education institutions from the Lasallian network that offer BTS<sup>1</sup> trainings. Both consortia were set up with a view to bringing European openness to educational institutions, improving mobility supports for students and pooling resources. The consortia have been active for two years and will report on their experience by participating in the festivities of Erasmus+' 30<sup>th</sup> anniversary.

At a time when plethora mobility schemes exist, international exchanges are multiplying, international mobility has become an education challenge at his own right. Mobility is recognized as a factor which favours socio-professional integration of young people's career paths and develops skills of the staff of educational institutions. The Erasmus + program is a tool aimed at producing change by improving the opportunities for international experiences of various audiences. The Education and Training 2020 policy framework calls for lifelong learning and mobility to become realities for all

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<sup>1</sup> BTS stands for *Brevet de technicien supérieur*. This technician certificate is a national diploma of higher education in France.

European citizens.

To what extent do the actions of both Breton Erasmus+ consortia of higher education create value? Are these actions also a source of territorial dynamics? Are the desired impacts indicated in the application forms for certification a means of sustainability?

This Master thesis reports on the outcomes of the actions of two young consortia and their role in establishing territorial dynamics by using information gathered during structured interviews with a representative of each consortium and an expert of the French Erasmus+ Agency, and the study of passages of the certification application forms.

A first part summarizes the literary recherche. Then, the methods used to collect data and the main results are presented. A last part analyses the results with regard to the problem statement.

## 2 Literary research

### 2.1 Project management

The term “project” has its roots in the Latin word *projectum* from the Latin verb *proicere*, “to throw forward”. Roseline Le Squère (2016a) defines the term as an idea and a will to act. A project is also an organized intention which aims at producing changes through the implementation of targeted actions (Le Squère, 2016a). A project is of human origin as it needs an initiator (the person who has the idea), a project sponsor (the person who needs it), a project manager (the person who manages it), and a project team which undertakes the work (Buttrick, 2015). The American philosopher John Dewey added the “environment” dimension to the project. A project is built for a precise environment and responds to the context, needs and objectives of a specific environment.

When focusing the research on defining a “European project”, the official definition of the Erasmus+ 2017 Program Guide is: “a coherent set of activities which are organized in order to achieve defined objectives and results” (European Commission, 2017, p. 320).

Project management groups together the tools needed to organize the implementation and the completion of the project.

A project team is made of individuals specialized in different jobs and all related to the core challenge. Each member of the project management team is responsible for managing a need that is brought up by the project. The sought results are goals that must be clearly defined and assimilated by the entire project team. Good communication facilitates this process.

The project leader is the privileged contact person of a project. This person plans, coordinates, animates, and supervises the project. The project leader must build the project with its team and formulate the concrete project objectives and expectations. A Rigorous administrative follow-up must be set up. Without the involvement and support of its project team, the project leader, and therefore the project, will not be enriched.

A project must be assessed. The assessment is participatory and aims at the continuous improvement of the activities and starts as of the project's application form. The assessment should be planned from the first to the last day of the project.

Qualitative and quantitative indicators will provide relevant response and help assess the project's outcomes.

## 2.2 European consortium

“Consortium” is defined in the Erasmus+ Programme Guide's glossary of terms:

Two or more participating organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries). (European Commission, 2017).

A higher education consortium must involve at least three French organisations, two of which must be higher education institutions. All of them hold the Erasmus+ Charter for higher education.

The participants decide to work together to develop and implement the same project by sharing their tools and knowledge. This form of partnership allows to put the best of each to the benefit of the same project. A project is a shared intention.

Since 2007, the European Commission has offered the higher education institutions participating in the Erasmus program the possibility of joining a consortium to pool their resources to organize Erasmus internships in Europe. *Agence Erasmus+ France / Education Formation*<sup>2</sup> is responsible for the implementation of the program in France.

