

CASE STUDY OF UNILASALLE INNOVATIVE EDUCATIONAL MODEL

GCHERA – Transforming Higher Education Project



Consultant Aude Dorchies



INTRODUCTION

GCHERA is in a partnership with the American University of Beirut, and EARTH University, to promote university change as part of the “**Higher Education Institutions Can Change the World**” project, led by the American University of Beirut. The project’s purpose is to promote university change aimed at the education of graduates that are creative with the knowledge and skills to become ethical leaders that can make a greater contribution to the global society by building a sustainable planet with peace, dignity, justice, and opportunity for all. The project is financed by the W.K. Kellogg Foundation and GCHERA has contracted with the American University of Beirut to promote change among its member Associations and their university members.

One of the purposes of the Project is to promote university change around the **five elements of success** which includes

- ethics and value-based leadership,
- experiential learning,
- university engagement with the community as part of the learning process,
- entrepreneurial and business education,
- and conflict resolution through dialogue.

The project seeks to develop appropriate training materials in these critical areas and to share these through the project website and the networking groups, including case studies of innovative pedagogy and educational models. Because of the strength and uniqueness of its pedagogy, [UniLaSalle](#) is one of the institutions highlighted as part of the project. This case study presents the institution, the specificity of its educational model and its reflection in the success of its students and graduates.

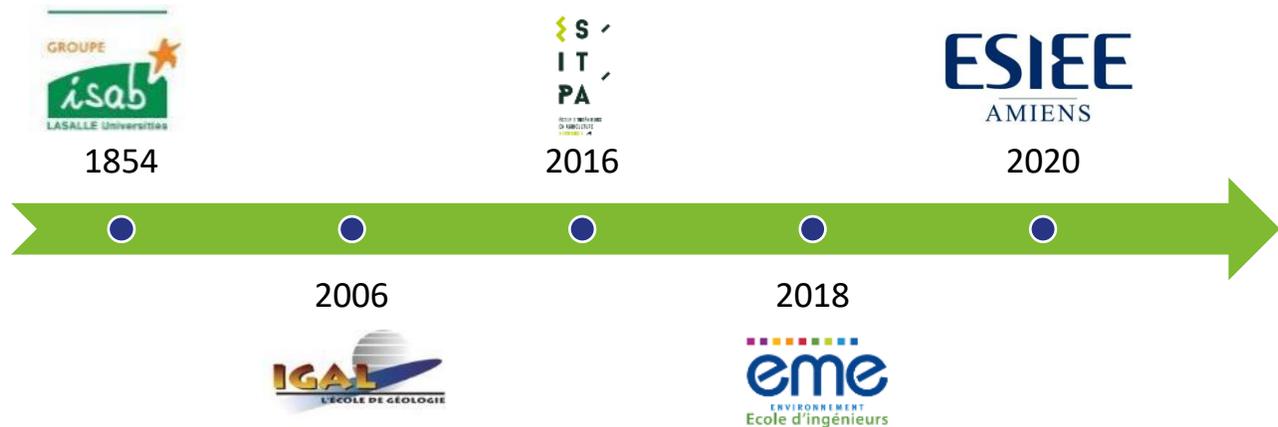
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1 BACKGROUND ON THE UNIVERSITY

1.1 School history

UniLaSalle is a 167-year-old school created from **five merged Grandes Ecoles (graduate schools)**.



UniLaSalle is a higher education center of national and international reference in the **earth, life, environmental, energy and digital sciences**.

It is recognized as a nonprofit organization under administrative supervision of the Ministries of Agriculture and Higher Education, Research, and Innovation.

1.2 Mission Statement

“Inherited from our founders, UniLaSalle's values lead us to see Man as a player in a responsible economy, respectful of the environment and a fairer society”.

UniLaSalle trains graduates who are in direct contact with economic reality. Covering themes related to sustainable development (agriculture / food / resources / environment). UniLaSalle therefore intends to play an impacting role through the men and women it trains and the research it develops.

