



Asia-Pacific  
Economic Cooperation

**IMPROVING THE INSTITUTE CAPACITY OF  
HIGHER EDUCATION UNDER GLOBALIZATION:  
JOINT SCHOOLS AMONG APEC**

**APEC Human Resources Development Working Group**

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Zhu Yiming  
Project Overseer, HRD03/2003



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Part 1:

# **Integrated Study Report**

Improving the Institute Capacity  
of Higher Education under Globalization:  
Joint Schools among APEC

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## **I. Executive Summary**

### 1.1 Background and Objectives

#### 1.1.1 Background

The economic globalization will exert tremendous influence on politics, cultures, science & technology, and education of every economy/region in the world. Education will be faced with unprecedented challenges and shouldered great tasks under the circumstances of globalization of talents flow, internationalization of talents standards, and the need of national development.

- Education is one kind of service trade on terms of WTO, and WTO members have made commitment on education service. So the transnational flow and international cooperation will be an important feature of future education.
- The role of government has been changed continuously, and its power has been decentralized under the circumstances of globalization. The key element of educational decentralization is to improve the schools' capacity, that is to say, the internal capacity of self-running and sustained development step by step.
- The traditional schooling system has been facing new challenges derived from the fast development of information technology and the continuously improvement of electronic-transferred learning methods which have resulted in transnational online university and distance education.
- As a trade, educational service will be provided beyond the national/regional border, especially in higher education.

#### 1.1.2 Objectives

It's an important mission for APEC to carry out regional cooperation in higher education in order to meet the needs of globalization. So the joint schools running in higher education among APEC members is a good approach to empower the APEC. As a result, we have the

responsibility to research the higher education institutions capacity of joint schools through the network of APEC so that there are more effective joint schools in APEC. There are 4 objectives in this project:

- To share the past experience of joint schools in higher education among APEC economies;
- To analyze the present barriers and difficulties in joint schools of higher education among APEC economies;
- To explore the possible better ways of joint schools in higher education in future among APEC economies;
- To improve capacity of higher education institutions in running joint schools through this study and following-up training activities.

## 1.2 Methodology and Contents

This project was undertaken in two steps and composed by two components, case studies and integrated comparative study.

### 1.2.1 Case studies by participating economies

Main contents of case studies focused on the topics as following:

- To introduce the up-date educational policies on joint schools (commitment in WTO) ;
- To review the state of joint schools of higher education in each participating economy;
- To select 2 or 3 sample institutes in higher education in each participating economy;
- To collect related data of joint schools of these sample institutes;
- To describe the content of joint schools of these samples;
- To sum up the experiences and lessons of running joint schools of these institutes;
- To analyze the advantages and disadvantages of each institute at present;
- To map out cooperative prospect for running joint schools in higher education among APEC economies.

### 1.2.2 Integrated comparative study

The integrated study was conducted by Shanghai Institute of Higher Education, P. R. China. The purpose and main contents of the integrated study included as following:

- To collect and process the related data from participating economies
- To compare the policies and practices in running joint schools of APEC members' higher education institutes, based on all case studies
- To find out the lessons and experiences in running joint schools of higher education institutes
- To put forward special suggestions on running joint schools of higher education institutions for APEC in future

### 1.3 Progression

- May 2002, Human Resource Development Working Group, APEC considered, approved and ranked the project proposed by Shanghai Institute of Higher Education at Viet Nam Meeting;
- July 2002, BMC (Budget and Management Committee) Meeting in Singapore Approved the project proposal formally;
- September 2002, proposal defence ceremony of the project held at ACEC steering meeting in Guangzhou;
- September-December 2002, contact with APEC economies and finally 6 countries expressed their intention to participate in case study, they are USA, Australia, New Zealand, Viet Nam, Thailand, Papua New Guinea and P. R. China;
- December 2002, some research members of the project visited some higher education institutions of Australia and New Zealand, such as RMIT University, Sydney University, Queensland University, Griffith University, Waikato University, University of Canterbury, Auckland University, etc, and got some information concerned policy and practice of joint schools;
- November 2003, New Zealand finalized case study report and

- submit it to the project overseer;
- April 2004, Australia finalized case study report and submit to the project overseer;
- July 2004, P. R. China finalized case study report;
- September 2004, P. R. China finalized the integrated comparative study report;
- October 2004, exchange main findings of the project at UNESCO/ OECD-Australia forum on education service trade.

\*\* Two points of explanation :

1. Originally, Viet Nam, Thailand, Papua New Guinea made their confirmation as participant of the project case study, but regrettably they were beyond our contact afterward. And the USA retread at the last minute owing to some understandable reasons. As a result, there left three countries, Australia, New Zealand and P. R. China undertook case studies. The integrated comparative study was based on three case studies report but not confined to them.
2. According to the original proposal, there should have an international seminar on joint schools given the project report finalized with the intention to
  - exchange the information of joint schools of higher education among APEC
  - share the experiences of joint schools of higher education among APEC
  - explore more and better approaches of joint schools among APEC higher education institutions
  - strengthen the connection and cooperation of higher education institutions among APEC, especially on joint schools.

So the task group of the project and I personally want to express thanks to Ms. Kristie van Omme for her effort making main findings of the project presented at the OECD-Australia Forum.

#### 1.4 Scope: definition of joint school

The core terminology of *joint school* used in this project is extracted from the WTO's official document of Protocol on the Accession of the People's Republic of China. There is a sentence written in the Schedule of Specific Commitments on Services: Joint school will be established, with foreign majority ownership permitted.

In China, owing to the rigid legal regulation of denying foreign countries set up schools independently, so when the commercial presence of education service in China was referred to, it just means collaborative arrangements or *joint schools*. Certainly, as part of education export, or in another word, China's commercial presence of education service in other countries could be collaborated or independently based on the legal prescription of host economy, and currently almost all of them are cooperated with foreign partner.

To some degree, what the terminology of joint school referred to is a major part of the third type of education service providing, commercial presence in consumption economy. One points should be stressed is that commercial presence could be exist either through collaborative arrangement with host economy education institutions or independently setup as an overseas branch of the original institution. But in this study, most of our attention was paid to the former kind of commercial presence, and only include the latter kind when necessary.

Another point should be emphasized is that commercial presence of education service could be of part of either education export or education import or both as to a specific economy, because any economy may located at one point on the line with one end of entirely export without import and the other end of completely import without export. Take participants of this project for instance, Australia is so a typical nation of education export, and China just on the contrary.

Just as showed in the case study reports of Australia and New Zealand, there are various words and expressions describe the topics of this project, such as transnational education, offshore education, twinning arrangements, collaborative programs, franchise, joint venture, joint venture school, and etc, and everybody has different understanding of these terminology mentioned above. For the sake of confined to the original proposal document, we selected to use the terminology of *joint school* in this study report.

There are two points need to be stressed especially at last as following:  
(1)*joint school* in this project mainly pointed to higher education,

- either formal higher education leads to degree awarding or training with a description certificate as a proof;
- (2) *joint school* in this project has a wide range in scope, either as a corporation with an independent legal status or as one component of a higher education institution focused on one course, program or subject.

## **II. Joint schools of Australia higher education**

### 2.1 A rising nation of education export

Education export is a new terminology when internationalization of higher education developed in to the stage of trade of education service. In the General Agreement on Trade in Services (GATS), education export means such activities as accept international students, set campuses overseas independently or collaborated with aim to earn economic interests.

Historically, Australia was a nation of education import, and so many Australian completed their higher education in America or Europe. But since mid-1980, Australia found its status in education export and rose as a new nation of exporting education service. Statistics revealed that the amount of trade in education service of Australia in 2000 is 2155 million USD, 11.8% of that of the whole world. Take 1970 in contrast, the amount was 6 million USD, 0.6% of that of the whole world then.

### 2.2 Offshore education service: important part of Australia education export

As a strategy of education export, Australia use its unique geographic location and language advantage, stick to the principal of value for money and focused on Asia market, make great effort to develop new type of education export and establish overseas programs to extend offshore education service beside the traditional method of attract international students come to Australia.

After the General Agreement of Trade in Services issued in 1995,

Australia government and higher education institutions grasped the opportunity of commercial presence and began to extend their overseas education service institutions. To 2001, Australia has set up two official organizations, Australia Education International and Austrade to promote its overseas education development.

Under the encouragement of government, universities and higher education institutions make great effort to develop offshore education service while admit more and more international students. According to the investigation report of AVCC in 2001, 38 Australia universities established 1009 offshore education programs in total with an enrollment of near 350 thousand. The table below reveals change of learning pattern of international students enrolled by Australia universities and other higher education institutions.

Learning pattern change of international students enrolled by Australia IHEs

Year	Study in Australia	Study in overseas campus of Australia	Study through distance online
1996	75.9	18.3	5.9
1997	72.4	21.3	6.3
1998	69.8	24.0	6.2
1999	67.4	27.4	5.2
2000	63.2	28.3	8.5
2001	63.5	27.6	9.0

Source : OECD (2002): Education Policy Analysis. Paris: OECD. P. 115.

### **III. Joint schools of New Zealand higher education**

#### **3.1 Related regulation**

In New Zealand, education export activities were a lesser part of education activity when its Education Act was introduced in 1989, so there is no article concentrated on it. While the provisions of the Act can potentially be extended to apply to offshore provision, the New Zealand Government is much more concerned the reputation maintaining of New Zealand qualifications, regardless of whether they

are delivered in New Zealand or overseas. Any courses leading to approved qualifications overseas as either stand-alone or joint ventures must obtain separate, site-specific accreditation in addition to normal requirements for approval and accreditation for on-shore delivery and assessment.

Specifically speaking, NZQA required any New Zealand-based provider operating overseas must provide evidence to the NZQA that the overseas operations:

- are covered by the provider's quality management system;
- are consistent with the standards of the provider's New Zealand operations;
- comply with legal requirements in the particular economy; and
- are acceptable to the relevant educational authorities in the particular economy.

And additional information required for New Zealand providers offering approved courses leading to qualifications overseas as collaborative, 'twinning', franchise or joint venture activities with an overseas provider, such as a statement on the standing of the overseas provider and evidence that they meet appropriate quality and course management requirements, a formal memorandum of cooperation between the New Zealand provider and the overseas provider, and details of the quality assurance processes applying to the overseas provider, etc.

In addition, the New Zealand Government is also concerned with management of the risks involved in the provision of offshore education and provides advice to tertiary education providers on effective risk management approaches, in order to ensure a New Zealand education provider's financial resources and its equity are not subject to undue financial risk and possible loss, thus safeguarding the interests of the provider and its students.

As to offshore education in New Zealand by foreign providers, owing



to the New Zealand's Education Act 1989 sets the requirements for establishment as TEIs and for the use of protected terms such as 'university', 'college of education' or 'polytechnic', and the terms 'degree', 'bachelor', 'master' or 'doctor', and the statutory restraints through Ministerial approval for applicants to use a protected term in their name in New Zealand, the ability to establish an institution which uses the term "university" is protected by law (and the establishment of a new university must be approved by government). Foreign service providers cannot automatically assume they can operate in New Zealand using the status they have in their home countries, however, a foreign providers can and do establish:

- tertiary (including degree-granting) programmes in NZ in partnership with a NZ university, school or PTE (private tertiary establishment); or
- entire schools or colleges, in the form of PTE's, in New Zealand.

New Zealand makes no distinction between providers on the basis of whether ownership is foreign or NZ-based, and this is reflected explicitly in New Zealand's GATS commitments regarding private education. All providers, whether foreign or NZ-owned, must go through the same quality assurance processes.

New Zealand has a number of public Australian universities which offer programmes (including whole degree programmes) in New Zealand in cooperation with local providers, both public and private. New Zealand also has wholly or partly foreign-owned schools - for example, the Australian owned Taylors College branches in NZ, or International Pacific College, a Japanese-owned degree-granted PTE.

### 3.2 Joint schools in operating

An initial stocktake of offshore activity by New Zealand's TEIs by the Ministry of Education was completed in 2001. An analysis of results shows that:

- 17 of the 36 TEIs offered offshore programs alone or in conjunction with offshore partners with a total of 63 programs

and enrollment of 2200 in 2001, increase from six and 380 separately in 1997;

- most offshore programs commenced recently (ie. 2000 or 2001) and one has been offered offshore since 1986;
- Subject matter varied – Business and Administration, Commerce, Management and Science courses featured often, but vocational/ professional programs in the fields of Nursing or Medicine, Teaching and the Trades were also delivered offshore;
- Level of involvement varied greatly – three institutions accounted for 35 program and many providers offered just one program offshore;
- New Zealand’s offshore programs in 2001 were concentrated in South-East Asia, China/Hong Kong and the Pacific. Malaysia accounted for the largest number – 15 programs.

#### **IV. Joint schools of China higher education**

##### 4.1 Related regulation and policy

In China, with the development of joint schools operated by foreign providers and domestic higher education institutions cooperatively, related regulations and policy consummated step by step.

- June 30 1993, then National Education Commission made an internal Circular Letter on Chinese-Foreign Cooperative Education in China;
- January 26 1995, Interim Provisions for Chinese-Foreign Cooperation in Running Schools issued by then National Education Commission;
- January 1996, Office of Degree Commission issued a Circular Letter on Reinforce Degree Awarding Management in Chinese-Foreign Cooperated Education;
- By the end of 2001, China entered WTO and made commitment in education sector, include “joint school will be established, with foreign majority ownership permitted”.
- March 1 2003, the State Council promulgated the Regulations on Chinese-Foreign Cooperation in Running Schools, and effective as of September 1 2003;

- June 2004, the Ministry of Education issued Instruction on Implementation of Regulations on Chinese-Foreign Cooperation in Running Schools, and effective as of July 1 2004.

Both of the Regulations on Chinese-Foreign Cooperation in Running Schools and its Implementation Instruction:

- Encourage China's higher education institutions introduce high-quality foreign educational resources and cooperate with well-known foreign higher education institutions;
- A permit printed in a standard format and numbered in a unified way shall be granted if a joint school application is approved;
- An application for establishing a joint school offering higher education for academic qualifications at or above the regular university education shall be subject to examination and approval of the education administrative department of the State Council;
- An application for establishing a joint school offering specialized higher education or higher education for non-academic qualifications shall be subject to examination and approval of the people's government of the province, autonomous region or municipality directly under the Central Government where the proposed school is to be located;
- The enrollment by joint schools offering higher education for academic qualifications shall be incorporated into the national enrollment plan for institutions of higher learning;
- Certificates of academic qualifications or certificates of academic degrees of a foreign educational institution granted by a joint school shall be identical with the certificates of academic qualifications or certificates of academic degrees issued by the foreign educational institution in its own economy and shall be recognized by that economy.

As to overseas programs provision by China's higher education institutions, a Provisional Management Method on Overseas Programs Provision by China's Higher Education Institutions was issued in

December 2002 and effective as of 1 February 2003. The Provisional Management Method encourages domestic higher education institutions provide programs at subjects with Chinese characteristics and comparative advantages based on consideration of host economy's requirement of development.

#### 4.2 Joint schools in operation

After more than 10 years' development, joint schools of various level in China has amounted to 712 in total by the end of 2002. Among of them, there were 82 items focused on sub-degree level, 69 items belonged to bachelor degree, and 74 items concentrated on postgraduate level.

Owing to the reality that joint schools offering sub-degree programs and training programs were subject to examination and approval of local government of the province, autonomous region or municipality directly under the Central Government, it's difficult to collect updated accurate and adequate statistics. While joint schools offering foreign degrees subject to examination and approval of the education administrative department of the State Council, so it's easy to get statistics concerned. Up to June 30 2004, 164 items of joint programs with approval offering foreign or Hong Kong special administration district degrees are in operation. An analysis of these joint programs shows that:

- The first joint program offering foreign degree started in 1995, and from 2001 on, the number of new approved programs doubled that of the year before.
- There are 94 China's higher education institutions, 15% of the total institutions conferring degree offering joint programs of foreign degree. 30 of them have more than 2 joint programs. The top 5 in the ranking are Fudan University (7), Beijing Science and Technology University (6), Shanghai Jiaotong University (6), Tsinghua University (5) and Zhejiang University (5).
- The foreign partners of 92 items of joint programs, 56% of total programs came from Australia and USA. Hong Kong special

administration district, Canada and France ranked third to fifth.

- More than 60% (100) joint programs were cooperated with 35 foreign higher education institutions. Among of them, there are 13 foreign higher education institutions running more than 3 joint programs in China.
- Most of these joint programs (68%) focused on master degree, and more than a quarter focused on bachelor degree.
- Almost 65% of the total programs belong to administration and management field, and a quarter focus on information technology and engineering, the others scattering at social work, education, language, account, law, medicine and health, nursing, economics and psychology, etc.

While more and more foreign higher education institutions entering China, the domestic higher education institutions also start their step in extending overseas education market. For example, Shanghai University of Chinese Medicine, Shanghai Jiaotong University, Shanghai Television University, Beijing Language University and Beijing University of Chinese Medicine are all pioneers in open overseas campus or programs jointly or independently.

## **V. Main characteristics of three countries**

### **5.1 Far beyond balance and with different develop priorities**

It's so evident that the condition and priority of Australia, New Zealand and P. R. China differed from each other greatly and was far beyond balance.

- Australia has climbed to the top ranks of nations of education export. Offshore education service, especially offshore joint program has emerged as the most important type of education export in Australia.
- In New Zealand, almost all joint schools are located in foreign countries. Joint schools as higher education import still never appeared in university, colleges and other higher education institutions.
- In contrast, joint schools of China mainly concentrated on

education resources introduction, while some pilot overseas joint schools have been under exploration and practice.

Main reasons resulted at this unbalance and different are mixed, including various elements such as impact coming from national higher education system, influence by national education develop strategy and education service trading strategy, etc.

## 5.2 Great attention to legal and regulation construction

Anyway, Australia, New Zealand and P. R. China shared much experience during develop joint schools, the most important one is that great attention paid to legal and regulation construction to protect the interests of nation, institutions and students and keep social stability.

- In Australia, Act on Overseas Student Education Service was passed in 2000, prescribed that the government has legal power of monitoring international education service, national accreditation and registration system of international education service institutions should be established, etc. Then made further detailed Regulation of Overseas Student Education Service in 2001.
- The New Zealand Government concerned the reputation maintaining of New Zealand qualifications, regardless of whether they are delivered in New Zealand or overseas. Any courses leading to approved qualifications overseas as either stand-alone or joint ventures must obtain separate, site-specific accreditation in addition to normal requirements for approval and accreditation for on-shore delivery and assessment. For example, NZQA required any New Zealand-based provider operating overseas must provide evidence on quality, standard and legal requirement of the overseas, and required New Zealand providers offering approved courses leading to qualifications overseas as collaborative, ‘twinning’, franchise or joint venture activities with an overseas provider, provide additional information formal memorandum of cooperation, etc.
- In China, an Interim Provisions for Chinese-Foreign

Cooperation in Running Schools issued by then National Education Commission as early as 1995. After China entered WTO and made commitment as “joint school will be established, with foreign majority ownership permitted”, on March 1 2003, the State Council promulgated the Regulations on Chinese-Foreign Cooperation in Running Schools, then in June 2004, the Ministry of Education issued Instruction on Implementation of Regulations on Chinese-Foreign Cooperation in Running Schools. During this period, a Provisional Management Method on Overseas Programs Provision by China’s Higher Education Institutions was issued in December 2002.

## **VI. Implication of joint schools in higher education**

A comparative study of various types of international education exchange and cooperation and trade in education services revealed that joint school is one of the most important ways to accelerate the internationalization of higher education at various levels.

To a nation of education import, the implications of joint school of higher education are multifaceted as following:

- To understand, introduce and practice experience of internationally successful school running models, programs and courses, teachers training, and quality assurance;
- To cultivate balanced international culture view of students;
- To laid a consolidate foundation of foreign language;
- To decrease economic pressure and opportunity cost.

And to a nation of education export, what it could attain is beyond economic benefits from education service trade, such as internationalization of education and human resource, exchange and cooperation in science and technology, cultural understand and respect, social progress and prosper, and even increase of comprehensive competitive capacity are all could be resulted from it.

## **VII. Prospect and suggestion on development of joint schools among APEC**

### **7.1 Prospect**

A topic report of OECD on trade of education service has pointed out that there would have a further increase in institutions and investment of commercial presence in trade of education service, and more and more universities and other higher education institutions were seeking establish offshore campuses and teaching equipments. The taskgroup of APEC project on joint schools also has a basic estimation: joint schools of higher education among APEC would have a further development in the near future.

From point of possibility, accelerating elements for joint schools of higher education among APEC include the unique advantages of joint school itself, neighboring location, cultural identity and history accumulation, pioneering participation and experience in trade of education service, and limitless possibility created by information technology.

From point of necessity, joint schools of higher education among APEC could accelerate international exchange and cooperation of higher education, regional human resource development, improve regional competitive capacity and prosper of regional economics, society and culture.