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<sup>2</sup> France Erasmus+ Agency / Education Training

In the 2014-2020 program Key Action 1 is aimed at higher education, vocational education and training, schools, adult education, and youth mobility. Organisations can apply for funding to run mobility projects to offer structured study, work experience, training, and teaching opportunities to staff and learners. The aim of these opportunities is to promote the acquisition and use of key competences and develop intercultural awareness.

In the higher education sector, 793 Erasmus+ projects were financed in 2016 (686 in 2015), including 29 consortia (32 in 2015). The number of higher education institutions holding the Erasmus charter has increased according to the French Erasmus+ Agency (Agence Erasmus+ France / Education Formation, 2017) and one should note that once the consortium certification is obtained, the mobility grant application is facilitated through a lighter administrative path.

### 2.3 Territory

Territories are composed of social and living spaces where a number of values and common motivations are shared. A territory is also an appropriated space, with a sense or awareness of its appropriated nature. This notion of territory is legal and social but also cultural and emotional. Territories can be divided into two types of complimentary space, one of which is "limited" and the other "represented", in which a geographical and social identity is lived out, which must be defined in order to understand the complexity of a context and the difficulties in acting within a given situation. (Le Squère, 2014, p. 34).

In the 1960s more sovereignty was transferred to the administrations of the French territories. This facilitated the creation of project territories. Before creating a partnership, it is necessary to make a diagnosis of the territory in order to outline its assets and needs. Local actors are the most qualified to do this work because they know the dynamics of the territory.

Project areas have been identified at the local, national, and European level. These territories are eligible for various grants and have been awarded authority. These territories are divided into NUTS I, II or III at European level to facilitate the production of statistics. Brittany is a NUTS II territory which has the label of "more developed region". Despite its peripheral location in the geographical area of the European Union, the Regional Council and other actors carry out European projects. Indeed, in a globalized market, the international openness of higher education institutions has become a key factor for competitiveness and attractiveness for the territories. It is in this context that some local authorities put in place policies promoting international student mobility.

The Breton Economic, Social and Environmental Council (CESER) is committed to making higher education a regional engine of development and a constituent element of regional identity. To combine international openness with such a desire for development offers greater visibility to Breton higher education.

#### 2.4 Sustainability of European projects

European projects must follow major European policies and contribute to sustainable territorial development.

“To become the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion” (European Parliament, 2000): The collaborative actions that are taking place today on the European territories are part of this process of developing a Europe of knowledge. To achieve this objective, each territory is eligible for European programs. When European territories launch European projects, they create opportunities for the citizens, who in turn will nourish their personal and professional projects, notably through the outcomes of the initiatives developed on their territory.

The education and training sectors are very concerned by this forward-looking project because their task is to train and educate the professionals of tomorrow.

#### 2.5 Project impacts

Indicators are required to measure the impact of a project. Indicators must meet the SMART criteria: Specific, Measurable, Achievable, Realistic, and Temporal. Indicators should be considered at the stage of the application.

The CoRemob (Regional Committee for International Mobility) in Brittany has observed impacts of the European and international mobility of young Britons: improvement of teacher-student relations, remobilization of professionals in their profession, creation of collective dynamics and international partnerships at the level of the organizations, dissemination of the projects’ activities on the territory and the raise of the inhabitants’ awareness around European and international mobility (Angot & Guégan, 2017).

As the projects are voices for change, they also nourish the territories of the partners and meet the European Union objectives at their local level.

### 3 Methods and main results

This work on European consortia of higher education in Brittany is based on the study of two consortia. The B'MOUVE consortium is managed by the Regional Council in partnership with six health and social educational institutions. The Campus Lasalle Bretagne consortium is managed by the Saint Joseph-La Salle Lorient school and five other Breton Lasallian Schools.