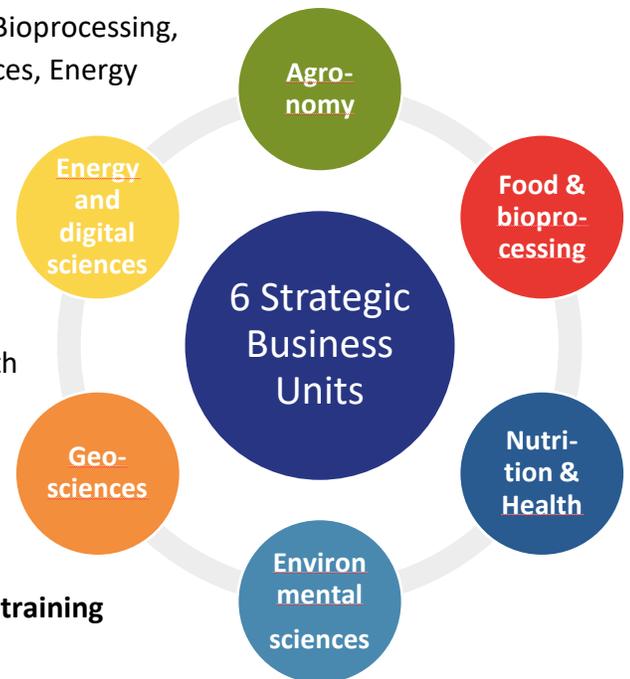
1.3 UniLaSalle in figures

The school consist of **4 campuses** located in northern France (Amiens, Beauvais, Rouen and Rennes from East to West). It has **3 800 students** of which 1700 are postgraduates. Its age has enabled it to train **20,000 graduates/alumni**.

It offers **20 degrees** in the field of Agronomy, Food and Bioprocessing, Nutrition and Health, Environmental Sciences, Geosciences, Energy and Digital Sciences.

To develop its expertise in these sectors and support its training activity, it has **6 research units** and **7 research chairs**.

It has developed partnerships worldwide in its sector with **260 universities** within 58 countries and more than **1000 companies**.



1.4 Overview of Graduate Profile

The majority of the students are involved in a **five-years training program** (BSc + MSc).

They are selected through a 3-steps process (competitive exam, assessment of the student's file, and motivation interview). The motivation interview is the most significant to ensure the quality of recruitment. The **selection criteria** are based on the **Lasallian values**:

- Respect: For oneself, Of others in their otherness, Of the environment, Of nature,
- Commitment, Responsibility, Sense of service,
- Sense of community, doing, creating and living together, Attention/fight against all forms of poverty.

The objective is to integrate students who carry values allowing them to express their full potential through the Lasallian educational model.

The student profile in the Agronomy degree presents the specificity of being 50% farmer's children.

1.5 La Salle network

Founded in 1854 by the brothers of the Christian Schools, whose action is driven by the educational precepts of **St Jean Baptiste de La Salle**, UniLaSalle belongs to one of the largest educational networks in the world, the **La Salle network**.



All over the world, the 1500 establishments in the network, including 72 universities and colleges, share the same values of **openness** and **humanism, advocating education for all.**

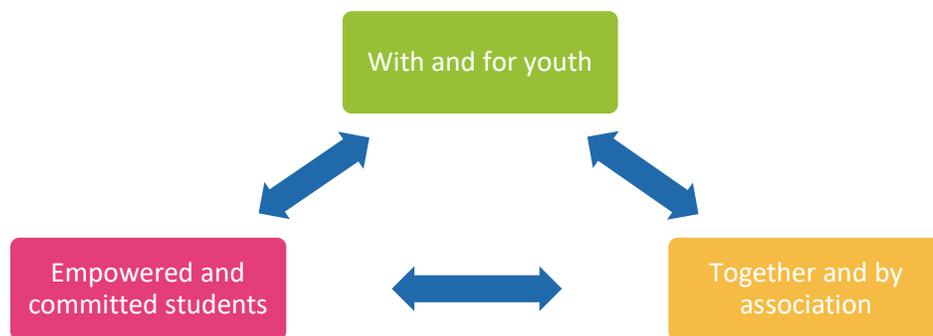
They follow a unique pedagogy, based on the **personalized support of students**, their **involvement in the life of the establishment** and the **valorization of their responsibilities**, notably through the importance given to extra-curricular life.