### **7.2 Suggestions**

The taskgroup of APEC project provide some suggestions on further development of joint schools of higher education among APEC as following:

7.2.1 Give sufficient play of government in constituting regulation and monitor public education.

Joint school is one of the most important ways to accelerate the



internationalization of higher education at various level, regardless of it is a nation of education import or export. In order to make full use of the unique advantages of joint schools, each economic member should give sufficient play of government in constitute regulation and monitor public education, set down rigid, systematical and substantial manage regulations, set legal norm and confinement, to ensure high level, high quality of joint schools, eliminate economic and social risk of learners and nation utmost.

In the negotiation proposals for a new round of trade in education service negotiation, both of Australia and New Zealand pointed out that while seeking eliminate obstacles of higher education cooperation, the role of government in constitute regulation and monitor public education should be give full respect, and a strong government was expected in education matters.

7.2.2 Summarize and dredge up experience and lessons among APEC and beyond for reference.

Although most joint schools are still in their infant stage, but more than ten years' exploration and practice, they have accumulated much experience and lessons for extensive reference and need to be summarized and dredged up earnestly. We believe that the APEC funded project on joint schools undertaken by Australia, New Zealand and P. R. China could contribute much to the practice and policy improvement of joint schools among APEC.

7.2.3 Participate in regional and international policy research and constitution.

Under the framework of General Agreement on Trade in Services which concerns on market-oriented trade and investment of higher education, joint school is a kind of commercial presence in higher education service trade. Beyond all doubt, international rules and policy will exert direct impact on the interests of nation and higher education institutions, so every economic member should participate in research and constitution of regional and international trade in

education service for the sake of co-development. A good example is that 4 APEC members of Australia, New Zealand, Japan and USA have submitted proposals for next round negotiation of trade in education service.

7.2.4 Make full use of location, language, culture and history shares in this region.

Owing to the neighboring location of APEC members, trade in education service of commercial presence will be certainly more active, regardless of it for the sake of domestic economic development, foreign trade or diplomacy, or for full usage of limited resources.

As to language, now English is the first international language, and many member of APEC, such as Australia, New Zealand, Singapore, Malaysia, India, Pakistan, etc were all belong to British Federation at some period of history, so convenience of language in joint schools development in this region should not be ignored.

In addition, Japan, Korea, Singapore, and P. R. China and many other APEC members sharing traditional culture of Confucianism in history and have natural link and identity in education for each other.

Beside that, owing to some historical reasons, there are many universities and colleges of high internationalization in this region. They succeeded in absorbing school-running models and management experience from British, France, German, etc, then developed them based on local conditions. Through them, some new and more international trend could be easily understand and grasp.

7.2.5 Pay great attention to potential influence of distance online education.

A Canadian scholar, Jane Knight summarized some new trends of trade in education service and mentioned the influence of information

technology development.<sup>1</sup> Prompt development of Internet technology has resulted that cross-border distance education becoming so easy, virtual universities aimed at education export emerged like bamboo shoots after a spring rain, traditional universities also employed internet to extend international courses. As estimated, distance education will be an important part of international trade in higher education. And on the other hand, cross-border supply will definitely combined with consumption abroad and commercial presence. From this point, joint schools have limitless develop potentiality as a result of information technology development. So great attention should be paid to it.

7.2.6 Pay close attention to the trend of joint schools opened at secondary education.

The last but not the least important, some joint schools have established at secondary education, especially at high school. For example, New Zealand's Marlborough Boys' College has opened its new Changzhou International Campus in China, a joint program between Group Colleges Australia and Zibo Middle School No. 18, Shandong province commenced in 2001. To some degree, development of joint school at secondary education shifted joint schools of higher education to an earlier stage and will exert tremendous influence on national secondary education and international higher education. We should pay close attention to it.

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<sup>1</sup> Jane Knight, Trade Creep: The Implication of GATS for Higher Education Policy, International Higher Education, The Boston College Center for International Higher Education, Number 28 Summer 2002, P5.



Part 2:

## **Case Study Report**

# **AUSTRALIA**

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The Australian Government Department of Education, Science and Training (DEST) would like to thank Insearch, Group Colleges Australia and TAFE NSW (Southern Sydney Institute) for their assistance in developing the following case studies. DEST would also like to thank the Australian Council for Private Education and Training for their assistance.

### **Project Background**

The project “Improving the Institutional Capacity of Higher Education under Globalization: Joint Schools Programs among APEC Economies” was approved for APEC funding by the APEC Budget and Management Committee (BMC) in August 2002. The aim of the project is to focus on the policy issues associated with the establishment of joint schools in higher education among APEC economies and specifically to:

- share experiences gained through implementing joint school programs in the higher education sector throughout APEC economies;
- analyse the present barriers and difficulties involved in the implementation of joint school programs in the higher education throughout APEC economies;
- explore possible improvements for implementing joint school programs in higher education in future throughout APEC economies;
- improve the capacity of higher education institutions in running joint schools through this study and follow-up training activities.

The project will provide useful information to groups interested in operating joint schools, including policy-making sectors, business companies, and tertiary education providers. The project will provide a comparative study from the perspectives of several developing and developed countries through a series of case studies.

At an international level, the project aims to strengthen the cooperation and exchange of information between tertiary education institutions in APEC and will directly contribute to the capacity building work of the Human Resources Development Working Group. Information on the outcomes of the project will be placed onto the APEC cyber Education Cooperation (Korea) and Learning About Each Other (USA) websites.

### **Australian University Collaborative Education Programs**

Increased globalisation and the consequent awareness of education programs being offered around the world, has created an increased demand by consumers for access to the full range of offshore education services available to them. It has also provided the opportunity for educational organisations to join forces with education providers in other countries to jointly offer programs utilising the knowledge and skills of both.

The arrangements entered into between Australian education providers and overseas education providers vary from a loose cooperative arrangement to a formal agreement. They are variously named: twinning arrangements, strategic partnerships, joint ventures, joint schools, but they typically have the following elements:

- The program offered is taught partly or wholly offshore (sometimes including supported distance programs as well as face-to-face delivery);
- The program may be delivered by Australian teaching staff or by a combination of Australian and local teaching staff;
- If the program results in the awarding of an Australian qualification or the provision of advanced standing to an Australian higher education program, the Australian education provider is responsible for the development of curriculum and for overseeing the academic standards;
- If the program results in the awarding of an Australian *and* a local qualification, then the curriculum and academic standards are developed jointly;



- The overseas education provider is responsible for providing the premises, which are usually located within its own institution. It is also responsible for the local administration of the program;
- Either or both of the providers are responsible for quality assurance.

For the purposes of this report, the collaborative arrangements described above will be called “joint schools” – the terminology used in the original project proposal. The three Australian providers studied in the report have established joint school arrangements with Chinese higher education providers. Joint schools programs in China were selected for the following reasons:

- Currently the majority of Australian joint school programs are with Chinese education providers (approximately 425 existing programs or part-programs in May 2003). These joint school programs exist at all levels including English language, schools, vocational education and training (VET) and higher education;
- The Chinese government has recently turned its attention to the issue of the increasing number of joint venture undertakings. An education reform program which includes a new law governing the establishment and operation of foreign joint venture schools is being introduced. The new law outlines the structure of proposed joint venture schools (Chinese Foreign Cooperative Schools – “CFC Schools”) in much greater detail than was the case in previous regulations and contains many more specific provisions dealing with the establishment, approval and operation of such CFC Schools. The publication of Implementation Measures which will give operational effect to the law are expected to be announced in early 2004

This study provides an opportunity to look at joint school programs in the context of the reform currently being implemented in China.

## **Australian Case Studies**

Three Australian education providers were surveyed and interviewed regarding their joint venture activities in China. In order to obtain a range of approaches, two private and one public provider were selected. The education providers were Insearch, Group Colleges Australia and TAFE NSW (Southern Sydney Institute).

### ***Insearch***

Insearch is located in the centre of Sydney and is a controlled entity of the University of Technology, Sydney (UTS). Insearch delivers a range of programs, including academic programs in Business, Communication, Design, Architecture, Information Technology, Science, Engineering, Mathematics, Nursing and Construction; full and part-time English language courses, including the Direct Entry English Program (DEEP), Academic English, General English, IELTS and High School Preparation Program; and a range of pathway programs for undergraduate and postgraduate degrees at the University of Technology, Sydney. There are 720 English students and 1400 diploma students. Many of the Insearch programs are developed and delivered by UTS teaching staff.

Insearch has been involved in joint ventures for ten years since 1994. Its first joint venture was in China, but it has now developed further joint ventures in Indonesia, Thailand and Vietnam. The ventures in Thailand and Vietnam offer English programs only; Insearch is currently establishing a venture in the United Kingdom, which will take the form of a pathway institution, offering English and diploma programs. In the United Kingdom venture, students will be guaranteed entry into the joint venture partner university, as long as they reach the required academic entry standards.

### ***Group Colleges Australia***

Group Colleges Australia is a consortium of educational institutions which includes:

- AIMS – A Higher Education Institution that offers a Master of

Arts Management.

- Central College - A Business College that offers Certificates, Diplomas and Advanced Diplomas in IT, Multimedia, Marketing, Management, Business, Tourism.
- Metro English College - An English College that offers English for High School (EHS) and English for Academic Purposes (EAP).
- St James College - a Senior High School that offers Year 11 and Year 12 High School Certificate preparation, and GAC Foundation Studies Courses.

The four member colleges combined are host to almost 1000 students from forty-five different countries including Europe, Asia, Africa, South America and North America. Students enrolled in any of the Group Colleges Australia institutions can take advantage of easy transfer between the Colleges.

Group Colleges is planning to offer post high-school foundation courses for university preparation. They are currently negotiating with a new partner near Beijing to offer courses of this type. These courses will provide a pathway into Australian higher education providers.

### ***TAFE NSW (Southern Sydney Institute)***

'TAFE' stands for Technical and Further Education. TAFE New South Wales is Australia's largest educational institution and delivers flexible study programs and services to meet the needs of over 500,000 students, industry and the community. TAFE NSW Institutes offer more than 1200 courses at over 130 locations across the state of New South Wales.

TAFE NSW offers a range of courses and pathways for school leavers, work-related and industry-based training, apprenticeships and traineeships and community courses. Through the Australian Qualifications Framework (AQF), study at TAFE is nationally consistent and recognised, allowing for advanced standing to other TAFE programs and university courses.

Courses are delivered in a variety of modes including face-to-face and distance education. TAFE also offers programs for those already in the workplace through flexible delivery such as part-time courses or short intensive programs.

All TAFE NSW institutes have close links with industry, universities and schools to enhance pathways and provide maximum recognition of students' knowledge and skills.

## **Insearch and Shanghai University**

### ***Background***

The Sydney Institute of Language & Commerce (SILC) was founded in 1994 as a co-operative educational venture jointly owned by Shanghai University (SU), in China and Insearch Ltd, in Australia. SILC offers both degree and non-degree programs taught in both Chinese and English. At the beginning of the 2003-04 academic year, there were nearly 2600 students enrolled in degree and diploma programs at SILC. A business degree is soon to be introduced at SILC.

The Institute is spread across the three campuses of Shanghai University in Shanghai: The main campus of SILC is in Jia Ding, as well as the other two campuses in Bao Shan and Zha Bei. SILC currently has 70 full-time and part-time faculty members. Among them are 40 foreign teachers from Australia, Britain, America, Canada and New Zealand.

As part of the joint venture quality assurance arrangements teacher exchange programs are in place between Shanghai University and UTS.

### ***Roles and Responsibilities***

SILC has one foreign Associate Dean to coordinate the English language programs and one foreign Associate Dean to coordinate the Business programs. Professor Fang Minglun, the Executive Vice - President of Shanghai University holds a concurrent position as the Dean of SILC.

The Institute is governed by a Board of Directors which has representatives from both Shanghai University and Insearch Ltd, and which determines the direction of the Institute and makes all major policy decisions. The administration of SILC including the financial

management and reporting, the resourcing of the Institute and staffing issues are the responsibility of Shanghai University. Insearch plays a major role in quality assurance of the programs being delivered and has responsibility for the Intellectual Property.

### ***Qualifications***

Upon graduation, students receive degrees, diplomas from Insearch, or certificates from Shanghai University and the University of Technology Sydney, depending on the level of study achieved. SILC also offers its top students scholarships to enable them to further their studies in Australia at Insearch.

### ***Quality Assurance***

The four areas covered by quality assurance processes are:

1. Teaching and learning
2. Management
3. Organisational management
4. Auditing

Quality assurance measures undertaken include reviewing course outlines to ensure consistency between programs in China and Australia; reviews undertaken by the Academic board; regular reviews of performance and staff issues; setting of key performance indicators (KPIs), which are measured regularly; reviews of graduate completion rates, student grades and student attendance, as well as student surveys to assess levels of satisfaction.

### ***Opportunities and Challenges***

One of the major challenges when operating a joint venture in a foreign economy involves finding one's way around a range of unfamiliar regulations governing foreign business enterprises. It is not always clear what the regulatory requirements are, and there are often multiple layers of bureaucracy, including at the national, state

and local levels, which can increase the complexity of doing business.

Currently in China, organisations or individuals outside China are not permitted to run schools or other educational institutions on their own. In order to obtain a licence to supply educational services, it is necessary to have an agreement with a local partner who is also licensed to provide educational services. China encourages education as a not-for-profit service and thus the remittal of profits overseas is difficult. However, income generated can be used for other parts of a cooperative program. It is understood that these and other issues will be addressed through China's reform program under new joint venture legislation.

Another challenge is that of implementing a successful quality control system in an environment where quality assurance frameworks or bodies are not common.

However, joint ventures often provide a service where one could not otherwise be provided. They rely on the strengths that each party brings to the arrangements. Insearch provides the curriculum, the quality assurance and the opportunity for Chinese students to obtain Australian qualifications, whereas Shanghai University provides the majority of staff, the physical accommodation and the local knowledge and contacts. The teacher exchange programs play an important capacity building role for the Chinese partner. However, this capacity building is not all in one direction. One of the major benefits of the joint venture is the amount of "cross-pollination" between Australian and Chinese staff. An internal conference is held annually and the ensuing exchange of ideas provides a very stimulating environment for curriculum design and development. The opportunity for staff development (learning from each other and through staff exchanges) also improves service delivery.

### ***Insights***

The current regulations covering foreign education providers in China require foreign organisations to enter into a joint venture

arrangement in order to provide education services. China is a relationship-driven economy and having the right partner is critical. Both parties should carefully research the strengths that each brings to the relationship to ensure that they have a workable match.

The proposed reforms in China and any associated guidelines which can provide greater transparency for foreign organisations operating in China will be most welcome.

Insearch believes that the success of its venture in China is firstly due to its relationship with the University of Technology Sydney, which gives it credibility, secondly, to the attention Insearch devotes to appropriate relationship building and maintenance, thirdly, to the commitment by both parties to quality programs and finally to Insearch's on-ground presence in China.



## **Group Colleges Australia and Zibo Middle School No 18, Shandong Province**

### ***Background***

The Chinese partner initiated this joint venture, as the school was looking for a way to facilitate its students' access to the Australian education system. The School had visited Australia for a study tour, and when Group Colleges Australia subsequently attended an AusTrade exhibition in Shanghai, they were approached by representatives from the Middle School. The joint venture commenced in 2001, one year from the date of the School's study tour to Australia.

### ***Description***

There are 100 students participating under the joint venture arrangements in Grades 10, 11 and 12. Grades 10 and 11 are taught in China and Grade 12 is taught in Australia. The Grade 10 curriculum is developed and controlled by the Chinese government, but the Grade 11 and 12 curriculum is that taught in the NSW High School Certificate (HSC) curriculum. All teaching is in the face-to-face delivery mode and English language classes are taught in English.

The joint venture teaching staff comprise one full-time Australian, three or four native English-speaking teachers (usually from either Australia, Canada, Ireland or the UK) and local Chinese teachers. The Chinese joint venture partner is a private company owned by Zibo Middle School # 18 (similar to an Australian Universities owning a business). Funding is in the form of government subsidised wages and facilities such as buildings, with other costs being contributed to by parents.

### ***Qualifications***

The students receive an Australian qualification, which provides an education pathway to an Australian higher education provider.

### ***Quality Assurance***

Quality is controlled through the Group Colleges staff member in China. Email has made communication faster and improved the ability to assure quality in the delivery of curriculum. All testing is undertaken from within Australia and upon arrival in Australia all students are retested irrespective of results in China.

### ***Opportunities and Challenges***

Some difficulties have also been encountered working within the unfamiliar regulatory frameworks and the various layers of the bureaucracy. A good joint venture partner is essential in these circumstances, as they are familiar with the legal requirements and the regulatory processes. The local Mayor in Zibo is very supportive of the joint venture and this is important, as it has significantly contributed to the success of the joint venture.

Staff accommodation has also been an issue for the foreign staff of the venture, as apartments do not always have typical western amenities. Zibo has refurbished staff apartments now with modern facilities which greatly assisted keeping foreign staff.

The cross cultural experience and people-to-people links which lead to increased understanding of each other and greater cooperation between China and Australia are seen as a major benefit of the joint venture.

The venture also offers the opportunity for Chinese students to study Australian curriculum and learn English while living at home in China. A further benefit is that the Chinese partner is only licensed to provide education up to Year 9, and can only provide further

schooling for students in Year 10 and 11 through the joint venture project.

### *Insights*

Group Colleges has learnt several lessons from its joint venture in China, including the fact that it is essential to have a good understanding of the economy in which you propose to undertake a venture, its culture and people. This will assist in the selection of staff and in understanding how best to deal with situations that may arise.

It is important to clearly document all operations and keep accurate records, as well as being very specific as to any requirements and expectations. Mis-understandings can occur on both sides due to differing cultural and business practices. It can also be necessary to be persistent, in order to get things achieved, due to the unfamiliar procedures and regulatory frameworks that have to be managed. Group Colleges also advises that in any joint venture it is good to have the option of walking away from the project, should it become necessary.

## **TAFE NSW and Ningbo College**

### ***Background***

The Southern Sydney Institute was the first TAFE NSW institution to operate a joint venture project in China, entering into negotiations with the Chinese in 1997 and commencing its first program in 1998. It now has six programs in three locations in China – Shanghai, Ningbo and Xian. Two of its partners are public institutions and one is a private university.

The Institute's current joint ventures are in Business and English and Information Technology. The venture in the field of Information Technology is being phased out and is to be replaced with a Business Diploma to meet the needs of the partner institution and student demand.

### ***Description***

Ningbo College is a long-established and growing joint venture. This venture was established through an education agent, who was responsible for sourcing potential joint venture partners, and Ningbo was chosen due to its location and reputation.

Under the joint venture arrangements, there are 370 Chinese students, with 1 full-time Australian staff member and seven teachers on short-term contracts. The Ningbo venture specialises in English and Business programs. All TAFE NSW programs at the College have an English component and the business diploma courses are delivered in English. The TAFE requirement is that students have a 5.5 IELTS English-language score prior to entry into the diploma program (this is a requirement for international students undertaking studies at TAFE institutions in Australia.) The English courses are one year in length and the diploma courses are two years. Courses are full-time and face-to-face.

## ***Roles and Responsibilities***

A Council has been established to administer the delivery of the TAFE programs at the school. The Council comprises two members of the school staff and two representatives from Southern Sydney Institute. The Institute is responsible for all curriculum development and assessment.

The Chinese joint venture partner is responsible for the day-to-day administration of the school and for the financial administration including collection of fees. The partner is also responsible for the recruitment of students. Most students live on campus.

Teaching is delivered by both Australian and Chinese staff. Australian staff deliver approximately 30-50% of modules.

## ***Qualification***

Currently the qualifications provided by the joint venture are TAFE NSW diplomas. They are exactly the same as if the student had completed his/her studies in Australia. The curriculum is modified where possible to make it relevant to the Chinese students. However, as many students are looking to continue their studies at Australian universities there is a need to maintain a balance to keep the content relevant to their local needs and to meet the needs of those students undertaking further study in Australia.<sup>2</sup>

## ***Quality Assurance***

Lead teachers from TAFE travel to China to implement quality assurance measures. Under the Australian Qualifications Framework (AQF) process, courses can be audited at any time and is it important to ensure the quality of the joint venture courses being delivered in China meets the required AQF criteria at all times. Under the joint

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<sup>2</sup> The nature of VET courses, which are tied closely to local industry requirements, may lead to difficulties in developing suitable programs for implementation in a variety of locations. These programs will require substantial local input if they are to be of maximum benefit.

venture, teachers also come to Australia to undertake training programs and to sit in on Australian classes. All new teachers are required to have achieved a minimum qualification and it is a condition of the contract that all professional development and teacher training takes place in Australia.

### ***Opportunities and Challenges***

Difficulties were encountered in the initial years working within the unfamiliar regulatory frameworks and the various layers of the bureaucracy, where inconsistencies can occur. Difficulties in accessing useful information regarding regulations and requirements are abating. It has been necessary to rely to a considerable extent on the local agent, who has a better understanding of the regulations governing joint schools projects. For this reason, the choice of agent is critical. Although a national registration or accreditation system for agents is being introduced, selecting a suitable agent can currently still be difficult. The agent plays an important role in the accreditation of courses, and as this takes place only once a year, it is crucial that the agent is fully informed of all the regulatory requirements to complete the process.