#### 3.1 Structured interview

A member of each consortium was interviewed. To support the research work, an Erasmus+ expert from the French Erasmus+ Agency was also interviewed. The structured interview method was used during all three individual interviews. Two questionnaires were drawn up. A first questionnaire was addressed to the interviewees from one of the two consortia. A second questionnaire was drawn up for the expert. The same themes were approached in both questionnaires. First, the data collected from the consortia interviews was compared and selected with a sequence table for analysis. Then, a sequence table collected the data from the interview with the expert and the most relevant information was underlined before being combined with the first data collected.

#### 3.2 The accreditation forms

To complete the case study of both consortia it was necessary to study a written version of the projects. The most relevant document for this work was the Application Form for Accreditation, Call 2015, KA1: *Learning Mobility of Individuals – Accreditation of Higher Education Mobility Consortia*. Only the parts *C. Mobility Consortium Summary* and *E.4 Follow-Up* were analysed in this Master thesis. Comparing the interviews with the documents should provide a better overview of the management of both projects. Furthermore, the study of the documents was a way to observe the development of both consortia from the vision expressed in the applications and that expressed during the interviews.

#### 3.3 Transcription and Sequences

To complete the case study, provide a detailed analysis and illustrate the theoretical points of the results' analysis, each interview was transcribed with the ELAN software. Each interview was divided into tables of sequences to have a written form of all three interviews, to sort the data according to their relevance for the problem statement and the off-topic data. The name of the interviewees as well as the ones named during the

interviews were replaced by a random letter in the thesis, the sequences, and the transcripts for anonymity. The exact responsibilities of the interviewees are omitted from the texts and voluntarily removed from the transcriptions.

### 3.4 Breton higher education mobility consortia

The objective of the B'MOUVE consortium is to optimize European mobility in the health and social educational institutions that were not much involved in Erasmus+ mobility projects.

The Campus Lasalle Bretagne consortium represents sixteen BTS trainings and over one thousand students. Since BTS trainings do not exist abroad it was easier for the schools to unite their international activities within a consortium. Each consortium has two bodies in charge of governance. The strategic committee is formed by the management teams of the schools and the technical committee is represented by mobility referents. The B'MOUVE interviewee advocates that the management and pedagogical teams cooperate.

The Erasmus+ expert recommends the consideration of the problems of each consortium member and a balanced task sharing to optimize the involvement of the consortium members.

The B'MOUVE interviewee compares the involvement of the consortium members over time to a constant challenge because their involvement is sometimes limited to submitting mobility forms and forgetting the work in project mode that a consortium requires.

### 3.5 Interest in working as a consortium

According to the Erasmus+ expert, the advantage of working in a consortium resides in the cooperation of small project holders with bigger project holders. The Agency supports this form of cooperation because each member of the consortium manages what is within its competence.

The main advantage of working as a consortium is the ability to multiply the resources that are specific to each consortium member but that are not owned by all the others.

The B'MOUVE consortium has successfully created new tools. It has translated many administrative documents, evaluation documents, and traineeship evaluations and has shared them with other French regions that manage Erasmus+ consortia projects. This allows important economies of scale, of time and money.



However, some constraints are brought up and need to be improved within the consortia. For example, the Regional Council of Brittany has to make sure it does not lose sight of the realities on the ground faced by the consortium members and avoids becoming an administrative machine for European projects by forgetting the European values.

The Erasmus+ expert advises project holders not to grow too much or their projects might become impersonal. The roots of a European project lie in the strong will to discover other European cultures, get to know people and find out how they work.

The Campus Lasalle Bretagne consortium advises future consortium project holders to get acquainted with each other and only after this step the consortium related tasks can be assigned to the project team. This method will help sustain the actions and involve the project members on the long-term. Both consortia consider it is important to stress on the “participative” and “sharing” dimension of a project. The Erasmus+ Agency’s will is that project holders share their experience in order to disseminate the European programs towards other institutions and extend them to new participants.