2 THE UNILASALLE INNOVATIVE EDUCATIONAL MODEL

Through the concept of **integral training**, UniLaSalle intends to create optimal conditions for each young person to get to know themselves better, to open up to others and to develop their talents. With this vision, the notion of “**Learning by Doing**” leads the implementation of the educational model. By way of cases studies, field trips, projects, internships, challenges, experimentations, ... UniLaSalle ensures that each student lives and is actively engaged in learning as the main actor in the education process.

The [unique pedagogy and values](#) promoted through the La Salle network are the founding principles of the UniLaSalle educational model, that is to say: *a sense of community, the respect for oneself and others, the ability to commit, a sense of justice and the commitment to fight against poverty.*

On the basis of those principles, UniLaSalle has identified **three educational areas**.



2.1 With and for youth

Faithfull to the Lasallian educational project which **places students at the center of its organization and concerns**, UniLaSalle has made its **educational support for students its primary mission**. The teams listen attentively and personally to each of the students, monitoring their schooling, helping them organize events and dealing with their difficulties.

2.1.1 Educational mission and student life monitoring

UniLaSalle provides the means to get to know each student. The **Educational Mission and Student Life Department** is an 8-person full-time team totally dedicated to students and their success at the university.

- They help students find their bearings and facilitate their integration into campus life.
- They offer an attentive ear in complete confidentiality.

- They guide students in their choices and commitments, both on a personal and academic level.

In addition to individual and personalized follow-up, the team organizes numerous health prevention and awareness-raising activities for students on the major social issues for youth: drugs, alcohol, sexuality, among others.

2.1.2 Caring and innovative academic support

The members of the Educational Mission and Student Life Department are in permanent contact with the academic directors of each degree. They build the **link between the extracurricular and academic life** of the student.

UniLaSalle involves the student in his/her own education. To fight against school failure, it introduces work methods and offers quality teaching. A **mentoring system** is set up for first-year students to help them successfully begin their higher education experience.

To stimulate students in their learning efforts, motivating and rewarding teaching methods are implemented. UniLaSalle has created a **Learning Center** to develop an innovative approach to higher education. This concept creates a genuine innovation ecosystem that encourages the circulation of knowledge to the entire learning community.

2.1.3 Strength of the links among students

UniLaSalle helps each student to improve his or her self-knowledge by way of **interactions among colleagues**. The Lasallian students have a culture of mutual aid, transmission and encounter. No matter their personality, each student has plentiful opportunities to build links with young people from different cohorts, sections, ages, etc.

These exchanges not only occur within the academic life but also and foremost in extra-curricular life. The **mentoring between cohorts** from the same sections is an essential help to validate courses, choose orientations and find internships/apprenticeships. A bar at the heart of each campus consists in the most strategic place as it enables **intergeneration exchanges**.

Those are essential for passing down the Lasallian values and traditions, the transmission of a vibrant student life and the professional maturation of students. A **“God-father” system** among cohorts is behind the creation of Lasallian families/lines. Those families are significant places for students and graduates to meet and share experiences.

2.1.4 Inclusive school accessible to all

As the Lasallian school is at the service of young people and more particularly of people in difficulty, UniLaSalle has set up numerous **aid and support programs** enabling it to welcome students with diverse backgrounds.

To counteract financial difficulties, several aid schemes are available to help them finance their studies: **scholarships, honorary loans, national schemes** and **UniLaSalle specific solutions**, among others. In 2018-2019, €230,000 in scholarships were paid out to 120 students thanks to donations to the UniLaSalle Foundation (Jean Baptiste Gagne Foundation).

True to its Lasallian heritage, UniLaSalle is also particularly involved in the inclusion of students with disabilities. The **Disability mission** (one person full-time) offers support adapted to each student's needs and provides the tools and arrangements necessary to ensure their studies run smoothly. It can take the form of educational support, technical assistance, adaptation of examinations, accessibility of student life or support for international mobility. This program exists thanks to the support of a college of companies which supports the action of the disability mission (grants, support for professional integration, advice for students, etc.).