Cultural differences provide challenges both for teaching and also the management of the schools. However, the Australian teachers have found the experience a very enriching one. Adapting to different learning styles and cultural differences has broadened their outlook on delivery and made them more flexible in their approach. This has also benefited the Institute by building its capability through the capacity of its teachers, and has provided valuable experience in tendering for similar projects elsewhere. Teachers have also benefited from the relationships they have established with joint venture staff and students.

An MOU was required to establish the initial relationship between the two joint venture partners and this was followed by the signing of a contract. The different cultural approaches towards negotiating the contract created some initial challenges.

## *Insights*

The market for vocational education and training in China is, comparatively, quite small, and it is not as well recognised as a pathway to university, as is the case in Australia. Unlike Australia, a diploma is not a highly regarded qualification in China and this has also provided some challenges. The current project being undertaken in Chongqing by the Australian Agency for International Development (AusAID), which is designed to assist the Chinese Ministry of Education's VET reform program through innovation at selected Chongqing schools and at the Chongqing Municipal Education Commission, may, over time, change this perception.

Establishment of joint ventures with universities has often encountered difficulties, possibly due to this lack of recognition in China and their preference to link with overseas universities. Successful joint ventures are primarily in the vocational colleges and in particular the "lead" institutions. New initiatives with TAFE NSW linked to University programs, which provide defined pathways into degree studies, are proving to be a way forward.





Part 3:

# **Case Study Report**

## **New Zealand**

By Emily Fabling

International Policy & Development Unit  
Ministry of Education  
NEW ZEALAND



## **Purpose of the project**

The New Zealand Ministry of Education<sup>3</sup> recently supported a successful bid by China for APEC support for a project on joint ventures in higher education. The Shanghai Institute of Higher Education is over-seeing the project under the leadership of the Chinese Ministry of Education.

One of the education goals of APEC is “to carry out regional co-operation in higher education in order to meet the needs of globalisation”. Joint ventures in higher education among APEC members are seen as empowering this goal.

The purpose of this project is:

- to share past experiences of joint schools in higher education among APEC economies;
- to analyse the present barriers and difficulties in joint schools of higher education among APEC economies;
- to explore the possible better ways of joint schools working together in higher education in future among APEC economies; and
- to improve capacity of higher education institutions in running joint schools through this study and following-up training activities.

Each participating APEC economy will introduce their own education policy on joint ventures and select two to three case study participating in joint ventures. Case studies will “sum up the experiences and lessons of running joint schools” and discuss advantages and disadvantages of present experience.

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<sup>3</sup> New Zealand’s participation in the APEC Human Resources Development Working Group (HRDWG) Education Network is managed out of the Ministry’s International Policy & Development Unit.

## **What is ‘offshore education’? What are joint venture schools?**

‘Offshore education’ is a component of ‘export education’.<sup>4</sup> There are a variety of ways in which export education can be defined. The World Trade Organisation (WTO) General Agreement on Trade in Services (GATS), APEC and other international bodies use the following four classifications:

- Consumption abroad, in which the student moves to the economy of the supplier to receive education (eg. an international student studying in New Zealand);
- Cross-border supply, in which an educational service is provided across borders but without the movement internationally of either student or teacher (eg. an international student enrolled in a ‘correspondence’ or distance course through a New Zealand provider, but studying from their home economy);
- Commercial presence, in which the provider establishes a presence in the economy in which the student resides, for example through a twinning programme or establishment of an offshore campus; and
- Presence of natural persons, in which the educator moves to the economy of residence of the student to provide the service.

In practical application, these types of services are often combined. For example, elements of both ‘commercial presence’ and some ‘consumption abroad’ combine to produce ‘twinning programmes’ or ‘joint ventures’, where education providers jointly provide courses leading to a qualification from one or other of the institutions. There may also be an element of provision via distance education (eg. over the internet or by traditional ‘correspondence’ learning), and staff from the provider economy may travel to the student’s economy to deliver or assure quality in some of the course.

Twinning programmes and joint ventures do not necessarily involve direct capital investment on the part of both partners. In most instances

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<sup>4</sup> Other education organisations such as IDP Education Australia and the Global Alliance for Transnational Education (GATE) use the term ‘transnational education’ in the place of ‘offshore education’.

in the case of New Zealand education providers, direct capital contribution is made by the partner institution in the host economy, while the New Zealand provider may contribute knowledge, expertise, curriculum, teaching staff, accreditation or a combination of these.

### **The New Zealand tertiary education system**

In New Zealand, individual schools and tertiary providers (even those in the public sector) have considerable responsibility for their own governance and management, working within a framework of guidelines, requirements and funding arrangements set by central government and administered through its agencies. Administrative authority for most education service provision is devolved away from central government to education providers which are governed (in the public sector) by individual Boards or Councils, members of which are elected or appointed.

It is important for the purposes of this project to provide a general overview of tertiary education in New Zealand. The term 'tertiary education' in New Zealand is used to describe all aspects of post-school education and training. There are currently 36 public tertiary education institutions (TEIs), including 8 universities, 21 institutes of technology and polytechnics, 4 colleges of education, 3 wānanga (Māori indigenous tertiary education institutions). Students at TEIs represented 83% of the total number of formally enrolled tertiary students in 2002. There are also 46 industry training organisations, and approximately 915 private training establishments (PTEs), which include private English language schools, registered by the New Zealand Qualifications Authority.

The Ministry of Education ([www.minedu.govt.nz](http://www.minedu.govt.nz)), established under the Education Act 1989, carries out the following functions:

- provides education policy advice to the Minister of Education and the Government;
- purchases services on behalf of the Crown (and has responsibility and oversight of Crown risk);

- allocates funding and resources to early childhood education and schools;
- oversees the implementation of approved education policies;
- manages special education services;
- collects and processes education statistics and information; and
- monitors the effectiveness of the education system as a whole.

Established on 1 January 2003, the Tertiary Education Commission ([www.tec.govt.nz](http://www.tec.govt.nz)) gives effect to the New Zealand Government's *Tertiary Education Strategy* through the negotiation of charters and profiles<sup>5</sup>, allocation of funding and building the capability of New Zealand's tertiary education system to contribute to national economic and social goals. The *Tertiary Education Strategy 2002-2007* was launched by the New Zealand Government in 2002.

Separate government and non-government education agencies have national responsibilities for qualifications and quality assurance. The New Zealand Qualifications Authority ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)) maintains an overview of qualifications in school and tertiary education and training.

Quality assurance of tertiary education in New Zealand focuses on the quality of learning outcomes recognised through qualifications as a whole, and also on the systems and processes that support quality delivery by providers.

Only those tertiary qualifications and providers that are quality assured by a quality approval body are eligible to apply for Government funding. Quality assurance bodies decide whether providers and qualification developers meet appropriate standards.

NZQA registers private education providers and recommends the approval of government training establishments to the Minister of Education. It approves courses and accredits and audits educational institutions and other registered learning establishments that offer

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<sup>5</sup> All publicly-funded tertiary education providers and industry training organisations in New Zealand are required to develop charters and profiles.

approved courses and award credit for registered qualifications. It also accredits Industry Training Organisations to register workplace assessors.

NZQA has delegated authority for the approval and accreditation of polytechnics and institute of technology courses to the Association of Polytechnics in New Zealand (APNZ) ([www.apnz.ac.nz](http://www.apnz.ac.nz)) and its Polytechnic Programmes Committee. Similarly, NZQA has delegated authority for the approval and accreditation of Colleges of Education courses to the Association of Colleges of Education in New Zealand (ACENZ) ([www.acenz.ac.nz](http://www.acenz.ac.nz)) and its Colleges of Education Accreditation Committee (CEAC).

The New Zealand Vice-Chancellors' Committee (NZVCC) ([www.nzvcc.ac.nz](http://www.nzvcc.ac.nz)) provides quality assurance for university qualifications through the Committee on University Academic Programmes (CUAP). This Committee oversees inter-university course approval and moderation procedures, provides advice and comment on academic developments, encourages the coherent and balanced development of curricula, and facilitates cross-crediting between qualifications.

The New Zealand Universities Academic Audit Unit (NZUAAU) carries out university academic quality audits, drawing on both New Zealand and international experts. NZVCC and NZQA use common criteria for the approval and accreditation of all courses, including degrees.

### **Regulatory environment for offshore education provision**

Domestic legislative, regulatory and policy guidelines surrounding offshore education provision by New Zealand education providers are limited. New Zealand's Education Act was introduced in 1989 when export education activities were a lesser part of education activity. While the provisions of the Act can potentially be extended to apply to offshore provision, issues arise in terms of investing and borrowing; employment arrangements; enrolment; quality assurance requirements;

copyright, trademark and intellectual property issues; and, teaching and learning.

The New Zealand Government is concerned that the reputation of New Zealand qualifications be maintained, regardless of whether they are delivered in New Zealand or overseas. New Zealand providers offering courses leading to approved qualifications overseas as either stand-alone or joint ventures must obtain separate, site-specific accreditation in addition to normal requirements for approval and accreditation for on-shore delivery and assessment.

These separate requirements reflect the substance of formal agreements between overseas quality assurance and certification bodies and those in New Zealand, and are modelled on requirements established by the NZVCC's CUAP. CUAP's guidelines apply when:

- there is a formal agreement between institutions to provide courses taught by an overseas institution (including web-delivered courses) towards a New Zealand programme; and
- when the overseas contribution constitutes the core of a programme, a major or sub-major, or is more than 0.5 EFTS weighting within the programme.

Any MOU must be between institutions, not between individual departments or staff members.

Accreditation to offer any NZQA-approved qualification overseas is site-specific. Any New Zealand-based provider operating overseas must provide evidence to the NZQA that the overseas operations:

- are covered by the provider's quality management system;
- are consistent with the standards of the provider's New Zealand operations;
- comply with legal requirements in the particular economy; and
- are acceptable to the relevant educational authorities in the particular economy.

The NZQA requires additional information for New Zealand providers offering approved courses leading to qualifications overseas as



collaborative, ‘twinning’, franchise or joint venture activities with an overseas provider:

- a statement on the standing of the overseas provider and evidence that they meet appropriate quality and course management requirements. The requirements must essentially be equivalent to those expected of a New Zealand provider;
- a formal memorandum of cooperation between the New Zealand provider and the overseas provider. This must include a detailed outline of processes for the management and award of the qualification for students, including the provisions for the management of students and student results should the proposed arrangement cease to operate;
- details of the quality assurance processes applying to the overseas provider, where appropriate, with respect to the approval, accreditation and monitoring of the particular course under consideration.

Courses delivered overseas that lead to the award of New Zealand qualifications are subject to the same monitoring requirements as courses delivered within New Zealand, and the monitoring process may be extended to meet requirements of any relevant overseas accreditation body.

In addition, where courses are delivered in conjunction with an overseas provider, the monitoring process must include a formal evaluation of the effectiveness of the collaborative arrangements.

The New Zealand Government is also concerned with management of the risks involved in the provision of offshore education. The major reason for this requirement is to ensure that a New Zealand education provider’s financial resources and its equity are not subject to undue financial risk and possible loss, thus safeguarding the interests of the provider and its students. The Ministry of Education provides advice to tertiary education providers on effective risk management approaches.<sup>6</sup> Risk in offshore education falls into the following categories:

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<sup>6</sup> Ministry of Education, *Education Beyond Our Shores – Defining the Way Forward: Workshop Report*, October 2002; and TAMU, *Offshore Education: A Risk Perspective*, September 2002, both available on the Ministry’s website at [www.minedu.govt.nz/goto/international](http://www.minedu.govt.nz/goto/international).

- strategic risks (is the venture part of an integrated overall distance education or international education strategy?);
- financial risks (does a robust multi-year business case underpin the venture? are financial and non-financial risks monitored, reported and acted upon?);
- operational risks (has due diligence been undertaken on partners and on the different legal framework in the host economy? is management distracted from parent entity eg. long CEO absences?); and
- academic risks (are local and New Zealand accreditation issues addressed? are retention and achievement targets/strategies in place? what are the attitudinal and/or cultural differences in teaching and learning offshore?).

The Ministry recommends a strategic approach, ensuring offshore education is part of an overall integrated medium-term institution-wide strategy. Links with the local community should be well-developed and robust contingency and extraction plans are required.

### **Offshore provision by New Zealand higher education providers - stocktake**

An initial stocktake of offshore activity by New Zealand's TEIs by the Ministry of Education was completed in 2001<sup>7</sup>.

An analysis of results shows that:

- 17 of the 36 TEIs offered offshore programmes alone or in conjunction with offshore partners in 2001.
- A total of 63 programmes were delivered offshore in 2001 – up from six in 1997.
- Level of involvement varied greatly – just three institutions accounted for 35 programmes. Many providers offered just one programme offshore.
- The total number of students enrolled in offshore programmes in 2001 can be estimated at 2,200 – an increase from 380 in

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<sup>7</sup> Ministry of Education (International Policy & Development Unit), *New Zealand's offshore public tertiary education programmes: initial stocktake*, April 2002 ([www.minedu.govt.nz/goto/international](http://www.minedu.govt.nz/goto/international)).

1997.

- New Zealand's offshore programmes in 2001 were concentrated in South-East Asia, China/Hong Kong and the Pacific. Malaysia accounted for the largest number – 15 programmes. This parallels existing and historical international education relationships with New Zealand.
- Although data on year of first intake were incomplete, most offshore programmes commenced recently (ie. 2000 or 2001). One programme has been offered offshore since 1986.
- Subject matter also varied – Business and Administration, Commerce, Management and Science courses featured often, but vocational/ professional programmes in the fields of Nursing or Medicine, Teaching and the Trades were also delivered offshore.

The Ministry of Education notes the New Zealand Government's interest in both the financial and academic viability of TEIs, and in the robustness of their strategic and business frameworks.

The New Zealand Ministry of Education hosted a workshop in 2002 on offshore education provision by New Zealand providers. One of the key findings of the workshop was that “satellite campuses” are faced with problems of scale and can expose the provider to considerable financial risk through capital investment offshore. The workshop concluded that perhaps the best approach, both in terms of mode of delivery and financial risk, is seen to be twinning programmes or joint ventures with local, established partners that involve an arrangement to offer curriculum and/or teaching without direct offshore capital investment. A more co-operative and collaborative approach to offshore provision minimises risk, especially for small providers or new entrants, and provides opportunity to share expertise regarding market intelligence, sound management processes and efficient procedures.

Notably, a small number of New Zealand secondary schools are also becoming involved in offshore education provision (New Zealand's

Marlborough Boys' College has recently opened its new Changzhou International Campus in China, for example).

### **Offshore provision by foreign providers in New Zealand**

New Zealand's Education Act 1989 sets the requirements for establishment as TEIs. The Act also sets out the requirements for the use of protected terms such as 'university', 'college of education' or 'polytechnic', and the terms 'degree', 'bachelor', 'master' or 'doctor'. Due to the statutory restraints through Ministerial approval<sup>8</sup> for applicants to use a protected term in their name in New Zealand, foreign service providers cannot automatically assume they can operate in New Zealand using the status they have in their home countries. A small number of foreign providers are operating in New Zealand as private training establishments (PTEs).

The Education Act 1989 sets the requirements for registration as a PTE. Where a foreign course is to be offered in New Zealand and approval is required<sup>9</sup>, the New Zealand provider is required to provide evidence of approval by an overseas agency and details of the approval process undertaken by that agency to the NZQA. If the criteria applied to the proposal are sufficiently similar to those of the NZQA and the process applied was adequately rigorous, the NZQA approves the proposal or negotiates an amended approval process. The NZQA considers the potential for legal, professional or cultural requirements and concerns to impact on the acceptability of the course for New Zealand conditions.

If the course is managed in conjunction with a New Zealand-based organisation, a memorandum of cooperation between the partner organisations is required by the NZQA, specifying responsibility for the delivery, assessment, moderation, resourcing, and monitoring of the course.

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<sup>8</sup> Ministerial approval requires recommendation to the Governor-General for the making of an Order in Council through the Executive Council.

<sup>9</sup> Approval is required if the education provider is seeking New Zealand Government funding, if students wish to access Student Loans and Allowances, or if international students are to be enrolled.

## **Case studies**

The purpose of undertaking case studies is as follows:

- to collect related data of joint schools of these sample institutes;
- to describe the content of joint schools of these samples;
- to sum up the experiences and lessons of running joint schools of these institutes;
- to analyse the advantages and disadvantages of each institute at present; and
- to map out co-operative prospects for running joint schools in higher education among APEC economies.

The New Zealand Ministry of Education acknowledges that the case studies presented offer a New Zealand perspective on offshore education joint ventures and do not reflect the views or cultural perceptions of other parties in these education collaborative arrangements.

The New Zealand Ministry of Education has selected three TEIs in New Zealand as case studies for this project. The case studies provided are self-reporting and not a critical evaluation. The New Zealand case studies are:

### **Christchurch College of Education**

The Christchurch College of Education's (CCE) School of Business has entered into a joint venture relationship with Griffiths University, Australia. CCE also has offshore relationships in Malaysia, offering programmes in special education.

### **Lincoln University**

New Zealand's Lincoln University has established a number of offshore education ventures in the APEC region. Lincoln University's main areas of interest in the APEC region are in Malaysia and Singapore:

Economy	Partner institution	Name of programme	Study level	No. of students
Malaysia	University Tenaga Nasional (UNITEN)	Bachelor of Commerce and Management	Undergraduate	700
Malaysia	Sarawak State Government	Certificate of Conservation and Eco-tourism Management	Undergraduate	68
Singapore	Centre for Management Excellence	Bachelor of Landscape Architecture	Undergraduate	90
Singapore	Oriental School of Business	Foundation Studies	Post-secondary	7
Singapore	Oriental School of Business	Diploma in Commerce	Undergraduate	120

### **UNITEC Institute of Technology**

New Zealand's UNITEC Institute of Technology and the Beijing Fanzhidu Education Information Consulting Company Ltd jointly established the Xicheng District Fanzhidu Training School in Beijing, opening in July 2001. The Fanzhidu Training School provides courses in English language. In 2001, the Fanzhidu Training School enrolled 191 students and employed 9 New Zealand staff in China.

## **Christchurch College of Education**

The New Zealand Ministry of Education thanks Greg Scott, International Dean, Christchurch College of Education for the contribution of this case study.

### ***Introduction***

This case-study describes the background, features and outcomes experienced in the development and implementation by the Christchurch College of Education, New Zealand of a jointly delivered and conferred undergraduate business management degree with an Australian university partner.

The Christchurch College of Education (the College), formerly a Teachers Training College, was established in 1877 and is currently one of four Colleges of Education in New Zealand with approximately 7,000 students. While retaining a strong presence across the full range of teacher education and professional development activities, since 1990 it has diversified its core business, particularly in the fields of business, sport coaching and performing arts. It has also established six degree programmes, two of which include collaborative delivery with a local university in the same city.

Griffith University (the University) was established in 1971 and is presently located on six campuses in South-East Queensland, Australia, with enrolments totalling over 25,000 students. Griffith has a commitment to being responsive to community and industry needs and has become a leader in new academic areas such as Modern Asian studies, Environmental Sciences and Technology Management. Although relatively young, Griffith has a growing research profile and is currently ranked within the ten leading Australian universities. The University also has a strong international profile with on-campus study, exchange agreements and offshore delivery and collaborative research overseas.

The first academic interaction between Griffith University and the Christchurch College of Education involved College staff studying within the Griffith Doctorate in Education, Applied Linguistics and Special Education programmes

Initial discussions with the New Zealand Ministry of Education and New Zealand Treasury regarding a College affiliation with an Australian university raised no apparent barriers and encouraged this initiative that would further strengthen the close bilateral relationship with Australia under the terms of the Australia-New Zealand Closer Economic Relations trade agreement (ANZCERTA or CER).

Arising from past academic interaction, discussions with Griffith University led to the recognition in 1997 of the Christchurch College of Education as an affiliated institution (one of three) under the State of Queensland law while retaining independence of governance and management<sup>10</sup>. All co-operation with regard to the affiliation is overseen by a joint liaison committee.

### ***Background to joint degree programme***

In 1998 Griffith University commenced the delivery of a Bachelor of Business Management (BBusMgt) with approximately 150 equivalent full-time students (EFTS) using a new delivery format called “flexible delivery”. The outcomes, structure and mode of delivery of the degree were already well aligned with those of diploma qualifications already offered by the College. Between 1998 and 2000 significant interaction took place at academic and management level to gain approval and accreditation from the New Zealand Qualifications Authority (NZQA) to offer the BBusMgt degree as one degree conferred by the Councils of both institutions. (The degree parchment is signed and sealed by those authorised to do so at Griffith University and the Christchurch College of Education). This partnership, we believe, has a unique set of characteristics; the same degree approved in each economy,

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<sup>10</sup> Griffith University is constituted by a State law in Queensland, Australia. This allows for affiliated institutions to be recognised by a ‘Deed of Affiliation’.



collaboration in delivery across national boundaries preserving a large measure of autonomy with equivalence in the outcomes of students to enable the same degree to be conferred.