### 3.6 Consortia evaluation

The Campus Lasalle Bretagne consortium organizes meetings with the committees to manage the consortium and evaluate the results. The mobilities are evaluated by the beneficiaries. The consortium B'MOUVE uses minutes from the meetings to evaluate the tools that are created. For the time being, only an internal evaluation is carried out, an external evaluation is not yet considered. The Erasmus+ expert distinguishes two types of evaluations: the evaluation of the actions as soon as they are carried out to correct them if needed, and the evaluation in relation to the overall intention between the starting and the finishing point of the project.

### 3.7 Desired and observed impacts of the consortia.

The expert believes that all quantifiable indicators can measure the impact of a project. Both consortia are aware of their youthfulness but they can already measure short term impacts. They will need several years of experience before measuring the medium-term and long-term impacts. Indeed, measuring results and impacts does not require the same scientific methods and data.

The short-term impacts have to do with the synergistic work of the educational institutions and their European openness. The medium-term impacts will be evaluated on the basis of staff mobility and its effects on student mobility and on the development and monitoring of the mobilities, and the developments within the institutions of the

consortium members. The long-term impacts will be measured by the level of attractiveness of the educational institutions, their involvement in European research and innovation dynamics, and the cooperation between trainings.

### 3.8 Beneficiaries and impacts on the environment of the project

At European project level, the Erasmus+ expert believes that the European Commission's main objective is sustainability. Sustainability is a form of return on investment for the European Commission. All projects that have taken place must underlie something new. The Erasmus+ program has to be used as a tool to bring up new actions.

At a regional level, the B'MOUVE consortia wishes to encourage other health and social educational institutions to join the consortium. At a national level, the consortium wishes to spread its actions and encourage the creation of similar projects in other French regions. These are some of the desired impacts detailed in the *Application Form for Accreditation* of the consortium.

The Campus Lasalle Bretagne consortium hopes to become a privileged interlocutor of the Regional Council of Brittany. At an international level, the consortium will be an important interlocutor for institutional partners in view of the number of mobilities it organizes and its Breton geographical network.

The main beneficiaries of both consortia are the staff members and students that take part in a mobility. Of course, the educational institutions also benefit from these projects. For the B'MOUVE consortium which is managed by a regional body it is quite an inexpensive action to carry out with politically positive impacts.

During the interviews, the interviewees all agreed that the more project holders, the more territorial dynamics are set up. European projects allow a dynamic and a cohesion of project holders at a regional level. There are still opportunities for both consortia to grow from anecdotal sized projects to important higher education trainings projects in Brittany. The aim is to continuously make more people love Europe and get acquainted with each other.

## 4 Analysis and discussion

### 4.1 Consortium management

The educational institutions are mutually enriching each other and the capacities of each educational institution are brought together for the benefit of the consortium. The pooling is done on resources that already exist so the creation of a consortium has no impact on the creation of jobs or job losses.

It is not enough to have two committees to manage the projects, the committees have to be involved all along the project. For the Campus Lasalle Bretagne consortium it was easy to start working as a partnership because the communication between Lasallian schools already existed. However, the B'MOUVE consortium consists of institutions that were originally not part of the same network and bringing the consortium members together to adopt a project work mode and involve them on the long-term was more difficult.

The Regional Council of Brittany is aware of this disadvantage and has set up a questionnaire for the consortium members to centralize their perceptions. This is a sustainable solution to improve the functioning of the consortium – whose members work together for the first time. This questionnaire is a way for the Regional Council to get closer to the realities at the local level.

### 4.2 European dimension of higher education consortia

Every European project must convey a European spirit. The European spirit is reflected in the European openness of the projects and must be expressed in the application forms. Therefore, it is necessary to be immersed in the realities of the territory and consider the members of the consortium, the mobilities and the foreign partners as levers that will help improve the territory by respecting a solution where everyone benefits.

The Campus Lasalle Bretagne consortium encourages its BTS students to do an internship in a foreign European country and the schools are committed to guide them throughout this experience and be trustworthy to them. The B'MOUVE consortium is also built on trust but this time between the Regional Council of Brittany and the educational institutions. The Regional Council commits to manage the administrative tasks and find European partner institutions while the consortium members are responsible for the pedagogical support of students and are expected to meet the deadlines for the submission of application forms.

