

January 2015

# HCERES

Haut conseil de l'évaluation de la recherche  
et de l'enseignement supérieur

High Council for the Evaluation of Research  
and Higher Education



QAA



January 2015

# QACHE PROJECT

## CBHE – The European Perspective



QAA



1. Cross-border HE : what are we talking about ?
2. Any statistics ?
3. Obstacles and challenges of CBHE

# 1. CBHE ? (1/3)

- TNE / CBHE
- OECD/UNESCO Guidelines for quality provision in CBHE
- But no official European definition and sometimes no national definition

A global phenomenon that can cover several aspects :

- Double/joint programs
- Offshore campuses
- Networks
- Merger
- Virtual education
- Many others (expansion and development)

## For providers of CBHE (from a European perspective)

- Many possibilities
- Worldwide effects
- But which legislation ?
- What kind of evaluation ?



QAA



## 2. Any statistics ?



QAA



## 1. Some countries do provide their own statistics :

- The UK
- Germany

## 2. Some other countries do not provide global statistics :

- Spain
- France





## 1.1 The UK (QAA data) :

- Over 75% of UK HE providers involved in some form of CBHE
- In 2012-13 : 598 925 students on UK CBHE, a 5% increase from 2011-12

The number of international students in the UK (425,260) decreased 2%

The number of students studying in the UK (2,340,275) decreased 6%

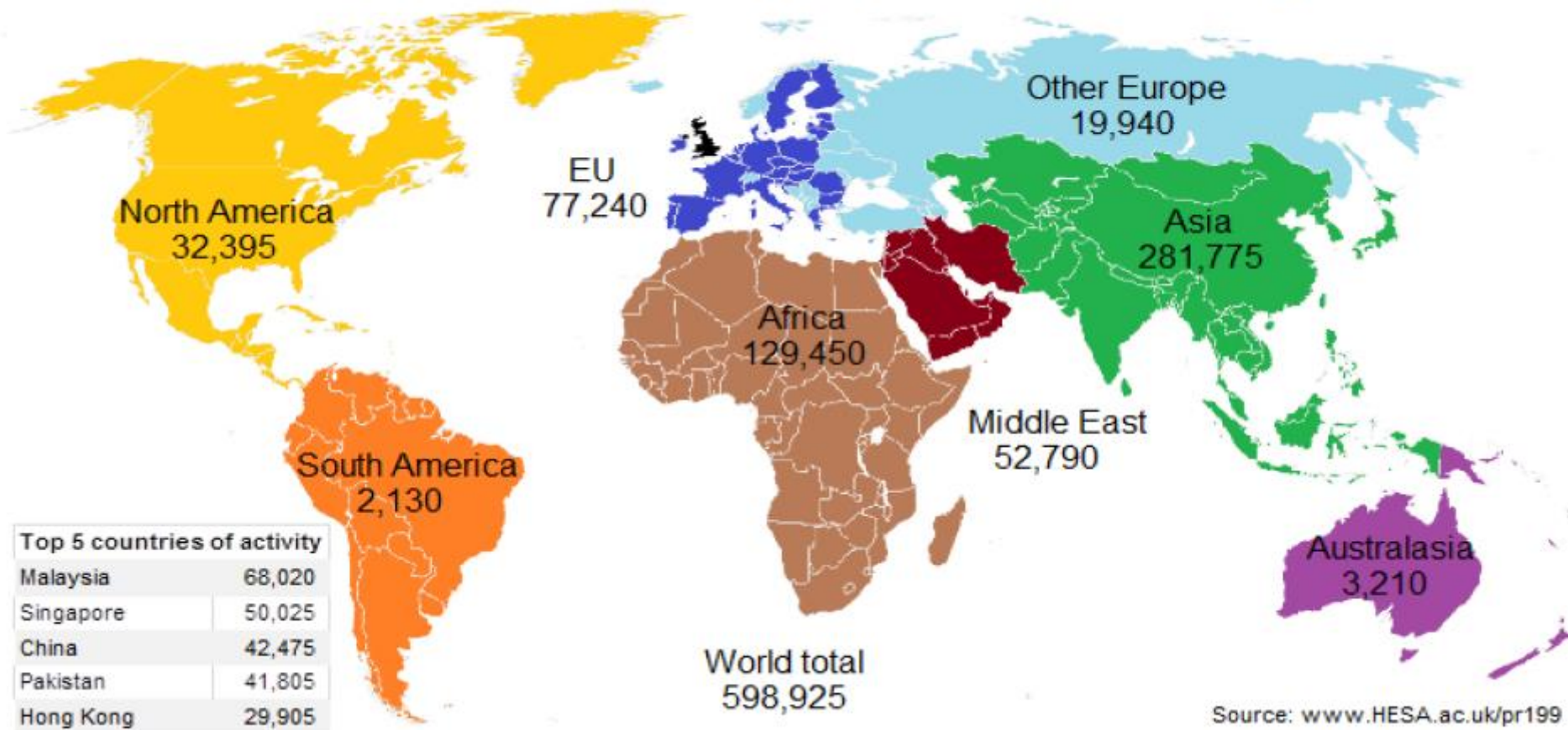
(Data limited to publicly funded degree-awarding bodies)