In delivering the BBusMgt degree at the College, the qualification structure and learning outcomes are consistent with Griffith University but there is variation in content where the New Zealand environment differs from Australia. The same assessment tools and website material are used in some courses and not in others. Both Christchurch and Griffith staff have considerable autonomy within the partnership to make independent decisions however the objective is that a team approach is taken in the delivery at both locations.

The first students (90 EFTS) commenced at the Christchurch College in February 2000 and there are currently 180 EFTS enrolled at the College and 400 EFTS at the University.

### *Summary of outcomes*

The development of the jointly conferred degree has resulted in a number of positive outcomes although somewhat different within each institution. These were the subject of a study in 2001 by Scott & Fraser<sup>11</sup> and can be summarised as organisational, programme and individual.

Each institution has furthered their respective internationalisation goals and more specifically created marketing opportunities, particularly within New Zealand for the College and internationally for both. Griffith University has gained a potential source of exchange and post-graduate students and the relationship has been valuable to the College for the approval of degree qualifications.

At the degree programme level, an exchange of respective strengths, namely teaching and learning (College) and research, flexible delivery (university) has taken place. The sharing of course development and

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<sup>11</sup> Scott, G.W & Fraser, C. *Partnership in Qualification Delivery; A Trans-Tasman Experience*, Conference of Association of Tertiary Education Managers, Canberra 2001.

maintenance responsibilities is a significant opportunity not yet fully realised. Over the past 3 years, there have been regular staff exchanges for course development in all degree core courses as well as seminar presentations and participation. The delivery of a degree has enabled the College to attract academic staff with higher qualifications and research experience. Within the College School of Business refereed journal articles have increased from 0 to 10 per annum within two years.

At an individual level, the partnership has allowed access by staff at both institutions to shared resources and best practice examples. Limited student exchange has occurred with a formal arrangement for staff teaching exchange currently being established.

It is perceived by some that, in the early years of the joint degree partnership, the benefits have accrued to a larger extent to the College however there is evidence to suggest that advantages already flow both ways and that both institutions have much to gain as the relationship matures.

### ***Factors assisting success***

The most important factors in partnering with an Australian institution were the similarities to New Zealand in educational approach and programmes in business.

One of the most significant factors assisting the success of this joint venture has been that the leaders of both institutions have had a vision for international education collaboration, quickly established a positive working relationship, demonstrated a personal interest in success of the partnership and positively promoted collaborative activity within their senior staff. The establishment of an effective cross-institutional liaison committee at senior level is also considered vital.

The collegiality and professional trust between academic staff has been important, but not always easy, to establish and maintain. The retaining of autonomy within most aspects of course delivery has

avoided the necessity for academics to work together by force with the alternative approach of investing in regular travel opportunities for exchange of ideas. It is also considered an advantage that each institution has already established quality teaching as of prime importance while each has additional distinct strengths to complement this. While the BBusMgt degree is not offered by distance, it is considered advantageous that much of the course material has been developed for web-based learning.

It is regarded as vital that each organisation ensures that demonstrable benefits are consistently provided to its partner organisation and most importantly, to the students. It is argued that these benefits need not be equivalent or result in large financial gains in the short-term. The importance, however, of communicating these to governing bodies, staff and students is emphasised.

### ***Factors hindering success***

One of the major factors perceived to have detracted from potential benefits is the absence of awareness among academic and general staff at both institutions of agreements made at management level which are not seen to infiltrate daily practice. This has led to a lack of responsiveness from staff and uncertainty in the roles expected. A lack of an effective decision making group at operational level or operational agreements of service expectations has been noted with the possibility of control being too closely held at the joint management liaison committee level.

Differences in size, structure, staff turnover, priorities and culture of each organisation have created challenges to effective collaboration. There is a feeling that the potential of the partnership for students and staff alike has not been communicated as effectively as possible. There has been some concern from both students and staff at the unequal nature of the partnership resulting in lack of ownership. Initially, students at the College were concerned that material sometimes reflected only Australian content and at the potential loss of the highly

supportive learning environment they valued. This has largely diminished as the degree has become more established.

The pressure on academic staff to develop new courses and find the additional energy to collaborate and maintain or develop research partnerships was a major hurdle. An underlying constraint with respect to the development of the partnership was the presence of conflicting priorities for the institutional partners, both at an organisation and individual level. Examples of this include commitments to other external relationships and the competing priorities within the workload of academic staff.

### ***Conclusion***

It can be concluded that the affiliation between the Christchurch College of Education (New Zealand) and Griffith University (Australia) and resulting conjoint degree development has delivered significant but differentiated positive outcomes to both institutions. A valuable platform has been established for activities that enhance academic activity between New Zealand and Australia.

## **Lincoln University**

The New Zealand Ministry of Education thanks Geoff Ormandy, Director, International, Lincoln University for the contribution of this case study.

### ***Introduction***

Lincoln University is the smallest of New Zealand's eight government University's but throughout its 125 year history has been regarded as the most entrepreneurial especially in respect to international activities. The University has always welcomed the enrolment and the involvement of international students in its programmes and been involved in a range of off-shore education activities. The 1989 amendment to the Education Act created an opportunity for all New Zealand education providers to become more active in international education and Lincoln's previous involvements provided an excellent foundation for the University to capitalise on changes to the regulations. An extended range of off-shore activities were initiated and during the past nine years over one thousand students and a large number of staff have been involved in seven programmes that have been delivered outside of New Zealand. The University is firmly of the opinion that off-shore education activities contributes significantly to its goal of building an international reputation in niche areas including natural resources, bio-sciences, management, commerce and the social sciences.

This brief paper discusses the benefits that offshore education brings to Lincoln University and some of the barriers and difficulties that the University has experienced in developing its offshore programmes.

### ***The benefits of offshore activities***

Even after years of experience in developing and operating offshore education activities there are some who would argue that it is easier

and less complex to simply focus on the domestic market. However, others (and especially those who have been involved in offshore activities) are firmly convinced of the advantages, as the competition for students intensifies and an increased number of opportunities emerge for offshore activities.

The major beneficiaries of the University's offshore programmes are the students who participate in the activities. In an increasingly commercial education environment the students benefit from their involvement in more cost effective programmes as it is cheaper for them to study in their home economy than to travel to New Zealand for their higher education. Studying in their home economy is also more culturally comfortable for the students and they also have the benefit of having more personal support for their study than if they were studying at a distance.

The staff who have been involved in offshore activities have also benefited. As a result of teaching and spending time in other countries and amongst people from a range of different ethnic origins the staff have developed a greater cultural awareness and increased appreciation of the differences that exist in people's backgrounds, aspirations and learning environments. These understandings and the increased empathy with people from other cultures have assisted the staff to modify their teaching methods and to work more effectively with an increasingly diverse student population both on and offshore. The experiences of staff in off-shore education and the fact that programmes have been delivered overseas have also lead to changes being made to the curriculum content of some programmes. The content is now less ethnocentric and more internationally relevant.

Lincoln University has for a period of time had a comparatively high proportion of international students. The impact of a significant number of students from very diverse cultural backgrounds has had to be responsibly managed. The offshore delivery of programmes has been one strategy that has been actively pursued by the University as a means for managing this diversity.

By taking learning programmes offshore the University has been able to increase the size of its international student enrolment and as a consequence receive additional revenue. There is no denying the commercial motifs for becoming involved in offshore education.

The University's consistent presence in offshore destinations has helped to raise the institution's profile in the countries where the programmes have been delivered. As a result, new opportunities have emerged. A cornerstone of international education is the establishment and development of strong partnerships. Such partnerships are even more critical when programmes are delivered offshore. The partnerships that have been forged by the University have led to a range of additional international activities and long lasting relationships.

### ***Barriers and difficulties***

Lincoln University's experience in offshore education has been very positive. There is no hiding however that some ventures have been more successful than others and that barriers have had to be overcome and difficulties have been experienced as each activity has been developed.

The common barriers and difficulties have included adjusting to the local laws and regulations especially in respect of local Ministry of Education requirements and the local employment conditions. These requirements and conditions vary from economy to economy and in some cases within an economy.

Ensuring that you are working with an appropriate in-economy partner and developing a conducive relationship has been critical to all of Lincoln's offshore activities. A relationship which shares a respect for the differences that are present and a preparedness to make adjustments to the teaching and learning that do not undermine the quality of the programmes is very significant to the success of the programme.

Maintaining quality at a distance is potentially a difficulty however, without exception it has been Lincoln's experience that the integrity and the quality of the offshore activities has been at least equal to that which is achieved on campus. While it has been necessary to modify the curriculum and the way in which the programme is delivered the changes have been made without effecting the fabric of the course of study. Some would suggest that the quality of the programme has actually been enhanced by the changes that have been made. Another significant quality consideration is the provision of facilities and resources at the offshore campus. This provision is often taken for granted at home however they may not be as readily available offshore.

Following some earlier experiences when the need to carefully select staff to participate in off-shore activities were overlooked the University subsequently took care to ensure that staff who were involved would be able to work successfully in the different environment and that they were well briefed and prepared. The most effective staff off-shore have been those that have been able to successfully transfer aspects of their 'home economy teaching styles' to the host economy and at the same time make adaptations that were appropriate to the local environment.

When working offshore there is sometimes an absence of the extra-curricula dimension which is readily available at the home campus. To ensure that the students are able to participate in an augmented education experience innovations that are culturally appropriate have had to be made to provide this experience.

Lincoln's experience has been that there are difficulties associated with managing programmes at a distance. For each programme project teams have been appointed to manage the activities and where possible to link the administration of the offshore programme back into the structures and systems of the home campus.

Perhaps the most difficult barrier to manage in respect of offshore education is the perception of other institutions and authorities that the



programmes cannot meet the same quality assurance standards if they are delivered at a distance. As more providers become involved in offshore education these perceptions will change.

### ***Conclusion***

The internationalisation of education has taken large steps during the recent decade. A more recent component of the internationalisation has been the development of offshore programmes and activities. Lincoln University has been privileged to be a pioneer in New Zealand in respect of offshore education and as a result of the experience there is a commitment to additional initiatives which feature programme, resource and staff mobility as opposed to student mobility.

## **UNITEC Institute of Technology**

The New Zealand Ministry of Education thanks Nick Shackelford, Head of School of Languages; Chelsea Blickem, Programme Leader, Certificate in Intensive English; and, Frank Doogan, Director of Studies, Fanzhidu Training School (July 2001 – July 2003), UNITEC Institute of Technology for the contribution of this case study.

### ***Introduction***

In June 2001 the School of Languages, UNITEC and the Beijing Fanzhidu Education Information Consulting Company Ltd (BFEIC) entered an agreement to establish the Xicheng District Fanzhidu Training School (The Fanzhidu Training School) in Beijing. Suitable premises were found and refurbished by BFEIC and the training school opened for business in July 2001 with over 100 students.

BFEIC and UNITEC have had an established business partnership since 1997 for the recruitment of Chinese study-abroad students, many of who need to undertake an English language course before entering diploma and degree level programmes. The development of a training school in Beijing was planned as a way of increasing the flow of students from China into UNITEC programmes, preparing students for their academic study in New Zealand and as an entrepreneurial activity.

The owner of BFEIC identified that an opportunity existed in Beijing for the establishment of a training school with good facilities that would offer English language training run in partnership with an institution with a strong reputation for quality delivery of English language. UNITEC's Certificate in Intensive English is a well-developed programme and the decision was made to offer this programme at the Fanzhidu Training School. It was also envisaged that courses from the New Zealand Diploma in English would also be

offered to those students who reached the required 6.0 IELTS entry requirement although this has not yet eventuated.

The parties agreed that BFEIC would own the school, establish the necessary teaching and marketing services and provide the non-academic management and administrative support for the school. UNITEC retained ownership of the academic programmes and agreed to appoint a Director of Studies to be resident in Beijing and to coordinate the delivery of the programme. UNITEC's Academic Board and New Zealand Qualification Authority had to be assured that the programme quality would be of the same standard as the delivery of the programme at UNITEC and, following the submission of the necessary documentation, both bodies approved the delivery of the Certificate in Intensive English programme for delivery off-shore in Beijing.

### ***The business partners***

The choice of a suitable business partner who will work in the best interests of both parties is a key factor in the success of a joint venture of this kind. UNITEC has been fortunate in the choice of its first offshore business partner in China. The Chinese owner of the school is now a New Zealand resident, a graduate from a UNITEC language programme and has a good understanding of the New Zealand education system. He also has a strong links with key departments and personnel within the Chinese bureaucracy and this has proved to be essential in the complicated process of gaining Chinese government approval for the establishment of the school. Without this partnership, it would have been impossible for UNITEC to establish its programme with a private company.

### ***The business arrangement***

A clear agreement is essential to the establishment of a joint project. UNITEC is paid an agreed percentage of the tuition fees for the use of the CIE programme and for the services of the Director of Studies. UNITEC was given the opportunity to become a joint financial partner

in the school, which is an option that would not have been available if the co-operation had been with a university. However, UNITEC declined this offer as it did not think it appropriate, as a publicly funded institution, to expose itself to unnecessary risk by making a capital investment in the school and in a economy where it has had no experience of business activity. UNITEC has been able to restrict its activity to providing a service and has not had to become too closely involved in the operational running of the school.

The disadvantage of not being a financial partner is that UNITEC is less able to influence the strategic direction of the school. Forward planning and the development of a coherent business planning is problematic as the owner of the school often makes decisions over which UNITEC, as a service provider, has little control.

### *Legal issues*

During the establishment phase, there was some ambiguity for UNITEC about the legal status of the school. This impacted on the ability of UNITEC teachers to gain the appropriate work visa, causing some anxiety amongst participating staff. It is important for institutions entering a partnership of this kind to be clear that they are entering a relationship that has full approval of the local authorities and their committees.

There was similar uncertainty about the Chinese government's requirements for teachers having to pay income tax. Advice was sought from the New Zealand Embassy on these questions.

### *School facilities*

UNITEC needed to ensure that students in Beijing had similar opportunities to physical resources as their peers in Auckland, including access to a Language Learning Center (LLC) and a computer lab. UNITEC undertook to provide resources for the establishment of the LLC and for some teaching resources and these set-up costs were unexpectedly high. The computer laboratory initially had no printer, the computers had no storage facility and Internet links were

unreliable. However, the Chinese partner demonstrated his commitment to the success of the project by resolving the computing problems quickly.

Further necessary resources were soon identified after the programme started. The Director of Studies had to balance the expectations and budget of the local partner with the requirements that UNITEC has to deliver a high quality programme. Some basic classroom resources like stationery and regular access to photocopiers were initially insufficient and careful negotiation by the Director of Studies with the owner of the school was required before securing these necessities.

The students and local teachers in Beijing struggled initially with the idea of self-study and what this meant. Students in Beijing were assisted in their self-study in the Language Learning Center and were also allocated extra hours each week with a Chinese teacher of English to discuss aspects of course and this proved to be useful for the students.

### ***Management***

By working alongside a third party (the owner) the programme needed to consider lines of reporting. A three-way management process between the Director of Studies, the owner of the school and the administrative staff became complex and confusing and clear guidelines and parameters had to be developed.

A consultative process developed within Fanzhidu School that required frequent interpretation and cross checking to ensure that all parties in the project were aware of what was being done and its justification. Communication pathways between the school and UNITEC were defined to ensure that the appropriate information reached the relevant people and this reduced the possibility of overlap and miscommunication. Regular email activity with UNITEC ensued and minutes from meetings held at the school were sent to UNITEC to coordinate actions and decision-making. The presence of Chinese staff at the school who were largely bilingual were essential to the success of

these communication pathways and UNITEC staff developed excellent working relationships with the Chinese staff.

The programme managers in New Zealand needed to be clear about the diverse range of issues that needed resolution and the lines of responsibility that were developing at the school. The actual management of the programme and its quality at distance was largely successful due to the openness and frequency of communication, the New Zealand-based managers' ability to respond quickly and the fact that the programme, its processes and its content were clearly documented, packaged and transportable.

There was also a strong desire from all parties to make this venture a success. UNITEC staff based in Beijing were aware of pragmatic issues such as time differences, delays and technical hiccups and allowed for these. A general openness in encountering and exploring some fundamental cultural and contextual issues were key features that contributed to the success of the project. Staff from UNITEC was aware of the need to respect and acknowledge cultural differences and to approach delicate issues with of understanding.

### ***Administration***

Chinese staff were appointed by BFEIC to manage the administrative and marketing functions of the school. In the first months of the operation of the school, one of the challenges for the UNITEC-appointed Director of Studies was to work effectively with these staff, often young graduates with good English language skills but with little or no management or work experience, particularly in the running of a language school. The Chinese staff at the school were also unable to make any significant decisions without the authority of the school's owner, and this caused some delays in the decision-making process.

UNITEC staff had to become responsible for training local staff in various administrative processes that met the needs of the programme, the students and staff of the school. The Beijing-based Associate Director of the school continues to work there and is now experienced

in the school's management. She also benefited from a visit to UNITEC where she received some skills' training in office management and the institute's administrative systems.

The school learned to cope with irregular intakes and adjustment to class composition and size. Continuous intake was allowed in order to increase student numbers to an acceptable level. Student placement tests into the school's classes mirrored those at UNITEC in terms of tasks and assessment criteria. The recording of fees paid to Fanzhidu and the communication of this to UNITEC has evolved into a more efficient process and a system was set up to monitor the number of students from Fanzhidu who planned to move to programmes at UNITEC in Auckland.

One area that was not adequately predicted before the programme opened in Beijing was the hidden costs associated with running a school. The cost of telephones, faxing and courier deliveries became problematic and clarification was needed as to what was 'essential' and which costs belonged to each party in the agreement. Email was essential to the UNITEC staff but there were different perceptions about the need for staff to access computers. For example, when UNITEC staff arrived, the computer software was in Chinese and offices did not have phones or computers as standard resources. Teachers quickly learned to exercise patience in these situations and the Chinese partner has worked consistently to meet these expectations.

### ***The programme***

The Director of Studies managed a careful balancing act of ensuring that the outcomes and regulations of the Certificate in Intensive English programme were met consistently within the constraints of the local context.

The programme's content and topics, the assessment methods and tools were all transferred to Beijing. Students in Beijing and Auckland receive the same information about assessments that are marked and

post-moderated to the required standard in both locations. However, it became obvious that some tasks and content areas were alien to the students in Beijing. The communicative language teaching approach was quite new and adjustments needed to take place to ensure successful delivery in the Chinese context. At times these adjustments needed extensive discussion, and the processes and regulations of the UNITEC programme needed to be reinforced. The managers of the programme in Beijing and in Auckland discussed issues openly and demonstrated a willingness to create systems in which the needs of the local context were considered whilst still ensuring that the objectives of the programme were achieved.

Annual visits by the Programme Leader from UNITEC succeeded in establishing the programmer's success in China. Staff in China appreciated the commitment from UNITEC in having access to the academic leaders of the programme and the programme leader was able to understand better the contextual issues that the programme faced in China. This encouraged the programme managers in New Zealand to think about the systems and elements of the programme necessary for offshore delivery.

### *Staffing*

The role of the Director of Studies broadened from academic leadership to include administrative functions including resourcing, promotion and management. Regular meetings were held at the school to define and refine areas of responsibility as staff became more skilled in dealing with their allocated tasks. Frequent consultation with UNITEC and the local partner in Beijing resulted in precise job descriptions for teaching and allied staff.

In the early weeks of the programme, finding suitably qualified teaching staff in Beijing was difficult and UNITEC English language staff volunteered to work in Beijing to meet the shortfall of locally employed native speakers. Some staff remained on UNITEC salary while others took leave of absence from UNITEC and were employed by the local partner. This proved to be problematic and it was later



decided that any UNITEC staff member working at the Fanzhidu School would remain as a UNITEC employee but the Chinese partner would contribute to the salary of the UNITEC teachers.

UNITEC staff undergoes pre-departure orientation but in some cases the relocation of staff to Beijing has presented challenges of adaptation to a new school management system and structure. Many staff experience symptoms of culture shock but most report very favourably on their experiences in China. For others, the experience is less comfortable. Of specific concern was the standard of accommodation that was available to visiting UNITEC teachers in the first months and this became a major issue before satisfactory resolution was achieved.

Suitable non-UNITEC staff were later recruited via referrals, talent fairs, employment agencies in Beijing and the Internet. The school wrote contracts to non-UNITEC staff and all parties worked to maintain some parity between UNITEC and non-UNITEC staff. The salary and conditions that are offered to non-UNITEC staff are generous by Chinese standards and help to attract well qualified and experienced teaching staff to the school.

Different expectations were apparent in the earlier stages of the school with local staff seemingly less disposed to taking initiative and more inclined to respond to top-down directives. A significant change in the job description of Chinese teaching staff, which reduced the number of days, worked per week and upgraded the content of their input into the classroom led to their playing a more significant role within the school.

