

Opportunities and Challenges to Sino-foreign Education Cooperation

-- Under the Circumstances of Cross-border Higher Education Development

CHE Weimin

Chinese Service Center for Scholarly Exchange

June 22, 2015





Outline

- ◆ Concept and Major Forms
- ◆ Targets and Risks
- ◆ Types of Quality Assurance
- ◆ CSCSE's Role in Cross-border Higher Education Development
- ◆ Thoughts on Cross-border Education



Concept and Major Forms

Cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders.

--<*Guidelines for Quality Provisions in Cross-border Education*>

UNESCO/OECD, 2005



Concept and Major Forms

◆ Major Forms of Cross-border Higher Education

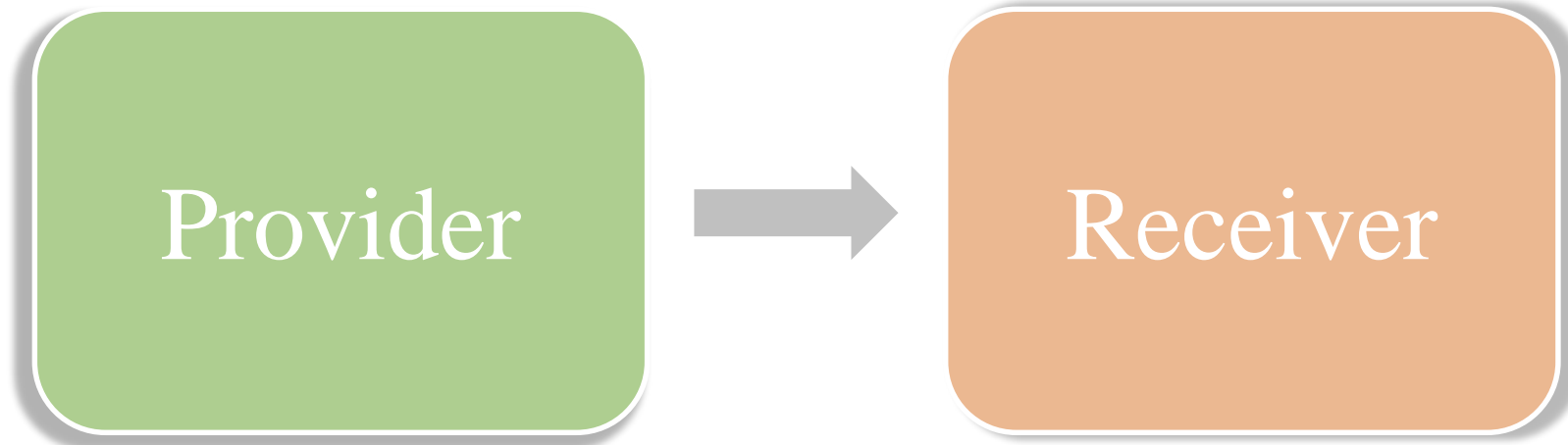
- traditional study abroad (consumption abroad)
- distance education and correspondence education (cross-border supply)
- flow and dispatch of teachers and professionals (presence of national persons)
- international branch campuses/ jointly-run schools or programs (commercial presence)

* Contents in brackets indicate different service patterns defined by GATS.



Concept and Major Forms

Two Different Positions and Perspectives





Concept and Major Forms

- ◆ Core Feature of Cross-border Higher Education – **Mobility**
 - Flow of students and teachers (Study abroad/Students exchanges/Teachers mobility)
 - Flow of programs (Twinning arrangement/Recognition of credits/Double degree/Joint degree/Virtual university/Distance learning)
 - Flow of institutions (International branch campuses/Jointly-run institutions/franchise)



Targets and Risks

Targets	Explanation	Perspective
Mutual Understanding	basic target including political, cultural and academic mutual understanding	Education Provider and Receiver
Economic Benefit	business impetus providers can get economic benefit by offering cross-border education services	Provider
Skilled Migration	recruiting high quality international students to serve for provider's economic and social development	Provider
Capability Construction	a kind of education import policy regarding the import of cross-border education as a tool for building superior domestic higher education system	Receiver



Targets and Risks

◆ Risks of Cross-border Higher Education

- complexity of types of education providers (public, private, corporate, internet...)
- lack of international and national supervision
- different degree of credibility of qualifications awarded by cross-border higher education institutions
- information asymmetry (the public know little about provider's qualification, quality of education, credibility of academic credential...)



Types of Quality Assurance

- ◆ From the perspective of providers: formulate principles for domestic accreditors working internationally



Types of Quality Assurance

- ◆ From the perspective of Receivers: formulate quality assurance system for international accreditors working domestically
 - embrace cross-border education into domestic higher education system (e.g. TEQSA in Australia)
 - establish specialized quality assurance institution (e.g. MQA in Malaysia)
 - only conduct registration management of cross-border higher education provider (e.g. situation in Singapore before 2009)
 - no special supervision compared with domestic higher education (e.g. Ireland, Poland, Greece, Thailand...)



Types of Quality Assurance

- ◆ Guidelines established by international organizations and professional institutions
 - Guidelines for Quality Provision in Cross-border Higher Education, UNESCO/OECD (2005)
 - Code of Good Practice in the Provision of Transnational Education, UNESCO/Council of Europe (2001/2007)
 - UNESCO-APQN toolkit: Regulating the quality of cross-border education, UNESCO/APQN(2006)



Types of Quality Assurance

- ◆ Chinese Policies and Regulations on Cross-border Higher Education
 - Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools, the State Council of the PRC (2003)
 - Implementation Measures for the Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools, the State Council of the PRC (2004)
 - a series of instructions and notifications issued by Chinese MOE on Chinese-Foreign Cooperation in Running Schools (2006-2014)



CSCSE's Role in Cross-border Higher Education Development





Services of CSCSE

- ◆ Services for Studying Abroad Students
 - China International Education Exhibition Tour
 - China Study Abroad Forum
 - International Programs (SATC, SQA-HND, IGEC...)
 - Pre-departure Training
 - Personnel Record Management Service



Services of CSCSE



www.cscse.edu.cn



Services of CSCSE

◆ Services for Overseas Returnees

- Overseas Academic Credential Evaluation
- Internship Base and Job Fair
- Settling Down Services
- Chunhui Cup Innovation and Entrepreneurship Competition



Services of CSCSE

- ◆ Services for Studying in China
 - Study in China Education Exhibition
 - Spring Festival Reception, Alumni activities, etc.
- ◆ International Higher Education Cooperation and Exchanges
- ◆ Others & IT Supports



Services of CSCSE

- ◆ Authorized by Chinese MOE, CSCSE also:
 - assist in releasing the JSJ reference list of foreign universities and colleges
 - conduct formal examination and organize expert review meeting for Chinese-Foreign Cooperation in Running Schools
 - carry out consultation services for jointly-run schools and programs
 -



Thoughts on Cross-border Education

How to:

- ◆ promote the sustainable development of cross-border education
- ◆ set clear objectives for quality assurance
- ◆ improve the quality assessment system and strengthen self-discipline
- ◆ persist in the non-profit education principle
- ◆ make the process management normative
- ◆



Thank you!

www.cscse.edu.cn