In return for allocated funds, the Erasmus+ Agency expects consortia to disseminate their results and attract new project holders to ensure the dissemination of the Erasmus+ program and benefit a diversity of participants. It is for this reason that the budget of the Agency increases each year. In 2017 the French Agency had €169 million and €220 million will be allocated by 2019 according to the Erasmus+ expert. The Agency wants to see the outcomes of the projects. There is strong a political will to know and report these outcomes.

One understands that managing a project via a consortium meets the dissemination objectives set by the Erasmus+ Agency. A better knowledge of the European Commission's programs for the territories allows it to have a better understanding of the realities on the local level and develop its programs according to them.

#### 4.3 Value creation

According to the Erasmus+ Expert quantifiable indicators measure the impact of a project. This may be the number of additional requests for participants to participate in the follow-up of the project, increased consultation of the consortium's website, inquiries, questions from people who might be interested in joining, certifications...

These measuring tools must be quantified, they cannot be utopian because they must be linked to the actions of the project. Quantifiable indicators measure the value created by the actions of the project. This value is strongly connected to the impacts because it brings up elements on which the consortium can capitalize and develop.

The Campus Lasalle Bretagne consortium runs an online blog featuring articles and photos related to student mobilities. In addition to the Online Linguistic Support (OLS) from the Erasmus+ program, the Lasallian schools also offer language courses to help the students go abroad with foreign language skills.

In a few years, when the consortium will be able to measure its long-term impacts, it should carry out a survey amongst the consortium's graduated students and their work situation to show the long-term outcomes of the mobilities.

The B'MOUVE consortium produces many tools that are shared amongst the consortium members and French regions. These tools are like guidebooks that pool the members' good practices to better inspire the other members. The deliverables of the consortium are shared between the institutions and correspond to the desire for qualitative improvement of the project and dissemination of the Erasmus+ program.

#### 4.4 Territorial dynamics

The Erasmus+ expert strongly emphasizes that a project must be the basis of territorial dynamics. All local actors are involved in the projects via a contact made during a mobility for example. A consortium can be represented as a web made of contacts and beneficiaries all related to the hard-core – the consortium. A consortium is a solution to link individuals and organizations.

Consortia create dynamics from the moment their actions benefit their territory and the territory of their foreign partner. At first dynamics happen at a small scale because they are only based on mobilities. Later, sustainable, and long-term partnerships can be established between counterparts.

For the Lasallian consortium which brings together small schools the benefits of territorial dynamics are very positive. Today their BTS trainings stand out from the others in Brittany because they are open to Europe. Not only has the consortium provided the six schools with international visibility, it is also well-known on the territory and recognized by the Academy of Rennes, Brittany.

The B'MOUVE consortium provides such efficient support to its consortium members that the health and social educational institutions perceive the consortium as a sustainable device set up by the Regional Council.

All three interviewees believe that a form of territorial dynamics is fostered through the creation of consortia. Both higher education consortia know each other and helped each other build their consortium. Consortia are not only the source of dynamics between member organizations, they are also attentive to one another. At a geographical level, this netting of higher education consortia concerns all four Breton departments.

#### 4.5 Sustainable activities

Thus, the Erasmus+ program becomes a tool for consortia to meet the objectives they have written in the application submission. Sustainability stems from the overall strategy of the consortium.

There are only two higher education consortia in Brittany, their impacts will be difficult to compare if these consortia do not multiply on the Breton territory. Nevertheless, when the consortia will have submitted several projects the impacts towards the beneficiaries will be measurable. The results are measurable because they are quantifiable and comparable with the international activities of educational institutions that are not members of higher education consortia.