Both Chinese and locally-recruited native English speaking teachers went through a period of UNITEC enculturation which involved:

- upskilling in the requirements of the Certificate in Intensive English;
- regular observation and training by the Director of Studies;
- increased awareness of the various policies that apply to UNITEC staff;
- familiarisation to UNITEC through the website;

- a work culture of hard work and unqualified support from UNITEC in Beijing and New Zealand.

Regular communication and support from UNITEC staff in Auckland enabled all staff at the Fanzhidu School to grow and develop into their roles and to take real responsibility for the programme. Staff found it reassuring to know that people were available to advise and assist and that the local context would be taken into consideration when difficult decisions had to be made.

### *Summary*

The issues that faced the programme as it was being prepared for overseas delivery were numerous. Whilst many of the issues could be predicted, several issues became apparent only after the programme started in Beijing. The first six to eight months were the most challenging. Since then, several of the issues we faced then would not now be problematic for a provider considering a similar venture. This is especially true of materials and teaching-related resources that are now easily accessible in China.

UNITEC walked a delicate tightrope between respecting and responding to local and cultural needs, norms and processes, and ensuring that the programme was transported and delivered in its entirety – and emerging at the other end having satisfied both.

The project has been time-consuming and demanding especially during the first year of operation but it has provided invaluable experience for the UNITEC teachers and managers whose work involves a close association with Chinese students. Although the school closed during the SARS outbreak, the programme is open again, although with reduced enrolments. Anecdotal evidence suggests that students who have attended the Fanzhidu School prior to arrival at UNITEC are well equipped for their New Zealand study and adjust more quickly to the academic and social expectations of their new learning environment than those who arrive without a period of study before departure.

The school has consolidated its working relationship with the Chinese owner of the school and it is exactly this kind of special relationship and co-operation that New Zealand institutions need to develop as competition increases in the international student market and as New Zealand moves towards a better understanding of China and its people.



Part 4:

## **Case Study Report**

# **People's Republic of China**

By Dr. Dong Xiuhua

Shanghai Institute of Higher Education  
P. R. China



## **I. About joint school**

The core terminology of *joint school* used in this project is extracted from the WTO's official document of Protocol on the Accession of the People's Republic of China. There is a sentence written in the Schedule of Specific Commitments on Services: Joint school will be established, with foreign majority ownership permitted.

To some degree, what the terminology of joint school referred to is a major part of the third type of education service providing, commercial presence in consumption economy. One points should be stressed is that commercial presence could be exist either through collaborative arrangement with host economy education institutions or independently setup as an overseas branch of the original institution. But in China, owing to the rigid legal regulation of denying foreign countries set up schools independently, so when the commercial presence of education service in China was referred to, it just means collaborative arrangements or *joint schools*. So the topic of this case study report will be focused on collaborative arrangements.

Another point should be emphasized is that commercial presence of education service could be of part of either education export or education import or both as to a specific economy, because any economy may located at one point on the line with one end of entirely export without import and the other end of completely import without export. And for China, while more and more foreign higher education institutions landing in as a partner with domestic institutions to set joint schools, some domestic higher education institutions have been trying opened overseas programs or schools beyond the border of China collaboratively with host countries as part of education export. Based on the reality of unbalance condition of joint schools in China (education import) and overseas (education export), this study will focused on the former kind of joint schools, and also includes the latter kind of joint schools as part of object.

In English documents, there are various words and expressions describe the topics of this project, such as transnational education,

offshore education, twinning arrangements, collaborative programs, franchise, joint venture, joint venture school, and etc, and everybody has different understanding of these terminology mentioned above. For the sake of confined to the official document of WTO, we selected to use the terminology of *joint school* in this study report.

There are two points need to be stressed especially at last as following:

- (3) *joint school* in this project mainly pointed to higher education, either formal higher education leads to degree awarding or training with a description certificate as a proof;
- (4) *joint school* in this project has a wide range in scope, either as a corporation with an independent legal status or as one component of a higher education institution focused on one course, program or subject.

## **II. Policy of joint school in China**

### ***2.1 Historical evolution***

In China, with the development of joint schools operated by foreign providers with domestic higher education institutions cooperatively, related regulations and policy consummated step by step. Some milestones should be mentioned include:

- June 30 1993, then National Education Commission made an internal Circular Letter on Chinese-Foreign Cooperative Education in China, set some principals for joint schools;
- January 26 1995, Interim Provisions for Chinese-Foreign Cooperation in Running Schools issued by then National Education Commission;
- January 1996, Office of Degree Commission issued a Circular Letter on Reinforce Degree Awarding Management in Chinese-Foreign Cooperated Education;
- By the end of 2001, P. R. China entered WTO and made commitment in education sector, include “joint school will be established, with foreign majority ownership permitted”;
- March 1 2003, the State Council of P. R. China promulgated the Regulations on Chinese-Foreign Cooperation in Running



Schools, and was effective as of September 1 2003;

- June 2004, the Ministry of Education issued Instruction on Implementation of Regulations on Chinese-Foreign Cooperation in Running Schools, and was effective as of July 1 2004.

## ***2.2 Main contents in operation***

Currently, policies are effective nationally include both of the Regulations on Chinese-Foreign Cooperation in Running Schools and the Implementation Instruction of the Regulation. Some basic principals include:

- Encourage China's higher education institutions introduce high-quality foreign educational resources and cooperate with well-known foreign higher education institutions;
- A permit printed in a standard format and numbered in a unified way shall be granted if a joint school application is approved;
- An application for establishing a joint school offering higher education for academic qualifications at or above the regular university education shall be subject to examination and approval of the education administrative department of the State Council;
- An application for establishing a joint school offering specialized higher education or higher education for non-academic qualifications shall be subject to examination and approval of the people's government of the province, autonomous region or municipality directly under the Central Government where the proposed school is to be located;
- The enrollment by joint schools offering higher education for academic qualifications shall be incorporated into the national enrollment plan for institutions of higher learning;
- Certificates of academic qualifications or certificates of academic degrees of a foreign educational institution granted by a joint school shall be identical with the certificates of academic qualifications or certificates of academic degrees issued by the foreign educational institution in its own

economy and shall be recognized by that economy.  
(Information in details could be refer to appendix)

### **III. Progress of joint school practice**

#### ***3.1 General conditions***

According to a statistics released by the Ministry of Education, by the end of 2002<sup>12</sup>, there were 712 joint schools nationwide in total, 9 times of the number in 1995.

- Location: most joint schools scattered over east coastal provinces and big cities. The top ten provinces in rank include Shanghai (111), Beijing (108), Shandong (78), Jiangsu (61), Liaoning (34), Zhejiang (33), Tianjin (31), Shanxi (29), Guangdong (27), and Hubei (23).
- Foreign partner: most of the foreign partners came from countries and regions of advanced economics, science & technology and education. The top ten in rank include: USA (154), Australia (146), Canada (74) Japan (58), Hong Kong (56), Singapore (46), UK (40), Chinese Taipei (31), France (24), and German (14).
- Education level: more than half of joint schools, 372 items in total provide formal education. Among of them, 2 items of junior secondary education, 40 items of high schools, 69 items of vocational schools, 36 items of secondary professional schools, 82 items of sub-degree higher education, 69 items of bachelor degree, and 74 items of graduate education. Beside that, there are 313 items of training institutions, and 27 items of kindergartens.
- Courses: top 6 kind of courses in rank as such: business administration (255, 36%), foreign language and literature (132, 19%), electronics and information (94, 13%), economics (74, 10%), arts and design (37, 5%), education and pedagogy (19, 3%), and other kinds of 101 items (14%).

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<sup>12</sup> [http://www.moe.edu.cn/news/2003\\_04/1.htm](http://www.moe.edu.cn/news/2003_04/1.htm)

### ***3.2 Origination and development of joint schools in higher education***

Trace back to the origin of joint schools, we could find that the earliest joint schools, especially those established before 1993 were all of adult non-formal education without exception, and there was no one regular higher education institutions participated as a partner. This condition changed since internal Circular Letter on Chinese-Foreign Cooperative Education in China was issued by then National Education Commission mid-1993, especially from Interim Provisions for Chinese-Foreign Cooperation in Running Schools issued early 1995 because both of these two policy gave some principles for regular higher education institutions to establish joint schools.

In Shanghai, Chinese Textile University (Now Donghua University) and Shanghai University got approval from then Ministry of Textile Industry and Shanghai Higher Education Bureau respectively to set up joint schools. And in 1995, East China Normal University, Shanghai Maritime College, Shanghai Jiaotong University got approval from Shanghai Education Commission, Office of Degree Commission, or other government departments one by one to establish joint schools. And in Beijing, municipal education administration began to give approval for higher education institutions to set up joint schools in 1995. For example, Chinese Agriculture University, Beijing University of Industries, Chinese Politics and Law University all set their first joint schools in 1995.

One point need special attention during this period is that besides short-term training courses, some sub-degree, bachelor and master degree programs began to be offered. For instance, two MBA programs provided by Shanghai Maritime College cooperated with **Mastarihut** Manage School, Netherlands and Tianjin University of Economics and Finance cooperated with Oklahoma University, USA were launched formally in 1995.

Then more and more higher education institutions participated into joint school establishment. Some statistics reveals that in July 2001,

half year before China enter WTO, there were 50 items of joint schools in Beijing, and 20 of them belong to higher education institutions. And according to the information issued on the website of Shanghai Municipal Education Commission<sup>13</sup>, there were 87 items of joint schools operated by higher education institutions in Shanghai. Some analysis of the teamgroup shows that there was 15 higher education institutions participated substantially into 29 items of non-formal adult and short-term joint schools while 16 higher education institutions established 31 items of sub-degree and degree joint school programs in Shanghai in 2001.

Along with increase of number in total, more and more joint schools offering degree established. Table 1 shows numbers of joint schools offering foreign degree approved by the Office of Degree Commission, the State Council of China.

*Table 1 : Number of joint schools offering foreign degree*

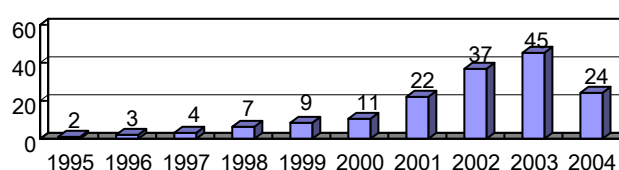
Year	Dec 1999	Mar 2001	Jun 2002	Mar 2003	Dec 2003	Jun 2004
No. in total	30	45	71	100	137	164

### ***3.3 Case study: an analysis on joint schools offering foreign degree***

As showed in Table 1, there was 164 items of joint schools in total got the power to offer foreign degree with a total enrollment of about 55 thousand<sup>14</sup>. An analysis of them shows that:

- After 6 years' stable increase, total number of joint schools offer foreign degree exceeded 10 in 2000, then enter a fast develop stage from 2001. The chart below shows a path of increase in number of new launched joint schools of each year.

*Chart: Number of new approved joint schools of each year (Up to 30<sup>th</sup> June 2004)*



<sup>13</sup> <http://www.shmec.edu.cn>

<sup>14</sup> <http://www.moe.edu.cn>

- There are 94 higher education institutions owns joint schools offer foreign degree. The number is equal to 15% of total higher education institutions withhold power offering domestic degree. Of them, there are 30 institutions in total each has more than 2 items of joint schools offer foreign degree. The top 5 universities in number include Fudan University (7), Beijing University of Science and Technology (6), Shanghai Jiaotong University (6), Tsinghua University (5), Zhejiang University (5).
- The foreign partners of 92 items of joint programs, 56% of total programs came from Australia and USA. Hong Kong special administration district, Canada and France ranked third to fifth. See table 2 in details.

Table 2: Nationality of Foreign Partners

Economy	No. of joint schools in total
Australia	48
USA	44
Hong Kong	22
Canada	14
France	11
UK	9
Norway	4
Ireland	3
Netherlands	2
Singapore	2
Belgium	1
German	1
Korea	1
New Zealand	1
Region Organization	1
Total	164

- More than 60% (100) joint programs were cooperated with 35 foreign higher education institutions. Among of them, there are 13 foreign higher education institutions running more than 3

items of joint schools in China. Details refer to table 3.

- Most of these joint programs (68%) focused on master degree, and more than a quarter focused on bachelor degree.

*Table 3: Level of joint schools offer foreign degree*

Level	No. of joint schools in total
Mater	112
Bachelor	47
Doctor	2
Professional Diploma	2
Bachelor-Master-Doctor	1
Total	164

- Almost 65% of the total programs belong to administration and management field, and a quarter focus on information technology and engineering, the others scattering at social work, education, language, account, law, medicine and health, nursing, economics and psychology, etc.

#### **IV. Achievement and implementation of joint schools in China**

Minister of education commented on joint schools as such: generally speaking, joint schools developed smoothly and healthily, some joint schools of high quality and with unique characteristics have appeared and welcomed by mass, some joint schools have accumulated much more experience in introducing foreign resources of high quality, exploring new patterns of school operation and human resource development.<sup>15</sup>

Vice-minister of education summarized the contributions of joint schools of high education as following:

- Promoted education and teaching reform by referring to beneficial experience in teaching and management and exploring new patterns of school operation;
- Opened a complementary resource for cultivation of talents of

<sup>15</sup> <http://www.moe.edu.cn>

compound and in urgent need by utilizing foreign advanced education resources;

- Strengthen construction of weak subjects by widening field of vision of teaching and research force and improving their quality;
- Improved the infrastructure of domestic higher education institutions to some degree by introducing foreign fund and equipments;
- Facilitated education exchange and cooperation by promoting international staff and academic exchange;
- Increased diversity and selectivity of higher education provision and created more opportunity for graduates from high school;
- Improved teacher and student's foreign language ability.

In 2000, The Development Center of National Degree and Graduate Education undertook an assessment of joint schools offer foreign degree. Almost all of the assessment experts commented that most joint schools embodied characteristics of profession and need of subject development as following:

- Introduced excellent teaching forces and advanced teaching materials from foreign countries in time;
- Chinese participants learn beneficial teaching method and education administration experience directly from their foreign partners;
- Cultivated domestic teaching forces and administrators;
- Increased some necessary teaching equipments, renewed teaching instrument;
- Chinese participators explored some valuable experience in self-admission, self-management and students' self-employment.

## **V. Prospect on future development of joint schools in China**

Generally speaking, joint schools in China have achieved satisfied development. But some questions still exist to some degree yet. For

example, some joint schools operated without approval of education administration department, some joint schools disobey related regulations in enrollment, fee-charging and certificate awarding practice, some joint schools only seek economics benefit even cheating consumers, and some local education administration department didn't pay enough attention to joint schools and lack of effective monitoring measurements. So in some period afterwards, China's joint schools in higher education will develop further following some important principles defined by current policy.

### ***5.1 Give priority to domestic control and domestic need***

As vice-minister of education has pointed out on National Conference of Education Foreign Affairs in July 2002, the substance of joint schools aimed to bridge divide, improve international competitive capacity of Chinese education and satisfied demotic education need by giving the education service market to foreigners for get high quality education resources and software of education operation and running in return. In order to fulfill this aim, we have to give superior priority to domestic need and domestic control of joint schools.

Compared to developing countries, China's education lagged behind away in philosophy, teaching method and administration system. While introducing high quality education resources, joint schools will produce beneficial influence to overall education field. The key to introduce of high quality resources is to assimilate it, use it and renovate it for improving of China's education. So that, we should make thorough investigation, select partners and subject field carefully, and sign cooperation agreement when establish new joint schools.

### ***5.2 Operate and monitor abide by law and legal***

China's entering WTO has laid much higher requirement on operating and monitoring joint schools abide by law and legal. Promulgation of Regulations on Chinese-Foreign Cooperation in Running Schools and its Implementation Instruction, has pushed China's joint school policy to a new stage of more standard, transparent and practicable, and



ultimately helpful to both of foreign and domestic higher education institutions cooperated to establish new joint schools at a high point, and it is also helpful for government to monitor joint schools at reasonable base of law and legal.

Government's monitor on joint schools will focused on foreign partner's qualification and joint school's quality control and management, especially emphasis on equivalent of certification, diploma and degree to native ones, to protect consumers' interest from aggrieve.

### ***5.3 Adjust structure and improve quality***

As mentioned above, currently, most of the joint schools in operation now provided limited kinds of programs in some specific subject fields, for example MBA, foreign language, etc. This phenomenon reflected the reality of social need in economics development at current stage in China. But for future prompt and sustainable development, government encourage joint schools to adjust structure, develop high tech subject fields such as biological and life science, new material science, and engineering serve to backbone industries needed.

Currently, there are some foreign institutions cooperated with several domestic higher education institutions established joint schools of same kind in one district. From structure adjustment, repeating introduce of a same pattern will be restricted in order to encourage multiple and diversified cooperation.

## **VI. Overseas joint schools of China higher education**

### ***6.1 Related regulation and policy***

As to overseas programs provision by China's higher education institutions, a Provisional Management Method on Overseas Programs Provision by China's Higher Education Institutions was issued in December 2002 and was effective as of 1 February 2003. The

Provisional Management Method encourages domestic higher education institutions provide programs at subjects with Chinese characteristics and comparative advantages based on consideration of host economy's requirement of development.

### ***6.2 General condition of origination and development***

While more and more foreign higher education institutions entering China, the domestic higher education institutions also start their step in extending overseas education market. For example, Shanghai University of Chinese Medicine, Shanghai Jiaotong University, Shanghai Television University, Beijing Language University and Beijing University of Chinese Medicine are all pioneers in open overseas campus or programs jointly with foreign institutions.

Owing to reasons of culture and geography location, currently overseas joint schools of China higher education institutions mainly located in Asia area, and focused on Chinese language, literature and traditional culture. But some new trends have emerged such as extension in location beyond Asia to Europe, America, and some subjects with superiority beyond traditional culture also have been promoted to overseas.

### ***6.3 Achievement and prospect on future development***

Although overseas joint schools of China higher education is bits and pieces yet currently, these practice has opened a channel for foreigners to understand China and its education, enlarged the international influence of China's higher education, establish a good and wide reputation, cultivated a group of professionals who are familiar with Chinese traditional culture and engaged in such activities as cultural exchange and economics and trade intercourse, and also accumulated some experience and lessons for reference in the following enlargement process of overseas joint schools of China higher education institutions.

China's entering WTO benefit to bi-openness of higher education

institutions, such activities as for China's higher education institutions to cooperate with foreign partners to establish joint schools overseas will under the protect of rules of WTO. But some problems such as unfamiliar with international formulae, standards, market, and economy, politics, society conditions of host countries, and weak competitive capacity of own still act as obstacles for future development of overseas joint schools of China's higher education. As mentioned in case study report of Beijing University of Chinese Traditional Medicine, China's higher education institutions faced with problems of technical and cultural, restriction of policy and law, absence of education quality standard and assurance measures, and conservation and simplify in operation pattern. So there is a long road with thorns extended ahead of China's higher education institutions to explore.

## **VII. Basic information of case study**

As an important component of this study, the teamgroup selected Sydney Institute of Language & Commerce, Shanghai University, Shanghai Jiaotong University and Beijing University of Traditional Chinese Medicine as samples based on large amount of comparison and introduced and analyzed their practice in details. Main contents include:

- background and intention to set up joint school;
- basic condition of joint schools such as cooperative pattern, programs establishment, enrollment, teaching force appointment, finance, organization and administration, quality assurance, etc.
- experiences and lessons, advantages and disadvantages of each joint school, especially its contribution to capacity building of higher education institutions;
- prospect on future development of joint schools.

The following section will excerpt some information on facts of three case studies and attached case study reports as appendixes for reader's reference.

## ***7.1 Case study 1: Sydney Institute of Language & Commerce, Shanghai University***

### *1. Select considerations*

- One of the earliest joint schools in Shanghai even nationally;
- A typical sample of independent affiliate college to a university; ;
- Having approval of the Ministry of Education to offering foreign bachelor degree;
- Cooperation with Australia: the first partner of China higher education institutions; etc.

### *2. Development course*

- In 1993, INSEARCH, UTS who's responsible for expanding education market took the initiative in consulting with the Education Section of Chinese Consulate-General, Sydney, presenting the will of seeking for partners in China and eventually chose the Shanghai University of Technology (merged into Shanghai University in May, 1994) among the several universities recommended by education counselor.
- Since April 1993, the both parties of China and Australia have done on-the-spot investigation and research on respective schools, and then signed the letter of intention of Sino-foreign cooperative academic program in September of the same year.
- With the strong support from the leaders of Shanghai Education Commission, the former Shanghai Higher Education Bureau issued “[No.465 (94) Shanghai Higher Education Foreign Affairs] the Approval of SHU and UTS jointly establishing Sydney Institute of Language & Commerce, Shanghai University” on 20 July, 1994 to authorize to establish SILC under Shanghai University, who was approved to recruit Degree students as well as Non-degree students. Therefore, SILC officially launched student recruitment in August of that year and enrolled the first cohort of 289 Non-degree students.