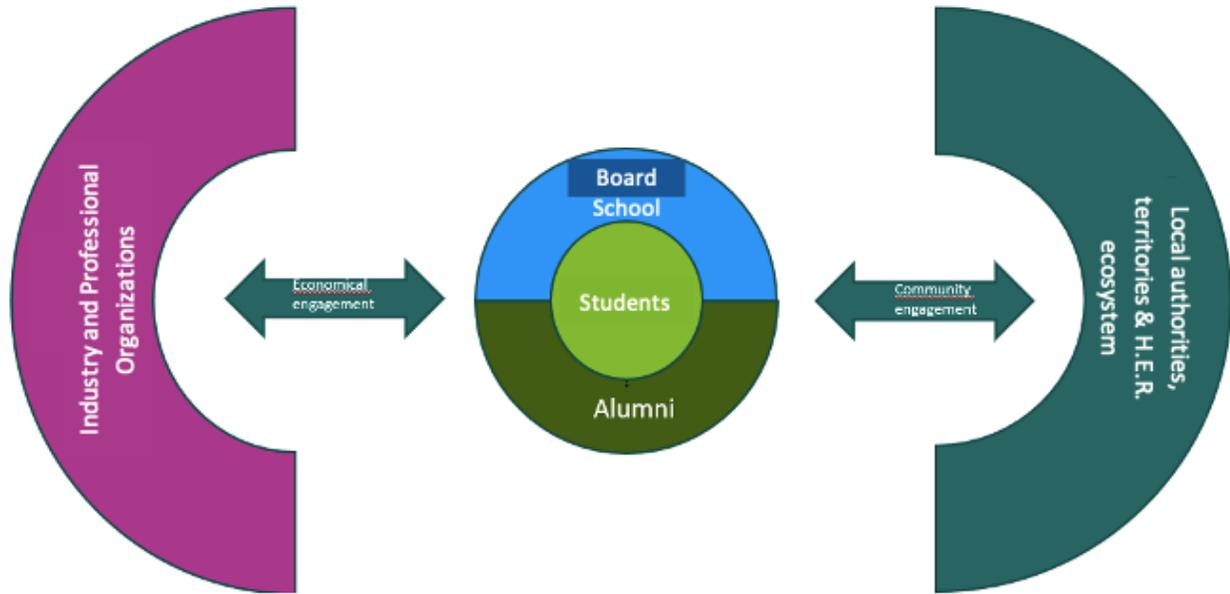


Figure 1: Guide dog training program as part of the disability mission

2.2 Together and by association...

The Lasallian pedagogy conceives education as **a collective work**. That way, the UniLaSalle educational project engages all students and stakeholders in university life to create **a unique learning culture**. Educational mission and student life department, teachers-researchers, administrative staff, partner businesses and associations, students... **All share the same values**.

This approach provides a better concerted approach to the needs of the students, fosters the pooling of the professional and relational skills of each stakeholder, and encourages a mutual questioning and evaluation of educational practices.



2.2.1 UniLaSalle educational, administrative and technical teams

First, the educational mission relies on the UniLaSalle teams in their diversity.

As mentioned above, the **Educational Mission and Student Life Department** plays an essential part within the students lives.

The **Direction board** works towards a commitment of its student management activity. Through its link with the students, it strives to cultivate the principle of confidence, takes risk with the students, and emphasize their success.

The **academic team** ensures the involvement of each student in his or her own education. It stimulates students in their learning efforts while securing a proper balance between academics and extracurricular commitments.

The **technical team** (cleaning staff, maintenance staff, landscapers, residence managers) takes part in the educational mission through the help it provides to student as part of their associative activities and the implementation of their projects.

2.2.2 Partner universities

UniLaSalle also draws on the good educational practices put in place in **other Lasallian establishments** with which it has frequent contact, both in France and internationally. UniLaSalle is a member of IALU (International Association of LaSallian Universities – 80 members) and of the LaSalle Grandes Ecoles network, which federates the 5 French Lasallian grandes écoles.

2.2.3 Partner businesses

UniLaSalle maintains privileged links with more than 1000 companies positioned at the crossroads of its expertise.

The primary role of these business partnerships takes place within the scope of the **learning by doing** educative approach. UniLaSalle calls on businesses to foster the link between the professional environment and students. It can take the form of inviting actors to participate in classrooms (courses, field trips, etc.), receiving students as part of their Duo-Day (voluntary initiative by a first-year student to meet a professional – often an Alumnus of the school – and discover his or her job) or being host company as part of an apprenticeship (student hiring for a 2 or 3-year contract).