To work as a consortium facilitates the distinction of one's activities and international presence on a local level from that of other educational institutions established on the territory. The consortium ensures better visibility at the local level vis-à-vis the other higher education institutions. This may prompt higher education institutions to join a consortium. In this case B'MOUVE's and Campus Lasalle Bretagne's objective for enlargement would be satisfied.

#### 4.6 Discussion

Both consortia will continue their activities in 2017 because this operating mode is rewarding and time saving.

Terrier (2009) observed that some local authorities in favour of international student mobility put in place mechanisms to encourage educational institutions to open up internationally. The case study confirmed this observation with the example of the Breton Regional Council which created the B'MOUVE consortium. Through this consortium tools were created and shared with other regions that carry European mobility projects. These initiatives create sustainable value because they are not limited in time and benefit others.

The analysis of the results of the study case shows that both consortia promote the integration of the European dimension at their scale and their projects represent an ideal society where everybody must have the rights and the means to enrich their career plan through European openness.

Brittany is a Europhile region by its commitment at European level but it only counts two higher education consortia. Educational institutions tend to reduce their international activities because of lack of time and know-how. The B'MOUVE and Campus Lasalle Bretagne consortia have decided to counter this by uniting educational institutions to revive an international dynamic which promises regional, national, and European recognition. These promises are to be conveyed on the Breton territories in order to attract new project holders and meet the dissemination objectives of the European Union's programs. The European openness of the education institutions requires goodwill and motivation. The only obstacle to the expansion and the continuation of the activities of the consortia would be a modification of the Erasmus+ program and the financing. The Breton Regional Council's consortium has already formulated a solution to this problem: if necessary it could use its own funds. The

Campus Lasalle Bretagne must ensure that its activities are recognized by local policies and that its network has solid foundations to guarantee its sustainability.

To increase the use of European funds in Brittany the project leaders must spread their projects beyond the consortium members through the media, and public restitutions, meetings with local representatives to attract new project holders and launch a territorial dynamic. These commitments meet the expectations of the European Union on the dissemination of its programs and encourage it to develop mobility programs.

As soon as consortia benefit the “users” of a territory, they are at the origin of territorial dynamics. Territorial dynamics are both human and geographical because they enrich the “users” and create links between educational institutions that have the same objectives.

## 5 Conclusion

The Regional Council of Brittany has European and international objectives. One objective is to promote international openness and another is to increase European awareness, especially among young people.

The activities of the B'MOUVE and Campus Lasalle Bretagne consortia help achieve these objectives in higher education institutions in Brittany.

From a sustainable point of view, both consortia are successful. Each project that was carried out was the basis of a new wave of mobilities. The B'MOUVE health and social training consortium now coexists with a B'MOUVE vocational training consortium and both represent thirteen Breton establishments. The Campus Lasalle Bretagne consortium has not grown but it is proof that the netting between higher education institutions that have pooled their resources for European openness is efficient.

The beneficiaries of the consortia's actions embody an active population that is open to Europe. The tools developed by the consortia to improve the organization of mobility will have benefited both staff and students who have carried out mobility since 2015 and the project holders. The sharing and pooling dimension of consortia is definitional of creating value.

The consortia are too young to measure their expected impacts. However, the expected impacts are realistic and the objectives consider the wishes of each consortium member. These observations indicate that the pooling of resources of consortia will be prosperous over time.

Both consortia have oriented their objectives according to the needs of the territories that were identified at the project's conception. The European Commission is too far away from these realities and its programs are a mean for European regions to access the same level of development.

The consortia are at the origin of territorial dynamics because they attract new project holders, involve local actors and local political bodies, and raise the citizens' awareness towards the European project. In France, the use of European funds is optimized because Regional Councils are the rightful managers of European funds. Consortia should be encouraged to make higher education a regional development engine and a constituent element of regional identity. Consortia guarantee European openness to higher education institutions while granting the expansion of knowledge of the fields of study which leads to the enrichment of the training curriculums on the long term.



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