- Over the past 10 years ever since the first establishment in 1994, SILC has experienced the gradually developing and steadily progressing course from Non-degree to Degree Programs, from Diploma to Degree Programs.
- In 1995, SILC enrolled 49 3-year Diploma students and began with 44 students for the only one major of Degree Program;
- In 1998, the first cohort of Diploma students graduated;
- By the year 2000, the Degree Programs had been expanded to 3 majors;
- In 2002, the first cohort of Degree students graduated, indicating the cultivation of Degree Program students entering into the stage of Bachelor Degree cooperation, which means the freshmen of 2002 can apply for the 2 Bachelor Degrees both home and abroad;
- In 2003, SILC enrolled with a total of 2500 students with 1320 in Degree Program, 480 in Diploma and 700 in Pathway and other full-time Training Programs.
- SILC is now preparing for introducing excellent overseas master degree courses that are expected to launch in 2004.

## ***7.2 Case study 2: Shanghai Jiaotong University***

### *1. Select considerations*

- Encourage every school and department to cooperate substantially with a foreign well-know university;
- A strong cooperation relationship with Michigan University;
- A pioneer in set up joint schools of graduate education overseas at ascendant subject field;
- One of the oldest university of China and under direct control of the Ministry of Education; etc.

### *2. Main joint schools or programs*

- Cooperated with Wharton school of Pennsylvania State University on senior administrators training;
- Cooperated with German Constance University on training of

enterprise managers;

- Cooperated with the Chinese University of Hong Kong on training of senior managers;
- Cooperated with Singapore Nanyang University of Technology on MBA courses;
- Cooperated with the University of British Columbia (UBC), Canada to provide IMBA courses;
- Cooperated with Japan Mitsubishi Motors Corporation to conduct the motor vehicle and maintenance junior college class;
- Cooperated with the European Economic Community (EEC) to set up CEIBS.
- Cooperated with Michigan University of America to jointly build the mechanical and engineering school of SJTU;
- Cooperated with British Queen Mary College (BQMC) to launch the "3+1+2" model cooperation;
- Cooperation between Aetna school of Management with Hong Kong science and Technology University to jointly launch the degree education program "Master of the technology management ( MTM )" to develop the management personnel for high-tech enterprise;
- The electronic information school and computer science department of Australia Sidney University to jointly develop doctoral student;
- The agriculture school and Nottingham University in British establish the cooperation partner relationship.

### ***7.3 Case study 3: Beijing University of Chinese Medicine***

#### *1. Select considerations*

- One institution focused on Traditional Chinese medicine;
- Active and diversified practice in overseas joint schools;
- Has a various partner form Asia to Europe and America; etc.

#### *2. Background*

In the world wide, china is superior absolutely in Chinese medical

education. No matter in the scale, arrangement, pattern, experience, level, or investment of teaching, no economy is comparable. The cooperation is not input but output of the education mostly. In universities of our economy except the Chinese language subject Chinese medicine is the subject that has the most numerous foreign students. In the past the main educational output form of TCM institutions is foreign students education. After 1980', with the extensive spread of Chinese medicine to the world, the charm of Chinese medicine stands out increasingly. And the demand of TCM international education rises so rapidly that foreign students education hasn't satisfy the demand of the world. Therefore, with the direction of Chinese open policy and the development of economy, many institutions of TCM in China have step out of home to carry out various external-oriented educational exchanges and cooperation. Through international cooperative teaching the influence of Chinese medicine is augmented and strengthened. International educational cooperation of Beijing University of Chinese Medicine just seizes this opportunity.

### *3. General conditions and cases*

In 1980' and early 1990' the university has begun to participate in Chinese medicine education in several countries of Asia and Europe. Till 2001 it has cooperated with local educational institutions of such countries and regions as Germany, Britain, Switzerland, Norway, Holland, Italy, Spain, America, Brazil, Mexico, Japan, and Singapore etc., providing Chinese medical education to local people. In the early stage it is mostly short-term training of Chinese medicine and acupuncture, and the cooperation of education belongs to vocational education or continuing education. The local educational institution recruits students and provides educational facilities such as schoolhouse. And teachers from Beijing University of Chinese Medicine teach students.

Currently, some successful overseas joint programs or joint schools include:

- Japan Branch School of Beijing University of Chinese

Medicine;

- Undergraduate Course of Beijing University of Chinese Medicine - Middlesex University of Britain;
- Master Course of Beijing University of Chinese Medicine - Singapore Institute of Traditional Chinese Medicine.

Except the main cooperative programs mentioned above, the university has many other international cooperative educational programs such as: short-term training course of London Institute of Chinese medicine in Britain, short-term training course of European Chinese Medical Fund in Spain, short-term training course of Malmo Qigong College in Sweden, short-term training course of Doctors Association in Italy, adult educational training course of Minas Gerais Acupuncture School in Brazil, and training course of Chinese Medical Education Center of Hong Kong. All of these are non-certificate education.



## **Sydney Institute of Language & Commerce, Shanghai University**

By Gong Siyi, Fu Zhitian and Mu Ying

### ***Brief Introduction of Both Partners Participated***

- *Shanghai University, P. R. China*

Shanghai University (SHU), one of the key institutions of higher education on the list of national "Project 211" in China, is a comprehensive one with science, engineering, arts, law, history, economics, management, fine arts and arts of audio & vision, etc. as its disciplines. The current president of the university is Professor WeiChang Qian, a famous scientist in China, and an Academician of Chinese Academy of Science.

SHU is a comprehensive university with rich diversity of disciplines, strong in application and basic subjects. It consists of 20 colleges and 2 schools directly under university, offering 56 undergraduate programs, 85 master degree programs, 7 engineering master-degree programs, 20 doctor-degree programs and 6 post-doctoral working stations covering Dynamic, Metallurgy, Electronic & Communication, Mathematics, Materials Science and Information Engineering. SHU is currently enrolled with over 30,000 full-time students, among whom nearly 24,000 are undergraduates, 4,000 are PhD or master students, and over 20,000 adults students in addition.

The strength of its scientific research stands in advance of the universities in China with more than 72 New High-Tech Development Zones approved by the Science Commission of State, research institutes and research centers. During the recent years, the university ranks in the leading position among universities in China in terms of scientific research funds, the number of achievements attained and academic thesis published.

Shanghai University involves in broad communication and cooperation with international communities, as well as gradually expanding our contacts and academic exchanges with overseas universities, research institutes and enterprises. SHU has established cooperation with several tens of universities abroad so far, and began to recruit foreign students, including postgraduates of master and doctor degrees who attend lessons delivered in English ever since year 1998, which makes over 600 as the total number of foreign students currently enrolled. Moreover, SHU and the University of Technology, Sydney (UTS) worked jointly set up Sydney Institute of Language & Commerce, Shanghai University.

The target of SHU in the next 20 years is to carry forward the spirit of making unremitting efforts in order to build up green, civilized and informationalized campus, to set up a high-level talents and education system as well as a technology and innovation system adapting to Shanghai's standing in the world, an modern cosmopolitan, to lay a solid foundation to for upgrading SHU onto a first-rate comprehensive university oriented in research and application.

- *University of Technology, Sydney, Australia*

University of Technology, Sydney (UTS) is one of the large-scale comprehensive universities in Australia, ranked as 4-star in the list of the Good Universities Guide (5-star is the highest level, reference to the Good Universities Guide, [www.thegoodguides.com.au](http://www.thegoodguides.com.au)).

UTS boasts of its perfect facilities and outstanding teaching faculty. Over 100 undergraduate and 200 postgraduate programs are offered across 9 general colleges including the faculty of Business, Information Technology, Engineering, Law, Science, Education, Design, Architecture & Building; Nursing, Midwifery & Health and Humanities, as well as professional schools, such as Management Postgraduate Institute, International Research Institute, Sustainable Futures Institute, Australian Law Information School, Seashore Resource Management School and Australian Engineering Development Postgraduate Institute. UTS currently enrolled with

28,000 students, of which the Faculty of Business is the biggest one with an enrolment of over 8,000 students. All business courses feature in its close conjunction with the commercial world and students' cultivation in accordance with requirements of society, which results in a top rank of the employment rate of its graduates.

### ***Background and Development Course of the Cooperative Program***

The “Speech during the inspection tour in Southern China” made by Xiaoping Deng in 1992 makes Shanghai enter into a brand new stage of its development and opening. With importing foreign investment and establishing foreign-invested corporations, Shanghai is in a great need of talents in the fields of economy, trade and management who have good mastery of spoken English, strong practical ability and understanding of the circumstances in China and Western countries. The importance of higher education is recognized while the threshold of the university entrance is still very high, which brings about a big shortage in education.

As early as middle of 1970s in the 20<sup>th</sup> century, Australia has already regarded the education exportation as the important prop industry of the nation. The Opening Policy in China made the keen education industry foresee some opportunities in the future. In 1993, INSEARCH, UTS who's responsible for expanding education market took the initiative in consulting with the Education Section of Chinese Consulate-General, Sydney, presenting the will of seeking for partners in China and eventually chose the Shanghai University of Technology (merged into Shanghai University in May, 1994) among the several universities recommended by education counselor.

Since April 1993, the both parties of China and Australia have done on-the-spot investigation and research on respective schools, and then signed the letter of intention of Sino-foreign cooperative academic program in Sep. of the same year. After numerous discussions and negotiations and in accordance with the spirit of “Regulatory Regime for Cooperative Education Programs Run by Foreign Organization and Foreigner in Shanghai” and other relevant regulations in China, the

contract of this cooperative academic program was drafted out in March, 1994, reaching a mutual agreement on several issues of project launch, course structure and student enrollment principle.

With the strong support from the leaders of Shanghai Education Commission, the former Shanghai Higher Education Bureau issued “[No.465 (94) Shanghai Higher Education Foreign Affairs] the Approval of SHU and UTS jointly establishing Sydney Institute of Language & Commerce, Shanghai University” on 20 July, 1994 to authorize to establish SILC under Shanghai University, who was approved to recruit In-plan Degree students as well as Out-plan Non-degree students. Therefore, SILC officially launched student recruitment in August of that year and enrolled the first cohort of 289 Non-degree students due to its late recruitment period than the In-plan one.

Over the past 10 years ever since the first establishment in 1994, SILC has experienced the gradually developing and steadily progressing course from Non-degree to Degree Programs, from Diploma to Degree Programs. SILC enrolled 49 3-year Diploma students in 1995 and began with 44 students for the only one major of Degree Program in 1998 when the first cohort of Diploma students graduated. By the year 2000, the Degree Programs had been expanded to 3 majors. 2 years later in 2002, the first cohort of Degree students graduated, indicating the cultivation of Degree Program students entering into the stage of Bachelor Degree cooperation, which means the freshmen of 2002 can apply for the 2 Bachelor Degrees both home and abroad. SILC is currently enrolled with a total of 2500 students with 1320 in Degree Program, 480 in Diploma and 700 in Pathway and other full-time Training Programs. SILC is now preparing for introducing excellent overseas master degree courses that are expected to launch in 2004.

### ***Achievements Made in Cooperative Program***

#### *(1) Formed a Unique Education Concept*

As one of the universities that takes the lead in bringing higher education to large numbers of students and practicing cultivating

degree students in the way of Sino-foreign cooperation, SILC has paid special attention to absorbing excellent traditional education and education thoughts of China, as well as keeping exploring education internationalization and new talents cultivation in the new situation, so as to make a unique academic road combining both Chinese and Western education components. SILC sets up its own academic concepts in accordance with the changes of global economic environment in the 21<sup>st</sup> century and the advantages and features of Sino-foreign cooperative education program. Namely, to enhance international education exchange, import overseas intelligence and learn from well-developed education administration experience and teaching method in the way of Sino-foreign cooperative education program; to cultivate students to have international concepts, universal language communication ability and the most updated professional knowledge, and to help students to be frank, open, strong adaptable, active and enterprising in the internationalized environment, so as to serve the national economy construction. The SILC graduates will be competent for all kinds of foreign economic activities and international projects cooperation and development, as well as enjoys potentials for research into the field of economics and a good foundation for further improvement.

*(2) Built a Team of both Teaching and Administrative Staff good for Cooperative Program*

In the early days when SILC was first established, there was no full-time teaching faculty but just a few administrative staff transferred from other departments of SHU, while after 9 years' development, SILC has now grown as an institute with over 30 full-time teachers, 40 foreign teachers, 30 administrative staff and a group of excellent part-time teachers. With the annually rising proportion, almost half of local teachers are Ph. D holders and all of them are basically able to give bilingual lesson using original textbooks. SILC assigns several local teachers to have overseas training every year in order to enhance their understanding of western culture, education system and teaching circumstance of its partner in cooperation, as well as learn from the overseas teaching mode in class, which turns out to be a success.

SILC holds the principle for developing its own team of administrative staff that is to combine education background with actual capability and high efficiency with creativity. The current team provides a strong support, with a high working enthusiasm, efficiency and good service mind, for all teaching activities going on smoothly.

### *(3) Imported Advanced Overseas Courses*

SILC has scientifically imported courses, especially some core subjects, from Australia. The courses imported so far have covered the whole teaching process of the degree program. In the first two years, except for some public courses and basic courses prescribed in Chinese degree course structure, all the basic major courses are mainly corresponding to the first year course of UTS and original textbooks are used in the English and basic major courses. Then in the last two years of the degree program, all the core subjects, 8 for each major, are imported from relevant schools of UTS, with a joint overall quality assurance by both parties for its delivery.

### *(4) Kept the Teaching Method Catching up with World Trend*

SILC programs benefit from the combination of Chinese and Western approaches to teaching, academic content and management. By means of assigning local teachers to take training in Australia, employing foreign teachers and academic administration personnel from Australia, etc., the teaching method in SILC is no longer the traditional inculcation in class, the module mode of delivery and grouping of students into small classes according to their aptitudes are used in English teaching to fully develop students' learning potential and motivate their learning enthusiasm. All SILC students irregardless of major or grade are grouped into language classes according to their English levels to provide for a better learning and competition environment, by which their English level and application ability are remarkably improved.

Case study analysis and tutorial discussions are used in business courses, the interactive approach makes students the main part of the

teaching & learning process, with a special focus on encouraging students to do independent thinking, self-teaching and practical ability, as well as helps to illuminate and develop students' thinking, which greatly increases their problem-finding and solving abilities. Individuals or student groups are given some of the cases as assignments after-school to do an analysis report with answers after self-thinking via accessing to Internet and library recourses or investigations, which improves the analyzing and problem-solving ability, cultivates their team-work spirit, makes them approach to real society and develops their thinking so as to meet the requirements of future career.

#### *(5) Used Overseas Intelligence Effectively*

SILC imports numerous foreign English teachers and business teachers from different levels and in all aspects, as well as employs senior teachers from Australia and foreign administrative staff who help students noticeably improve their language and communication skills. There are over 40 long-term foreign experts and quite a few short-term visiting lecturers who play an irreplaceable role in the English teaching module design, learning material compilation, listening tapes recording, lesson delivery and learning center construction and has formed the teaching modules of English series and complete set of all kinds of learning materials in the Learning Center. The foreign teachers of SILC come from many English-speaking countries, such as US, UK, Australia, Canada, etc. The extraordinary international environment is an excellent atmosphere for intercultural communication, which enables students to enjoy the many cultures of the world. Students also become familiar with international regulations and gain cultural awareness by communicating with foreigners. Additionally, students develop initiative and the ability communicating frankly and openly.

#### *(6) English as the Primary Teaching and Working Language*

English is basically used as the language of instruction in the Degree Program after years of endeavor. A large number of Chinese teachers

in SILC are able to teach bilingually while many of them are giving lectures in full English. Excellent teaching materials from abroad are used in the 80% of major courses, English or Chinese and English is used in questions while full English answer is expected in exam paper, through which not only students' English level and ability to read original textbooks of their major are improved, but also the knowledge distance between them and western students are reduced and information scope is expanded so that students feel a big help in seeking for and understanding some useful information they get from Internet. This also explains one of reasons why SILC graduates are generally favored by foreign invested corporation and foreign departments in China.

The number of foreign teachers takes up 40% of the total number of SILC staff, almost every teacher and staff are able to communicate orally or do written report in fluent English.

#### *(7) Mutually Recognized Credit Points and Education Background*

According to the agreement of cooperation, SILC students will be awarded the Advanced English Certificate, Advanced Business Certificate, Diploma or Bachelor Degree based on their respective levels upon graduation. In the agreement reached by both parties to award graduates of the Degree Program double degrees in 2002, the Degree Program has grown from partial to full cooperation since then. The quality of the course is jointly supervised and the credit hours that students attain are mutually recognized by both Chinese and Australian members of the partnership. Students will be awarded bachelor degrees by both institutions upon their successful completion. The Double Degree Program is being well implemented at present, the first cohort of students of Shanghai University will graduate in SILC with double degrees in 2006.

#### *(8) Cultivated Large Quantities of Useful Talent*

Ever since its foundation, nearly 5000 students with different majors had graduated from SILC with about 200 degree students. Among the



annual cohort of graduates from SILC the majority will start their careers in China, fifteen to twenty percent of graduating students go abroad for further education. Their excellent English ability and knowledge of both Western and Eastern cultures make them highly sought after by employers and enhances SILC's reputation. The major areas that SILC graduates get their employment are government organization, multi-national companies, joint-venture enterprises, local and foreign business institutes and financial organizations, etc. The proportion of diverse industries shows below: Trade 33.96%, Consultation 18.87%, State-owned Cooperation and Government Organization 15.09%, Electronics 11.32%, Transportation and Logistics 9.43%, and 11.33% in other fields.

### ***Modern System in University Created by Sino-foreign Cooperative Programs***

- *Administration System*

Under the auspices of a board of directors, SILC implements the system that dean who operates and is responsible for its management and leaders of C.P.C. is assigned by SHU.

The Australian members of SILC board consists of UTS leaders and chief directors of relevant schools; while Chinese members are SHU leaders and chief directors of SILC and relevant department of SHU. SILC board is responsible for overall decision –making, but not involved in day-to-day teaching and administration, whose responsibility is to recommend dean of school, revise its constitution, determine its direction, development, ceasing and disbandment, as well as to verify the financial budge, important equipment acquiring and capital construction. SILC Board consists of 10 directors with 5 of each party. An Australian member of SILC Board is assigned as chairman, while a Chinese member assigned as dean of SILC. SILC Board holds one meeting annually, but some major decisions have to be approved by SHU.

Dean of SILC implements all decisions made by board and is

responsible for managing daily administration work. Within the scope of duties authorized by board, dean represents SILC outside the school, appoints or removes underling inside the school, as well as avails himself of other powers granted by board. The President of Shanghai University concurrently holds the position of the Dean of SILC, while four associate deans have respective duties. Two of the associate deans are foreigners who take responsibility for the English Language and Business Programs.

Besides the two foreign associate directors, the other administrative staff are Chinese and the leaders of C.P.C is assigned by SHU. A secretary general of C.P.C is assigned by SHU to be responsible for ideological education of all SILC staff and students, and the Party Construction of SILC, not directly participates in administrative work. The expenses of the secretary is not included in the cost of running school but to be covered by SHU, which not only ensures the political direction of SILC, but also makes the Australian partner understand and accept the system.

- *Academic Administration*

The Academic Administration Department of SILC is responsible for all routine work related to teaching, providing courses in accordance with the development situation of society and development directions of subjects, choosing and introducing overseas courses and textbooks, adjusting and maintain the advancement of course structure according to various aptitude and requirement of different students. Another assignment of academic administration in SILC is to coordinate with academic arrangements made by academic department of SHU to make sure that the sino-foreign cooperative program not only has its own features but also gives attention to the national situation of China, as well as to help students integrate both Chinese and Australian courses during the 4 years study and meet requirements of credit points raised by both institutes and attain the double degrees upon graduation.

The SILC teaching faculty consists of full-time and part-time teachers both home and abroad grouped into 5 teaching and research offices.

The local teachers and expatriate teachers prepare lessons in the same office and deliver lessons altogether. The two foreign associate deans take responsibility for importing and implementing academic administration mode, the English Language and Business Programs, dealing with the detailed problems occurred in the teaching done by foreign teachers. The associate dean in charge takes the direct responsibility for academic administration and coordinating the two foreign associate deans' work. All the foreign teachers are arranged to live and teach in 3 main campuses of SHU so that SILC assigns 3 of them as senior teachers, managing routine work of teaching in respective campuses.

- *Personnel Administration*

SILC enjoys some self-determination right in its personnel system. Except for the SILC leaders nominated by the Board of Directors and secretary general of C.P.C. assigned by SHU, the appointment, remove and payment of other staff can be decided by SILC itself under the decision structure of the Board. The personnel structure and administration departments of SILC are flexible according to its own development and actual requirements for operation without being restricted by SHU.

SILC takes the lead in taking the reform of Personnel System, the Personnel Proxy System is widely used in the admin staff and teacher recruitment, which gradually transforms a person of company to that of society. This new system introduces the competition that shows a large flexibility in the personnel recruitment and administration as well as fully arouses the initiative of every staff and the vitality of the whole team. Except for those who joined SILC during the early years, the other administrative staff are employed in the Personnel Proxy System, which takes up half of the total number of SILC staff.