Figure 2: DuoDay of a first-year student with Christophe Beaunoir (Agriculture, 1992), SAIPOL (Avril) CEO

Companies can also collaborate with UniLaSalle while they develop an innovative entrepreneurial project linked with the school's expertise. UniLaSalle benefits from the involvement of companies in the **entrepreneurial education** as companies benefit from the expertise of research teams and students to further the project (ideation, proof of concept, prototyping, commercial launch, fundraising, internationalization ...).

As mentioned above, businesses can also support the school in **sponsoring social and educational programs**. The companies that support the disability mission since 2010 lead to progress in the schooling of disabled students (190 disabled students in 2020-2021).

Finally, UniLaSalle has created 7 research chairs (teaching and research programs), supported by one or more companies. These initiatives create a place for **joint research** among structures and the possibility for professionals to participate in the Chair's **training** modules for students.

2.2.4 Students

The **involvement of students in the life of the school** and their empowerment is one of the key points of Lasallian pedagogy. At UniLaSalle, this is reflected in a rich student life on each of the campuses. This point refers to the educational model's third area developed below; the empowerment of students through extracurricular life.

2.3 Empowered and committed students

The Lasallian mission endeavors to give students reference points for the construction of their personality by developing a sense of personal freedom and autonomy through the **assumption of responsibilities within school life**. UniLaSalle believes that the involvement of the students in community life and, more generally, in the life of the school is a unique experience in learning responsibility. This extra-academic training takes place from 6pm to 8am hence its name: “**the 6pm/8am**”.

2.3.1 *The power of the group*

As mention above, the Lasallian Educational model gives a predominant place to the collective approach and work within the educative community. The group scope is equally or even more important at the student level. Instead of revealing each student individually, UniLaSalle puts students in groups. The diversity and complementarity of the students within the groups enable them to **discover and reveal their talents in a collective and natural way**.

This group-based pedagogy relies on shared values among the educative community whose objective is to bring them to fruition for the students highlighting ethics, respect, loyalty, sense of commitment, simplicity within their relations and the sense of common good among the members of the group.

The creation of groups is omnipresent throughout the curriculum. Within academic life, the group-based pedagogy is expressed in a formal way through the extensive use of **group projects** in various courses. In a somewhat less formal way, students get involved, almost systematically, in **self-help groups** - crucial to their success within the course.

However, extracurricular life remains the core place for group expression. Through the **associative life**, each student is led to build projects and carry out large-scale initiatives with elected colleagues. The association boards do not correspond to a group of friends but to a collective of individually elected students by the student body. This dynamic maintains a continual student mix (beyond buddy groups, cohorts, etc.) and, while revealing talents, enriches significantly the soft skills of the students.

2.3.2 *LaSallian associative network*

Participating in the life of the school, organising events that bring together thousands of people, animating the campuses once the courses are over, revealing one's personality... Many good reasons to get involved in a **student association**.

of commitment is essentially the expression of the Lasallian values and culture inculcated in the students by their elders and the educative community.

Student immersion within this community network is progressive. From their initial discovery during their first year to access to the bigger associations, a student takes on increasing responsibilities each year. As the teams of the associations change yearly, each organization follows **quality assurance** and carefully organizes its know-how transfer.

All student associations are completely **student-run** and managed by them. The General Student Boards on each campus are responsible for the coordination of all organizations on that campus. They are accountable to the Educational Mission and Student Life Department and have regular links with the executive team of the school.

2.3.4 Dedicated extra-curricular infrastructures

In order to create and foster this extra-curricular dynamic, **build/mix the groups**, and facilitate group work, some infrastructure is essential. Students need places to meet (agora), places to live (collective dorms), places to carryout association work (student housing, student associations headquarters), places to play (sport facilities) and places to socialize and interact (bar). In the four UniLaSalle campuses, the bar is the most strategic place of the campus as it facilitates intergenerational interaction, key for student life and professional maturation.

[Click here](#) to virtually visit UniLaSalle's four campuses!