QAA



## Students studying wholly overseas by geographic region of activity 2012/13



## 1.2 The German example - (Data from the GAC)

- CBHE does not include double/joint programs
- Statistics do relate to models developed and funded by the DAAD
- About 20.000 students enrolled in 70 CBHE projects
- Most students in Egypt, Jordan and China

## 2. Some other countries do not provide statistics :

- Spain
- France



QAA



## 2.1 The Spanish example:

- HE is decentralized
- Various types of CBHE
- Main receiving countries : Latin America, Asia (China, Japan, Corea and India), and then Egypt, Morocco, office in Saoudi Arabia...



QAA



Australian Government  
Tertiary Education Quality and Standards Agency



## 2. 2 The French example:

### 1) The French HE landscape is complex :

- Many different providers of CBHE
- HE heavily State subsidised : QA ?
- 3 National QA Agencies : AERES, CTI, CEFDG

### 2 ) No legal definition of CBHE as such :

- Several regulations dealing with International Cooperation, Internationalisation...
- But no general database of CBHE (fragmentation of statistics, some surveys, but no robust and LT data)

### 3 ) Student demand is increasing :

- 3rd Host country in the world in 2012 (UNESCO data)
- 2<sup>nd</sup>/3rd country in terms of students mobility
- Diversification of the countries targeted

The main tools used by french HEIs :

## 1) Double/Joint Degrees,

- A principle in reach of all institutions ( 2005 Decree, creation depends on HEIs )
- A difficult inventory ( some inventories, a database of accredited courses)
- But some **geographic and strategic choices** ( French-speaking world, partnerships with world-ranking research centres, cooperation with developing countries)



QAA



Australian Government  
Tertiary Education Quality and Standards Agency



## 2) Campuses abroad,

- Development of a structure in a foreign country, whatever the type of Degree
- Worldwide well-known examples ( ESSEC Singapore, Ecole centrale Beijing, INSA Euro-Mediterranee...) But very different schemes
- Some **lists are available but not exhaustive** ( Recent joint report from Ministries of foreign affairs and education, 2014)

## 3) Involvement of french universities in founding foreign universities

- Mainly **French speaking universities** (French tradition of spreading its culture and scientific and university cooperation)
- Some examples ( French University of Egypt, University of science and technology Hanoi, Paris Sorbonne University in Abu Dhabi...)



## 3. Obstacles and challenges



QAA



## For HEIs

- Diversification of CBHE and of countries of interest
- Control of reputation
- Marketization of HE
- Geographical, cultural distance
- Financing but also adequate and specialist staff capacity
- Regulatory jungle
- Inequalities between HEIs

## For QA agencies

- Lack of centrally collected information
- National scope of action
- Conflicts of national accreditation standards with foreign accreditation standards
- Striking a balance between desk-based analysis and overseas visits
- Better aligning institutional review and CBHE review
- Improving the information base
- Dissemination and information
- Costs of CBHE evaluations
- Competition between agencies ?