- *Student Administration*

SILC relates student administration to education ecology to make the school management scientific, in which campus is regarded as an

environment which teaches its students to harmonise with the natural environment, the interpersonal environment and the rules of the university in order to develop wholesomely. SILC creates its unique international atmosphere, pleasant environment and campus life full of vitality with policies which seek to exert a subtle influence on students' development.

#### (1) Beautiful Internationalized Ecological Environment

SILC uses model education concepts to create both a serious academic atmosphere and a pleasant natural environment. Meanwhile, the numerous foreign teachers and administrative staff help to create an excellent atmosphere for intercultural communication. This extraordinary internationalized atmosphere enables students to enjoy the many cultures of the world. Sino-foreign cooperative education program makes a full exchange of education concept, academic content and management mode. The import of the advanced course and teaching materials from overseas shorten the distance of knowledge between Chinese and Western university students. The modern mode applied to organize teaching and administration makes education program approach to the main stream of world education, which helps students master a universal language and acquire knowledge in their major fields and become familiar with international regulations and gain cultural awareness by communicating with foreigners. Additionally, students develop initiative and the ability communicate frankly and openly, both basic qualities of an internationalized talent for SILC students.

#### (2) Encouraging Interpersonal Environment

SILC believes in putting people first and strives to set an example of an excellent environment for interpersonal communication of better reputation, harmony and competition. SILC introduces the education thoughts of thinking students first with respect, understanding and trust in them. All teachers and administrative staff are regarded as personal examples of exerting all regulations. SILC particularly emphasizes on leading students to improve themselves by first improving the morality

of its staff. The obligations of teachers are to collect the world's latest technological information, the trend of economics development, to provide the advanced and creative research themes, to bring students to the frontier of those unknown research areas, to arouse the anxiety to conquer difficulties and the enthusiasm of self-learning, meanwhile, to help students come to realize the important role of life in society and obligations to the society and future.

### (3) Strict Criterion and Measures

SILC enjoys a fine reputation as an institute with high academic standards. It implements strict measures to standardize all teaching and learning activities. In order to encourage students to be self-disciplined, SILC uses a number of visible and invisible restrictions.

- *Finance Management*

The SILC finance department implements an Independent Accounting System. It is self-funding and takes responsibility for its profits and losses. All funds in SILC come from the revenue of tuition fees and are operated dependently by Chinese in partnership. The expenses occur in school operation of both Chinese and Australian parties are listed in cost and accounted separately instead of individually expensing from advanced-drawn accounts. The balance, apart from the expenses go into the development fund for future use. According to the financial budget and final accounting system, every year SILC submits to the board of directors an annual budget and final accounting report that will be approved and then put into practice after discussion among board directors. Each item of fees that SILC charges has been approved by Shanghai Education Commission and is closely restricted within the provided limits and standards of fee charge. Shanghai Shangshen Accountant Office audits and standardizes the management of SILC's finance operation regularly.

- *Market-oriented Operation*

The course structure of different majors are closely designed and

adjusted to meet the market demands, the market-oriented operation means to develop what the market needs. During the early years just after establishment, facing the huge market of potential students for non-degree programs, SILC was focusing on cultivating out-plan students for the sake of gaining more experience, which resulted in 8 majors of the Non-degree programs by 2000. However, with the shrinkage in the non-degree education market, the majors in Non-degree programs are reduced to 2 so far that are also designed as pathway to overseas studies. The Degree Program was commenced in 1998, the amount of the majors in this program has increased from 1 to 3 and the Double Degree Program was implemented in 2002, in accordance with Shanghai economy growth and the of society for management talents of all levels. SILC is currently enrolled with 1000 students of the degree program and has become a sino-foreign cooperative school with a focus on educating degree students and a development direction of further education for master degree. All major courses are applying the latest teaching materials while the out-of-date ones are to be replaced timely to catch up with the developing needs of society. Therefore, the teaching materials SILC using is always the updated version with quite a few original editions imported from abroad.

In the spirit of being responsible for students, SILC takes the initiative in developing the market of practice and employment and provides the service of recommendation to the greatest extent, as well as the opportunities of further education for graduates. SILC is also aware of the changes and demands in market through investigation, keeping in touch with graduates and alumni association, and improves teaching and making development plans by analyzing suggestions in the feedback from students. The market-oriented academic concepts makes a close combination of education mode, teaching contents and students employment with the market, which ensures that SILC students are familiar with international regulations, gain cultural awareness by communicating with foreigners and develop initiative and the ability communicate frankly and openly to eventually make them favored by the talent market.

# **Shanghai Jiaotong University's International Co-operation in Higher Education: Practice, Experience, and Problem**

By Yang Jie

## ***1. Basic information on Shanghai Jiaotong University***

Shanghai Jiaotong University (abbreviated as SJTU below) formerly the Nang Yang Public School was founded in 1896. It is one of the oldest higher education institutions in China, and the national key universities jointly run by the Ministry of Education and Shanghai Municipality. its campus occupies an area of about 202 hectares, with total building area of 930,000m<sup>2</sup>.Based on sciences , taking engineering as backbone, SJTU owns such disciplines as management, agriculture, humanities, and law etc.. Today it boasts 21 academic schools: the schools of Naval Architecture and Ocean Engineering, Mechanical & Power Engineering, Electronics & Electric Engineering, Material Science and Engineering, Sciences, Life Science and Technology, Humanities and Social Science, Civil Engineering and Mechanics, Chemistry and Chemical Engineering, Management, International and Public Affairs, Foreign Languages, Agriculture and Biology, Environmental Science and Engineering, Pharmaceutics, Medical, Law, Media & Design, Micro-electronics, Information Security, Software, and 2 directly affiliated departments: Department of Plastic Technology and the Department of Physical Education, plus a Graduate School, with 111 Ph.D programs, 146 masters-degree programs, and 21 post-doctorate programs in all. There is totally 2170 full-time faculty in SJTU, including 580 professors, 840 associate professors, 21 academicians of the Academy of Sciences and Academy of Engineering and 393 doctor advisors.

In March 2002, SJTU became one of the nationwide first batch of 6 higher education institutions with the autonomy to set their undergraduate programs.

## ***2. The general situation of SJTU's international cooperation practice in higher education***

SJTU has a long history in interchange and cooperation with foreign countries, making it one of the earliest Chinese higher education institutions in this field. Early at the initial stage ( 1896 - 1920 ), SJTU had given emphasis to learning from Europe and America , with the effort of developing Chinese industry talents by Introducing the western science, technology and talented person. As a result, it established the modern engineering university , and paid attention to international cooperation at its beginning. In the year of 1897 (Guangxu 23, Qing Dynasty), SJTU retained American Ferguson as the supervisor. In the year of 1920 (9, Public China), the faculty retained from other countries accounted for more than half of the total, and most of the courses and teaching material also followed the famous university of the U.S..Meanwhile, SJTU sent a great number of graduates to England, American and other countries for advanced studies. Since its adoption of the reform and opening up policy in China, SJTU has all-sided involved in the interchange work with foreign universities. From 1978 up to the present, SJTU has succeeded in establishing <http://www.sjtu.edu.cn/www/chinese/Web4/cooperate/images/a06.jpg> inter-college co-operative relationship with more than 100 universities in over 20 countries and regions, including the US, Great Britain, Germany and Japan. It has established partnership with over 50 world-renowned enterprises. Now, it owns 1959 oversea students, Moreover, SJTU has engaged more than 20 world celebrated scholars, such as Yang Zhenning, Li Zhengdao, Ding Zhaozhong, Chen Xingshen, Lawrence Klein, <http://www.sjtu.edu.cn/www/chinese/Web4/cooperate/images/a12.jpg> Robert A. Mundell and Steven Chu as Honorary Professors, and more than 100 famous overseas scholars to be Consultant Professors. There are more than 900 crowds of visitors coming to SJTU one after another, including oversea significant government head and minister mission, Famous business and social groups etc. among them are the Japan Mikado couples, Canada governor, Europe parliament prolocutor and American former president Kart etc. In recent years, SJTU adopted



many kind of means to cooperate in running schools with abroad and Hong Kong, China; Maoco; and Chinese Taipei regions.

### *2.1 Cooperation with Wharton school of Pennsylvania State University*

In 1982, SJTU formed its comprehensively cooperative relation with Pennsylvania University, since then, the Department of Industry Management Department and Wharton School have had a close association for the purpose of reestablishing management school of SJTU, and instituting its system. Pennsylvania University send 20 teachers in management science to give lectures, instruct students in writing thesis and help to start a class leading to double Master's degree of computer science and industry management science. The two universities have founded a cooperation fund of \$300,000. In 1983, the first batch of graduate students completed all the required courses and got their double Master's degree. In the following year, the Management School of Shanghai Jiaotong University came into existence. Through the combined efforts of the Management School of SJTU and Wharton School of Pennsylvania University, the first advanced training class for senior managerial personnel was arranged and conducted in 1990 with the financial aid of an alumnus, Mr. Mao Luoyu now living in Singapore. Almost all the courses in industrial management, commercial management and financial management were offered by professors from some famous American universities. The students were those high-ranking managerial personnel responsible for industry, commerce and economy, the kind of class are held every year with 40 students each.

### *2.2 Cooperation With the University of British Columbia (UBC)*

In the year of 1983, SJTU opened its cooperative relation with the University of British Columbia (UBC) in the light of collaborative projects agreed in 1982 by Canadian International Development Agency (CIDA) and the former Education Ministry of China. The main task in the sixth "Five-year Plan" period was to train for the university qualified teachers in economic management. In the past 20 years, the Aetna school of management (formerly industry

management department) in SJTU has sent nearly 100 teachers to the UBC as guest scholars, or for advanced learning as well as studying for Ph.D. degree, UBC also sent about 100 teachers to inaugurate some pioneer courses here, such as Urban Land Economic effect, Business, Accounting Control, and Strategic Planning, in addition, they made Shanghai Jiaotong University presents of their microcomputers, duplicators, books and magazines, audio-visual device and video recording equipment. Since the two universities instituted the first Shanghai senior executive training class in 1989, there have been five classes in all with each recruiting 15 students. The students spend 3 weeks in the School of Management, attending lectures and seminars. Over the three-week period, some Canadian teachers are invited to give lectures here for one week, The students, therefore go to Canada on another two-week tour of receiving further training and conducting full-scale investigation. All the expenses needed in Canada are covered by Canadian International Development Agency (CIDA). Since 2001, the two universities jointly launch the IMBA program, enrolling about 30 students nationwide ( including Hong Kong region ) each year, so far, the second term of enrolment has been completed.

The educational system of IMBA program is two years, Take the development style of “incumbency but not off duty ”. Such teaching taches as the setup of curriculum, delivery of course and examination are all in the charge of professors from UBC. Aetna School of Management in SJTU are mainly responsible for some administrative affairs, including enrollment, propaganda, classroom arrangement, facilities supply and so on. In the respect of teaching, the faculty from SJTU only provide some help such as after class assistance, question solving etc. however, the teachers from Aetna school of management of SJTU should be less than 40% of the total number.

The IMBA curriculum of UBC is composed of integrative core courses and 18 modules. Applicant for IMBA must be the undergraduate with the bachelor degree awarded by authorized education organization. Generally their GPA should be above B + level and own work experience for at least 2 years (those applicant with more than 5 years of work experience are given priority). The lowest score of TOEFL is

550 (for IELTS, 6.5). Besides , Students also have to attend the GRE or GMAT test when taking entrance exam.

Those Students who complete their learning task according to the prescribed learning plan will get the MBA certificate awarded by UBC of Canada and ratified by Chinese State Council.

### *2.3 Cooperation With German Constance University*

In accordance with the collaborative programs agreed upon by the Shanghai Municipal Government and the German Baden-Wurtemberg state, the Management School of SJTU and Germany Constance University have, since 1984, run Sino-German Training Classes for Business Management officials funded by German side. Each class enrolls 20 business administrative personnel as its students and begins in September. Students undergo their theoretical study in Shanghai for 9 months, during which professors from Germany come to deliver lectures. In May and June of the following year, the students go to German to obtain practice in some related enterprises. The courses having been offered are Business, Policy, Business Finance, Production Management, Human Resource Management, Marketing and Costing.

### *2.4 Cooperation with the Chinese University of Hong Kong*

In 1984, SJTU and the Chinese University of Hong Kong began to organize and hold in Shanghai the first Advanced Business Management Training class intended for those basic-level administrative personnel. The annual class enrolls 60 students, till October 1995, 11 classes have been held, and the total number of the students amounts approximately to 700. The training classes are composed of two sessions of theory learning and novicaite in Hongkong. The courses offered by the teachers from Hong Kong and some overseas countries are: Organization & Administration Principles, Human Resource Management, Accounting & Control, General knowledge of International Law, Financial Management, International Business, Market Management, Analysis & Design of

Information System, Management & Administration and Communication skills, totally 10 in all.

### *2.5 Cooperation With Singapore Human Resource Management College*

Since 1990s, SJTU began to launch the education cooperation with many higher education institutions in Singapore.

- Since 1990, the Management school of SJTU and Singapore Human Resource Management College jointly instituted in Singapore a MBA course class awarding master's degree. During that period, A few experienced teachers sent by the school went to Singapore to give lectures.
- approved by the Ministry of education , since 1993, SJTU began to cooperate with T.E.D Huaxia Institute Singapore e to hold the MBA master degree class, and formally enroll MBA students, awarding them MBA degree of china. The teaching plan refers to the western famous management school and keeps the Chinese feature. The curriculum combines theory study and case analysis; emphasize the economic background of Southeast Asia and communicative methods of Chinese in teaching. Till 9, 2001, the class has enrolled 9 times of 248 students. in 2002, SJTU transferred its existing postgraduate teaching site to Singapore Nanyang Technological University , and continued to enroll the MBA students. Moreover, approved by Chinese Ministry of Education, SJTU established “Singapore graduate school of SJTU”, and award the students with Chinese degree.
- SJTU sign the agreement with Singapore Nanyang Technological University, preparing for the further cooperation in the MBA program. SJTU transferred its MBA operation partner in Singapore from T.E.D Huaxia Institute Singapore to Singapore Nanyang Technological University , and the education system changed from 3 years to 2 years. in the 18 courses, 10 of them is taught by SJTU, another 8 is assumed by Singapore Nanyang Technological University , and the Chinese academic degree is Awarded. SJTU also support Singapore Nanyang Technological University to launch EMBA

program in shanghai, during the two years of 18 courses, 10 are undertaken by Nan yang science and engineering university, another 8 by SJTU, Awarding the degree of Nan yang science and engineering university. The two sides decide to support each other in enrolling and providing the operation conditions. The two sides design teaching plans together, send the most excellent teachers for teaching, and jointly establish the united research institute for teaching.

- SJTU also plan to develop in Singapore the graduates in such fields as Naval Architecture and Ocean Engineering, international navigation, information engineering and so on.

### *2.6 Cooperation With the European Economic Community (EEC)*

As early as October 1992, jointly funded by shanghai municipal government and Europe union, SJTU and the European Economic Community (EEC) started to confer on making preparations for the establishment of Sino-European International Business School. In Nov.8, 1994, SJTU and EEC signed an agreement and proclaimed the founding of SEIBS. In May 1995, SIBS enrolled 60 students for the first time in Min Hang campus.

### *2.7 Cooperation with Michigan University of America.*

In August 2000, SJTU and Engineering School of Michigan University signed the agreement to jointly build the mechanical and engineering school of SJTU. The cooperation program has been formally ratified by Ministry of Education (March, 2001) and the degree office of State Council (May, 2001).

### *2.8 Extensive Cooperation with Enterprise*

By the inadequate statistics, in recent years, SJTU also established the partnership relations with nearly 50 transnational enterprise and the research institutes. Among them are the followings: " Power Dynamics Technology Research Institute " and " bodywork manufacture technology satellite laboratory " jointly established with General

Motors Corporation of USA; "The CAD/CAM/CAE&PIM laboratory" jointly established with Ford Motors corporation ; the "DSP's technology center "Jointly established with American Texas apparatus corporation ; "the automation laboratory " jointly established with Rockwell corporation ; "the SJTU-Lucent joint laboratory " jointly Established with Lucent corporation ; "the manufacturing industry imitation laboratory" Jointly established with American Sun corporation ; "the training and research centre" jointly established with Schneider Electric corporation ; "the integrated circuit joint design centre" jointly established with Hong Kong Shinco ( Far East ) corporation; the "The new energy resources and environmental protection technological development center" jointly established with Hongkong new energy resources and environmental protection technological development limited corporation ; SJTU also establish other joint training centre and research cooperation relations with such foreign enterprises as Germany BASF corporation, German Hangao corporation, Japan Panasonic electric corporation, Japan Hitachi corporation, Netherlands insured corporation, Philip corporation etc. moreover, the world famous transnational Astrazeneca medicine corporation provided more than \$200 thousand US dollar programs to jointly establish the "mental disease genetics joint laboratory" with "Changjiang Chair professor" Helin.

## *2.9 Other Programs*

Except for the above-mentioned cooperation programs, SJTU has also involved in other ones, bellows is the introduction :

- The cooperation program between Materials science and engineering school and British Queen Mary College (BQMC). The two parties establish cooperation relationship to launch the " 3+1+2 " model cooperation. That is, after the 3 years of study, the undergraduate students from Materials science and engineering school will be selected to register as the Master postgraduate of the SJTU and BQMC, and continue to study for 1 year. During the year, they should not only reach the bachelor degree requirement, but also complete some master postgraduate courses according to the plan of two sides, All the

acquired credits being admitted by QMC. Then the students transfer to QMC for 2-year study, and get the according degree and certificate jointly awarded by the two schools after meeting the degree demand.

- The cooperation between the mechanical and engineering school and Japan Mitsubishi Motors Corporation. The two sides work together to conduct the motor vehicle and maintenance junior college class. Since 1988, they have developed more than 40 professional skill personnel in the interest of china. The Mitsubishi corporation have twice donated motor vehicle engine examination & maintenance equipment along with teaching materials to the motor vehicle junior college class.
- The cooperation between Aetna school of Management with Hong Kong science and Technology University. The two sides jointly launch the degree education program “Master of the technology management ( MTM )” to develop the management personnel for high-tech enterprise.
- The electronic information school and computer science department of Australia Sidney University to jointly develop doctoral student.
- The agriculture school and Nottingham University in British establish the cooperation partner relationship.

### ***3. The Feature and Experience of International Cooperation in Higher Education***

Summing up the SJTU’s international cooperation practice in higher education in the past over 20 years, the following features and experiences may be discovered :

#### ***3.1 To Build the Internationalization University is the Aim for SJTU to Widely Develop the Cooperation in Higher Education***

With China’s entry to WTO , Sino-foreign cooperation and exchange in higher education field is increased enormously , SJTU is confronted with the combined reality of challenge and opportunity. On the one

hand, a university must earnestly study and learn from the foreign universities especially that of the first class ones in such respects as the operation principle, operation experience, teaching plan, curriculum content, teaching methods, discipline and research dynamic, and management model etc., so that its talents-development quality and academic level of the university itself can be improved. On the other hand, a university also must actively participate in the competition of higher education globalization by entering other countries or regions to enlarge the university's effect, thus extending the Chinese higher education's international influence. Nowadays, China is becoming more and more influential in the world, and China's pace of participation in the economical globalization process is becoming more and more fast. In this circumstance, the development of Chinese university is facing the new choice.

SJTU, the first-class domestic University of China, is aware of the significance and imminence of higher education internationalization against the economical globalization background. For this reason, SJTU put forward a series of conceive to carry out the internationalization strategic targets, and to formulate the construction plan. That is, to conform to the development of times; develop the innovative talents with international competition; build the modern university system with international advanced operation concepts; Strengthen the international academic exchanges; form the all-sided consciousness and mechanism to participate in the international competition; base itself upon Shanghai, serve for the whole economy and walk up to world. The detailed content is as followings:

- Further renovate the education thoughts, absorb the international well-developed operation philosophy, refer to the world famous universities' successful experience, Establish the modern university system;
- Build the global talents highland to participate the international competition by introducing the world famous academic masters from the global vision.
- Develop the high-level talents with international competitive ability by generalizing the cooperation experience and actively



launching kinds of substantial international cooperation in higher education.

- Making great efforts to operate facing the world by enlarging the scale, boosting the level and vigorously developing the oversea education.
- Launch the all-sided international cooperation, well up a set of famous scholars actively apparent in the world academic front adage; own the influential science and technology fruit with the intellectual property.
- Launch the all-sided international exchanges; let a set of teachers walk up to international academic arena.

It is just in the background of the above definite school development goal that SJTU launched extensive international cooperation in higher education field. During the cooperation course, SJTU experienced a swift development in recent years.

### *3.2 The Diversification of Cooperation Means*

Seen from the above introduction about SJTU's cooperation models in higher education, a university pay attention to different means in expanding international operation room and heightening its operation power, including the schools' all-sided cooperation, the cooperation in teaching field of disciplines and specialties, the cooperation in students' development with enterprise, and establishing new education organization.