3 THE IES INNOVATIVE ACADEMIC PROGRAM

With the aim of implementing the principles and values carried out through the innovative educational model developed above, UniLaSalle has created a specific academic and educational program. The **IES program** - Innovation, Entrepreneurship, Sense - aims to make the students the primary actors of their future and to encourage them to contribute positively to their environment.

It consists of three concrete areas of application:

- **Innovation** → Innovate through open, social and solidarity-based innovation projects.
- **Entrepreneurship** → Take on responsibilities in campus associations or carry out entrepreneurial projects.
- **Sense** → Serve the common good of the school, student life or public utility associations; Serve those in need by developing solidarity actions and benevolent and fraternal aid relationships.

3.1 Innovation

Innovation is not/no longer just a technical process « From the Lab to the Field/enterprise » process. Innovation is an **ability to match market/social demand and research outputs**. It requires soft skills: Empathy, Open-mindedness, Curiosity, Creativity, and Strategic outlook.

To develop innovation within universities is a significant challenge. In line with its innovative educational model and pedagogy, UniLaSalle is convinced that future graduates (agronomist, geologist, environmentalist, etc.) must have a spirit of innovation. They should have the capacity and mentality to not only **innovate within their practice** or company but also beyond **within the greater community** because the changing environment, technological developments, and societal expectations can be the breeding ground for new businesses for young graduates.

There are various ways of fostering innovation within the university community such as encouraging active open pedagogies, interdisciplinarity, creativity/co design, art/culture, human sciences/management sciences, internationalization, challenge driven research, among many others.

Specifically, UniLaSalle intends to promote a culture of innovation among students and young graduates through their **training, awareness-raising** for all, and the **possibility of further study** for those who wish to do so. The **internationalization** of all campuses and the specific training in the global international context offers direct support for this openness and potential interaction with broader economic sectors. The creation of an environment that makes room for **creativity** and **experimentation**, through projects and participation in regional, national or

international competitions is essential to promote and motivate student creativity and enjoyment.

3.2 Entrepreneurship

Entrepreneurship is a **resilience process**, a capacity to adapt. It's also a **venture process**, a capacity to develop and to take risk, assume failure, and react. It helps develop soft skills such as self-confidence, management, organization, problem solving, creative thinking, marketing, and a taste for action.

To develop entrepreneurship within the university it is inherent to strengthen the breeding ground for innovation. Once students have acquired a spirit of innovation, UniLaSalle aims to give them the keys to develop their enterprising spirit. This way, they are able to transform their innovation into new businesses which thrive in a changing world.

According to the UniLaSalle educational model, "**learning by doing**" is the key to success to foster entrepreneurship within the universities. It can be practiced in various ways such as by supporting project-based pedagogy, providing the entrepreneur student status, organizing simulation models or games, via internship and apprenticeship with businesses, and investing in FabLab/incubators/tech Park, among others.

Within UniLaSalle, the enterprising spirit is supported by the implementation of a **Seed Fund** to help students to create entrepreneurial projects and a **business incubator/accelerator** specializing in the bioeconomy. The school gets involved in the PEPITE scheme which allows students to obtain the **National Student Entrepreneur Status** (74 students since 2014). The creation of a cultural environment conducive to the exercise of commitment and responsibility, particularly in community life, but also through access to the school's various **Labs** (AgriLab, GeoLab) helps innovative entrepreneurial projects in the fields of agriculture, agri-food and geosciences emerge.



Figure 4: UniLaSalle Beauvais campus AgriLab

3.3 Sense

Sense and ethical education are essential notions to complete the innovation and entrepreneurship approach. Facing the 21st century challenges require students and graduates to be aware and committed to global issues. This is true not only for **sustainable development issues** (environmental, economical – balanced territorial development, sustainable supply chain ... and social – rural development, rurality vs. urbanization, ...) but also **ethical issues** (biotechnologies, digital revolution, data/big data management, artificial intelligence ...).

To develop sense and ethical education within universities, Lasallian schools endeavor to give students points of reference for the **construction of their character**. For instance, they help them to form their judgement, take into account the major developments in society and the new technologies, and educate them to be critical and to make choices regarding the values of the contemporary world. The development of a sense of personal freedom and autonomy through the assumption of responsibilities in school life is also an important action. It goes hand in hand with combating all forms of exclusion or violence by establishing relationships based on trust and respect.

