

“Quality label” - a Chinese-French joint initiative to promote quality of cross-border education

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Cti
Commission
des Titres d'Ingénieur



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Changing CBE

- Structural change in CBE
- “Mobility of providers and academic programs” on the rise
- Blurred status of receiving and sending countries
- CBE considered as profit-driven and sub-standard
- Lack of tangible collaboration among QA agencies

Quality Label - Background

- Chinese-foreign cooperation in education, a major CBE form in China that provides students access to international education at home and with lower costs, 1,200 at degree level, in partnership with 30+ countries and regions.
- Chinese-French joint institutions (7 CFIs) and programs (44)
- CFI courses are delivered either all in the CFIs in China, or partially in China and partially in the partner HEIs in France. Graduates of Engineering CFIs are awarded with Chinese degrees and French engineer certificates; graduates of other CFIs are awarded with double degrees.

Existing QA for CFIs

- China
 - Access control
 - Compulsory evaluation
 - Voluntary accreditation
- France
 - Annual review
 - Cti accredits engineering CFIs
 - HCERES reviews non-engineering joint programs

Quality Label Initiative

- Examine the quality of CFIs' "joint work"
- Improve the quality and visibility of CFIs
- Explore joint quality assurance mechanism



Project management

- Supported by the Chinese and French governments within the framework of the Chinese-French High-Level People-to-People Dialogue
- A steering committee with the participation of ministries of Education, CEAIE, HCERES and CTI
- A project team formed by the staff of CEAIE, HCERES and CTI
- Equality of numbers of Chinese and French members

Project standard

- Analysis and comparison of existing Chinese and French evaluation and accreditation standards
- Focus put on the results of « joint work »
- Eight criteria taken into account:
 - Strategy and governance
 - Academic programme and research
 - Engagement of stakeholders
 - CFI environment and student life
 - Quality and ethics
 - Qualification fo Chinese and French teachers, means of recruitment...
 - Healthiness and sustainability of financial policies
 - CFIs'social impact

Project procedure

- Very similar to other quality assurance procedures
- Application, eligibility review, orientation or preliminary visit, self-assessment, review of self-assessment report, site visit, decision on label awarding
- Project reviewers: 2 Chinese, 2 French and 1 Chinese student
- Procedure carried out in both English and French

Experience & lessons learned

- Challenges: time consuming, high transaction costs, language barrier, gap in understanding, bureaucracy and numerous procedures, slow in reaction and response.
- Gains: mutual trust and partnership among agencies improved; institution involvement and interaction; government recognition and support.

Relections

- Effective communication mechanism
- Mutual understanding and trust
- Innovative approach
- Development-oriented and serving the local need



Thank you!