Within UniLaSalle, the development of sense and ethical values is achieved by supporting **student associations** and specifically by encouraging those **committed to ethical or sustainable development issues** (associations dedicated to handicap, solidarity – local or international actions, or environment – AMAP¹ association, COP²21 participation, involvement in the REFEDD³).

¹ AMAP: Association for the Maintenance of a Peasant Agriculture

² COP: Conference of the Parties

³ REFEDD: Student network for sustainable development

UniLaSalle is fully committed to the 2030 Sustainable Development agenda. By way of example, it pays special attention to **reduce the ecological footprint** of its campuses, by including an environmental project within the induction seminar, and to have students carry out volunteer work in the local/territorial environment (100h per year). Also, 100% of the students complete a 3-month project on some sustainable development issue as part of their academic mobility abroad (6 months).

Students also receive a large spectrum of complementary **humanities courses** such as Philosophy, Sociology, Interculturalism, among others).

4 THE SUCCESSES OF THE EDUCATIONAL MODEL

4.1 After graduation

The success of the educational model is reflected in the occupational integration of graduates and the dynamic they bring to the companies where they work. The statistics from 2020-2021 indicate that the **rate of graduates in the process of setting up a business** and the **rate of graduates who have set up a business** are respectively stable between sections and hover around **5%**. Moreover, the **rates of international-related functions** and **CRS⁴-related functions** are respectively stabilizing around **25% and 20%**.

4.2 Illustrations of graduate successes

In order to illustrate the success of the educational model through the integration of graduates into the world of work, 4 graduates' ventures are presented below.

These cases are a perfect reflection of UniLaSalle's mission statement; "UniLaSalle trains graduates who are in direct contact with economic reality. Covering themes related to sustainable development; **agriculture / food / resources / environment**. UniLaSalle therefore intends to play an impacting role through the men and women it trains and the research it develops."



Resource - PROMET-Hé project



Environment - Helicity project



Food - SaveEat project



Agriculture - Graine en Nord project

⁴ CSR : Corporate Social Responsibility

Putting these cases into perspective with UniLaSalle's educational and academic program is also very interesting as they all appeal to the 3 dimensions: **innovation, entrepreneurship & sense**.

4.2.1 Resource-oriented business: “PROMET-Hé” project

Nicolas PELISSIER (Geology, 2007) has co-founded with Benoît HAUVILLE (Geology, 2007) 45-8 ENERGY. Their project “**PROMET-Hé**” has been selected by the French government (in particular by the Minister for Industry) as the winner of the "French Industry stimulus package – strategic sector".

Innovation: The PROMET-Hé⁵ project consists of developing an eco-responsible, local, compact helium recovery process with a much lower energy consumption than referenced processes.

Entrepreneurship: This project, carried out in partnership with the Laboratoire LRGP⁶ and the CNRS⁷, and approved by the Materalia competitiveness cluster, could eventually lead to the emergence of a French and European sector for this rare and sought-after resource. Its implementation via a mobile experimental pilot, a European first, will allow the process to be validated on several deposits already identified by 45-8 ENERGY, particularly in the Nièvre region, before its deployment on an industrial scale.

Sense: The PROMET-Hé project promotes the ecological transition in various ways: limits the area's greenhouse gas emissions, avoids use of chemicals, and has production units with a very small environmental footprint, etc.).

4.2.2 Environment-oriented business – “Helicity” project

Pierre LUMALE, Martin RUAU and Lucas VIGOUROUX (Environment, 2020) go from students to entrepreneurs. During their studies, they imagined **Helicity**: the eco-campus.

Innovation: The project sought to build a prototype housing unit that prefigures a sustainable and responsible eco-campus with shared gardens, local grocery store and community transport. A whole sustainable eco-system created around student housing.

Entrepreneurship: Now graduates, they have become entrepreneurs on the Ker Lann campus in Bruz and have created their business Helicity. Its missions: to assist the client in defining his project (choice of materials, construction system, architectural style and advice on living comfort), to define the technical specifications (sunshade, ITE, extension, terrace and corridor on stilts), to coordinate the parties involved and to ensure that the work is properly monitored.

⁵ PROMET-Hé: PROCédé MEmbranaire pour le Traitement de l'Hélium - Membrane Process for Helium Treatment

⁶ LRGP : Laboratoire Réactions & Génie des Procédés - Reactions & Process Engineering Laboratory

⁷ CNRS : Centre national de la recherche scientifique - National Centre for Scientific Research

Sense: The company vision is to integrate an eco-design approach in all stages of the building life cycle, from new construction to renovation.

4.2.3 Food-oriented business – “Save Eat” project

Isaure TSASSIS (Food & Health, 2016) and her partner Dorothée have launched [Save Eat](#), the platform that allows you to cook with the ingredients already in your fridge and to better manage expiry dates.

Innovation: Initially, they shared, when they were students, their best tips and recipes for cooking with few ingredients, and wasting nothing.

Entrepreneurship: In 2017, they seized the opportunity to create the Save Eat application to share their knowledge of zero-waste cooking with as many people as possible. The craze around the app led them six months later to offer anti-waste cooking workshops to the general public, which were then adapted to companies concerned about their social responsibility. Today, the application brings together a community of 35,000 environmentally conscious gourmets who want to reduce their waste and are curious to discover new tips and recipes.

Sense: The startup is building an ecosystem of companies committed to the fight against food waste, for example by collaborating with Jacquet, Monoprix, Franprix, and Bio C Bon.

4.2.4 Agriculture-oriented business – “Graine en Nord” project

It is in the Ternois (Northern France region) that Martin GOSSE DE GORRE (Agriculture, 2016), his wife H  l  ne GOSSE DE GORRE (Agriculture, 2016), Fran  ois CANNESSON (Agriculture, 2016), Simon PRIN (Agriculture, 2016), and Eleonore VERHAEGHE (Agriculture, 2016) started producing legumes with “[Graine en Nord](#)”

Innovation: They decide to start producing legumes – a crop essentially produced outside the European Union, often in Canada or China.

Entrepreneurship: They have launched their own brand of dried vegetables with the aim of diversifying with an original approach to the market (own local production, absence of synthetic products, and other ideas).

Sense: “Graine en Nord” is a direct sale company that also works with local actors, with at most one intermediary, in a short circuit business model. The 5 farmers wish to promote Ternois region and to produce respecting the environment.

CONCLUSION

Through its **three student-focused educational areas** (With and for youth, Together and by association, Empowered and committed students), the innovative educational model aims to enable students to succeed in their course, to be able to participate in the evolution of society.

Thanks to the **educational and academic program** (IES – Innovation, Entrepreneurship, Sense), UniLaSalle gives students and graduates the sense of strong commitments and an ability and motivation to go beyond oneself to reach out to others.

By way of conclusion, **UniLaSalle** is in full tune with the GCHERA supported **Transforming Higher Education project**. The project's five elements of success can be seen through the educational model implemented within the school.

Transforming Higher Education project	UniLaSalle innovative educational model
<p>Ethics and value-based leadership</p>	<p>Lasallian values and sense fostering</p> <ul style="list-style-type: none"> - Respect: For oneself, of others in their otherness, of the environment, of nature, - Commitment, responsibility, sense of service, - Sense of community, doing, creating and living together - Attention/fight against all forms of poverty.
<p>Experiential learning</p>	<p>Learning by doing vision</p> <ul style="list-style-type: none"> - UniLaSalle ensures that each student lives and is actively engaged in learning as the main actor in the education process.
<p>University engagement with the community as part of the learning process</p>	<p>Together and by associations</p> <ul style="list-style-type: none"> - Involvement of all students and stakeholders in university life to create a unique learning culture.
<p>Entrepreneurial and business education</p>	<p>Entrepreneurship and innovation</p> <ul style="list-style-type: none"> - Development of students enterprising and spirit of innovation to innovate within their practice or company but also within the greater community
<p>Conflict resolution through dialogue</p>	<p>Group pedagogy</p> <ul style="list-style-type: none"> - Learning process to manage conflict through successful socialization and dialogue (working in groups, living together, leading associations, etc.).

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