SJTU's cooperation in higher education includes "introduction " and "export". That is, introducing the external education resources to develop education cooperation in shanghai in order to heighten the operation capacity , exporting the SJTU's own education force to tap the education room overseas. Seen from the export respect, it is not common in the international cooperation field of Chinese universities.

For instance , SJTU cooperate with Singapore Nanyang Technological University (SNTU) to launch EMBA program. SJTU and SNTU respectively dispatch three members to attend the leading team, the

team leader is undertaken by one from SJTU, the vice team leader is undertaken by one from SNTU. In the EMBA program, SJTU provided the necessary facilities and services (including working place, classroom, Assistant hardware, the paper work support and so on) and assign staff for work. Relative teaching activities of EMBA program will be undertaken by two sides, SJTU will delegate staff to teach in SNTU, and so do Singapore side, the two universities' staff often exchange and learn from each other. The kind of model is different from the past operation that just enroll from foreign countries and delegate staff to the local class for teaching, on the contrary, it create a new model that export the intelligence in the cooperation education. This kind of cooperation model not only brings SJTU's present operation capacity to full play, but also promotes its operation capacity.

### *3.3 The Pluralism of Cooperation Objective*

Seen from the history and present situation of SJTU's cooperation in higher education, the all-direction cooperation strategy can be discovered. The cooperation objects of SJTU includes not only many members among APEC, for example, the U.S. A, Australia, Canada, Japan, Singapore, Hong Kong Special Administrative Region and so on, but also some European countries such as England and Germany.

The success of cooperation in higher education between SJTU and Michigan University (MU) indicates the beginning of SJTU's deep and comprehensive international cooperation (from student development, scientific research to staff's further study). This kind of multi-field cooperation has generated much positive influence in such respects as operation model, management system, talent-development model, discipline construction and so on, thus expanding SJTU's international influence. Hence , SJTU is extend the cooperation with MU to other schools besides engineering school,

## ***4. The Problems Encountered in the Course of Cooperation in Higher Education***

#### *4.1 The Share of Expenditure*

The education cooperation is inevitably encountered with the expenditure issue. For instance , seen from SJTU's cooperation with MU, all the teaching expenditure for staff from MU is burdened by SJTU, meanwhile, MU could just provide the scholarship for limited section of students. Hence , SJTU is confronted with tremendous capital pressure , which is the biggest hardship encountered during the course of cooperation.

#### *4.2 The Problems about Diploma and Degree*

Diploma and degree is always of great significance in the education filed, Whether can award the diploma and degree admitted by state, is the important sign whether a education institute is regular or not. Seen from the practice, diploma and degree awarded is of great help during the course of enrollment, employment, social reputation and resources acquirement capacity for a school.

According to the relative stipulation of state , to Award the diploma accredited by state, a higher education institution must participate in national entry exam, and its enrollment scale must under the state's control; To acquire the state's degree awarding right, a higher education institution must complete the prescribed curriculum by state, reach the standard credit and finish the degree dissertation. That is to say, to acquire the diploma and degree awarding right admitted by state, a institution must accept the control and quality supervision from government, and rigorously conform to the relevant regulations on enrollment, development, employment and so on. In this circumstance, an institution's enrollment autonomy is considerably influenced.

When cooperating in launch the new higher education institutions, the issue on diploma and degree is very practical one. During the development course of China Europe International Business School (CEIBS), at the first Initial years, CEIBS and SJTU sign the agreement: all the graduates from CEIBS can take part in SJTU's course exam (two about the Marxism and socialism) prescribed by

state , and submit their degree thesis, those who passed after checking can apply for the state degree in the name of SJTU's postgraduate. For this reason , 10 of the first MBA course graduates applied the degree of SJTU. For the 2<sup>nd</sup> term of graduates, there are merely 6 applicants, for the 3<sup>rd</sup> , no one any more. The Reason is, by its own efforts, CEIBS established good social reputation gradually. The education and graduate quality of school is recognized by society. the college's diploma is not only accepted by every graduate, but also formally admitted by government sector in 2002 , i.e., CEIBS cooperatively founded by china and Europe can award the MBA degree accredited by state. This is the first degree admitted by Chinese education sector among the Sino-foreign cooperation education programs.

The success of CEIBS maybe provides an example for reference in the course of solving diploma and degree issues of cooperation schooling.

#### *4.3 Problems on Administration*

The education cooperation between universities is different from the project cooperation in economic field. Besides the expenditure, the education quality itself concerned in education cooperation is an issue of difficult measurement.

During the course of cooperative schooling between SJTU and T.E.D Huaxia Institute Singapore (Abbreviated as "Huaxia" below), through the continuous efforts of both sides , good operation result was gained gradually , The popularity of the two schools is swiftly increasing in Singapore. Hence, the students that want to enroll are increasingly day-by-day, yet it brings forward the education management problems too. Seen from the practice , due to the education administration is not accordingly modified or improved when the student number is enlarged, the education quality is influenced to some degree because of the too much emphasis on the economic benefit. So, during the course of cooperation schooling, how to keep balance between the student scale and teaching quality, i.e. how to well administrate the school, is an important problem that can't afford to neglect.

## *5 . Model Case*

Above is the comprehensive introduction about SJTU's international cooperation education practice, in order to further display the development of SJTU's cooperation programs, the followings is the detailed information about some model cooperation programs.

### *5.1 Set up the New Education Organization: China Europe International Business School (CEIBS)*

#### 5.1.1 Cooperation backdrop

China Europe International Business School (below abbreviated as CEIBS) is a not-for-profit Sino-foreign cooperation education institute jointly funded by Municipal Government of Shanghai and the European Union according to an agreement between Chinese government and European Union. CEIBS was established in shanghai on November 8, 1994. Its main objective is to promote china's international economic activities, serve for the Chinese industry and commerce circle and advance the Chinese economic development. The curriculum in CEIBS provides MBA students, managers and senior executives of companies with the latest knowledge and practice on international management, helping adapt them successfully to their own business environment.

CEIBS' cooperation background can be accounted in the following three respects:

- Since 1992, Chinese economy went into acceleration stage again, its commerce activities became increasingly frequent, and its international trade was continuously broadened. China became the most active region in economic activities field in East Asia and even the global range. The Fast economic increase, the introduction of market economy system and the change of industry structure, make the high-level industry administration talents badly needed in the Chinese economic development environment, which provided favorable

circumstances for the development of CEIBS.

Table 1. The Main situation of China's economy and trade development

Year	Domestic yield increase ( % )	Domestic trade gross amount (Hundred million <i>Yuan</i> )	International trade gross amount (Hundred million dollars)	Actual amount of utilized foreign capital (Hundred million dollars)
1992	12.8	10894	1656	111.6
1993	13.4	12237	1958	367.7
1994	11.8	16053	2367	458.0
1995	10.2	20598	2809	484.0
1996	9.7	24614	2899	552.7
1997	8.8	26843	3251	640
1998	7.8	29153	3240	589
1999	7.1	31135	3607	404
2000	8.0	34153	4743	407
2001	7.3	37595	5098	468
2002	8.0	40911	6208	527

- Shanghai is one of the most developed and trade-active region of China. Since 1992, Shanghai's economy has maintained the two digit increases for successive 12 years. Nowadays, the per capital GDP is up to 5000 Americans dollar , amount to the level of moderate income economy (region) in the world. Since the development and openness of pudong new area, shanghai became the center and head of Chinese economic development. The development of Shanghai, especially pudong economy, makes it the hot land full of vitality and opportunity in investment and entrepreneurship field. It is just Shanghai's development foreground and the development latent capacity that attract CEIBS to construct its campus in pudong district. Shanghai offers the good region environment and limitless probability for the development of CEIBS.

Table 2. The main economic index of pudong new area

In hundred million Yuan

Year	Increase value	Total Industry output value	Total amount of social consumption retail sales	Total amount of fixed assets investment
1995	414.65	968.03	110.00	285.07
1996	496.47	1130.42	140.21	395.04
1997	608.22	1349.01	162.23	504.36
1998	704.27	1414.99	178.97	583.22
1999	801.36	1450.81	198.31	438.20
2000	920.52	1625.77	215.17	351.06
2001	1082.02	1885.54	233.02	422.24

- CEIBS is the cooperation education organization founded under the agreement of governments. Due to the earnest and responsible attitude, along with the ardent promotion of the government at both sides, CEIBS gain the swift development in a short time. It is the support from government that provided good development opportunity for CEIBS.

## 5.1.2 Cooperation Content

### 5.1.2.1 Fund

CEIBS is located in Jinqiao of pudong new district; the campus covers an area of more than 60 *mus*. The initial stage construction is jointly undertaken by the municipal government of shanghai (provided 100 millions Yuan for capital construction, 40% of them used for land) and European union (provided 10 million Europe Yuan, 40% of them use for internal decoration and equipment). In order to meet the demand of operation scale expansion, the Europe union commission and china foreign trade economic cooperation department signed the financial agreement for the second stage construction in May 2000. According to the agreement, from 2001 to 2005, the Europe side will further increase input of 1095 European Yuan, mainly for supporting the following matters: CEIBS's European style management; set up 3



foreign senior scholar's positions to attract young staff; the scholarship for students; noviciate and exchange activities and so on. The china side will also accordingly invest 10.80 million European yuans, mainly for the necessary basic construction in Shanghai and Beijing.

#### 5.1.2.2 Administration

The supreme authority organization in CEIBS is the board of directors , it owns the decision-making power of significant matters and the appointment authority of director. There are totally 10 members in the board of directors , the Chinese side and Europe sides respectively owns 5 positions, the president of SJTU act as the chairman of the board of directors.

Academic council is the significant academic organization in CEIBS, it mainly responsible for the college's teaching and research. The Objective of the Academic Council is to assure that CEIBS conforms to world class standards in management education with regard to quality of its participants and its faculty, the academic content, the relevance of its education, the values transmitted, and the facilities of the school. The Academic Council is also a source of faculty and a bridge with business schools around the world. Academic Council is composed of representatives from leading businesses and academic institutions in Europe, China and the United States. There are totally 12 members in all, among which 2 are specialists from China.

The Director is the supreme administrator of CEIBS, which is responsible for daily administration decision-making and its implement. There are totally 4 deputy directors in CEIBS, respectively 2 for both sides, the executive director is Chinese.

#### 5.1.2.3 Teaching

CEIBS recruit professors from famous business school worldwide, during this course, not only paying attention to internationalization issues, but also laying stress on localization construction. Professor Zhang Guohua, the Deputy director and the Chinese dean for teaching

affairs, emphasizes : “The quality of professor is the life of our college. Through the international method , we Not only successfully invited the professor from the world famous business schools, but also attracted those professors who understand china to some degree. To operate adaptable to Chinese situation impel us to maintain our proper feature.”

### 5.1.3 Cooperative Effect

#### 5.1.3.1 the continuous expansion of student scale

The specialties in CEIBS include MBA, EMBA and short-term course training. Since its enrollment in 1995, the student scale is enlarged year by year (see table 3) , manifesting good development situation , especially the EMBA curriculum and short term training course, their scale increase rapidly. At the present time, the development scale of EMBA is ranked first in the world.

The development goal of CEIBS’ student scale is 600 MBA students at campus, for short-term course, 6000 person-times each year.

Table 3. The enrollment situation in each specialty (1995~2001)

Specialty	1995	1996	1997	1998	1999	2000	2001
MBA	58	61	125	123	116	123	127
EMBA	42	144	110	162	269	297	400
Short-term course	500	1200	1700	2640	3100	3400	4500

#### 5.1.3.2 The Gradual Formation of Operation Philosophy

CEIBS formed distinctive operation philosophy during the course of operation.

- Pursue the superexcellent operation goal——No matter what it be, the facilities, Administration, or the teaching content and method, and so on, all should be keep the leading status.
- Fuse into the worldwide operation environment——realizing the internationalization in such respects as curriculum setup,

faculty recruitment, student development and so on, thus generating a feeling of internationalization for those who enter CEIBS.

- Market oriented operation model——closely combining the development model, teaching content with market, serving the Chinese enterprises or foreign ones heart and soul , develop the senior management talents capable of winning the benefit in Chinese or international market in whatever situation.
- The Sino-foreign combinative operation feature - manifesting such kind of operation feature in the process of two-way blending, that is. China is walking towards world, and world is entering china.

### 5.1.3.3 The Swift Advancement of Operation Quality

In the short few years since foundation, CEIBS Not only root fast in china, but also gain the recognition from international peers. In the ranking of global business schools by *financial times* , the internationally authoritative business publication, CEIBS has been ranked among “the top 100 global MBA powers” and “the top 50 global EMBA powers” for Successive 2 years. In Asia, CEIBS is the only business school, which is ranked in *financial times* for Successive 2 years so far. CEIBS’ outstanding achievement in a series of international ranking wins it one of business schools with the most widely international reputation and most highly international evaluations in our economy. Seen from the teaching fruit of MBA and EMBA, CEIBS has been the first in china who climb up worldly advancement level.

Table 4. The international rankings of CEIBS in the management specialty field

Year	The participated project	Ranking status	Holding unit
2000	Ranking of MBA in Asia-pacific region	17	<i>Asia enterprise</i>
2000	The best business school of Asia-pacific region		<b>Asia Weekly</b>
2000	Ranking of MBA in Asia-pacific region	14	<b>Asia Weekly</b>

2000	Ranking of EMBA in Asia-pacific region	10	<b>Asia Weekly</b>
2001	Ranking of MBA in Asia-pacific region	14	<i>Asia Enerprise</i>
2001	Top 50 EMBA in the world	29	<i>Financial Times</i>
2001	Top 10 business school in Asia-pacific region	5 (Coordination)	<i>Career Guidebook of MBA</i>
2002	Top MBA in the world	92	<i>Financial Times</i>
2002	The ranking of short-term course of global business school	45	<i>Financial Times</i>
2002	Top 50 EMBA in the world	42	<i>Financial Times</i>
2002	Top 100 MBA in the world	43	<b>Which MBA</b>
2003	Top 100 MBA of the world	90	<i>Financial Times</i>
2003	The ranking of short-term course of global business school	41	<i>Financial Times</i>

#### 5.1.4 Cooperation Experience

##### 5.1.4.1 Adequate Operation Autonomy

CEIBS is the Sino-foreign education institute jointly founded with Europe union, different from the ordinary higher education institutions in china. The China government offer it the considerably loose policy environment, which enable it enjoy the sufficient autonomy right as independent college. The operation autonomy of CEIBS can be founded in such respects as enrollment, charge, degree awarding, Curriculum setup, faculty recruitment, finance management and so on. The college can establish its operation orientation and strategy according to the requirement of closing society, facing market and actively promoting the internationalization process.

##### 5.1.4.2 Operation Facing the Marketplace

CEIBS Give emphasis to social demand, claim the resources from

community , run school facing the marketplace. The daily expenditure is none from government , apart from some from enterprise sponsor , basically dependent on tuition revenue. During the operation course, CEIBS highly embody the people-oriented and enterprise-guided operation philosophy, providing satisfactory teaching and service for students. Of the students at campus, about 30% of them come to register for entrance exam through the recommendation of alumni. Directed by the marketization philosophy, CEIBS quickly broke away from the embarrassing situation of the straining student resources at the initial stage.

#### 5.1.4.3 Positively Participate in the International Competition

CEIBS initiatively place itself in great international environment , and Positively participate in the international competition and cooperation. For instance , CEIBS initiatively take part in the international evaluation , absorb the foreign specialists to participate in high-level management , extensively develop the international students exchange , all-sided Introduce the advanced teaching pattern abroad. The internationalization not only promote CEIBS swift development, but also effectively guarantee the improvement of teaching quality, meanwhile, it also provide the most directive method to promote CEIBS' international popularity. At present, the students from overseas increase day by day, CEIBS is becoming the international higher education institution.

#### 5.1.4.4 Establish the High-efficiency and Orderly Decision-making Mechanism

There are board of directors, academic council and director's congress in CEIBS. The board of directors is in charge of macroscopic decision-making, establishing the college's development direction and recruiting president; but they don't interfere the teaching and administration affairs of the college. Academic council provide the academic consultation and academic decision-making, determine the discipline's orientation, curriculum's setup, faculty recommendation and so on, moreover, it decide all the teaching affairs. President is

responsible for seeking for social sponsorship, harmonizing the relationship between Chinese side and foreign side, Launching the social public relations affairs etc. president and the deputy president respectively has their own responsibilities, they handle affairs according to the procedure, having the independent decision-making right, only turn to collective decision-making when encountering the significant issues. This kind of decision-making mechanism reflects CEIBS' high self-discipline capability, thus free from abusing the operation autonomy.

## *5.2 Jointly Build the Mechanism School*

### 5.2.1 Origin of Cooperation

Facing the advent of New century , the effort target of SJTU is to become the international first-class famous university, that is, to develop the international first-class talents, to own a set of discipline with international ranking of first places, a batch of high-level faculty, and the international operation administration system.

The American Michigan university (MU) is located in Detroit, American automobile industry extensive city , It is the famous international first-class university. Its engineering school is ranked as 6 in America, and its graduates in mechanism and engineering discipline is also ranked in the first 3 places in the 2003's ranking of *U.S. News & World Report's* in America.

There are a lot of SJTU's alumni studying or working in MU, many of them become the famous scholars of MU, and among them the most outstanding are professors WU Xianming and Ni Jun. In 1999, introduced by professor Ni Jun, MU and SJTU established close cooperation relationship, and signed the long-term cooperation agreement. According to the agreement, the mechanical and engineering school of SJTU became the pilot unit of cooperation education between SJTU and MU.

### 5.2.2 Cooperation Goal

According to the agreement, through jointly building the mechanism and engineering school, SJTU can explore a new operation mechanism with college as the operation entity: form the college affair committee composed of the leaders of two universities, which is in charge of making policy and development strategy, and evaluate the yearly work; MU send 2 senior professors to act as deputy presidents assisting the work of current administrator team, they are mainly responsible for constituting the new teaching plan and creating the MU style of teaching environment; establish the academic council and professor council composed of the professors from the two universities, mainly responsible for appraising teacher's professional title, examining professor's yearly work and objectively evaluating the college's work and so on, establish the degree committee composed of the professors from two sides, responsible for examining master and doctor degree, the two sides mainly cooperate in such three fields as student development, research work, faculty team construction and so on.

After 4-5 years efforts, the cooperation goal will be reached: in the respects of operation model, the two sides jointly award the academic degree, teach in English, form the teaching system to develop the international innovative talents; in the respects of research, form 4-5 academic research highland with significant international influence by international cooperation among industry, teaching and research, and build some engineering and technology centers influential home and abroad ; In the respect of faculty troops construction, form 4-5 academic leaders with international influence and 30-40 backbone faculty team capable of teaching in English.

### 5.2.3 Cooperation Content

5.2.3.1 Hold the undergraduate teaching-reform pilot class by cooperating with Michigan university

Since Sep., 2000, 62 students from the 300 freshmen in mechanism and engineering school will be selected to form the teaching-reform pilot class, which adopt the system of wash-out, that is, eliminating the last 2 students through competition and complement 2 ones each year. The teaching program is set through the discussion of two sides, adopting the plan interposing MU and SJTU. In the past year, 5 courses have been taught in English, thereinto, *Higher mathematics* and *general physics* are taught by teachers from SJTU in English, *the design and manufacture of machine*, *Mechanics of materials* are taught by teachers sent by MU with teaching material from Michigan university, *Application English* is taught by the foreign teachers recruited abroad. The 16 students in this class will study in MU for 4 months at the second term of grade 4, mainly learning 2 courses and do the graduation design. Presently the class has been in grade 2, its 6 courses will be taught in English. MU will send teachers to undertake the teaching work of 3 courses.

The second teaching-reform pilot class of mechanism and engineering school will enroll 60 students, it is planed to adopt the system of 2 terms and 4 sessions, the local teachers focus on teaching the former session of each term, while the foreign teachers focus on the later session, thus help students centralizes energy. From next year, the third pilot class is ready to enlarge its scale properly, with the aim of generalizing teaching effect.

#### 5.2.3.2 Jointly Develop the Master Postgraduate Student

Since September 2001, SJTU began to select 40 master postgraduate students from mechanical and engineering school, adopting the teaching programs jointly made by two sides, totally 30 credits. In the first year, the selected students learned 12 credits in SJTU (9 credit is taught by local teachers, and other 3 is taught by teachers MU sent), in the second year, 20 of them will go to learn in MU for 1 year, totally 18 credits are needed, including master degree thesis. Those who passed all courses will get two master degrees from both MU and SJTU simultaneously.



### 5.2.3.3 Send Young Faculty for Further Study

In the Past year, totally 5 young teachers were sent to MU for further study, respectively for 4-5 months. The detailed requirement for Young teachers to study in MU is: carefully study one course, with the aim to teach it in English in the future; enter the related discipline to do research work, trying to publish papers in high-level periodicals. In the coming 4 years, about 20 young teachers in mechanical and engineering school will be sent to MU for further study. The mechanism department in MU also set special fund, with the aim of financing the discipline leaders in mechanism and engineering school of SJTU going to MU for academic exchange and visits. Meanwhile, SJTU also retained professor Nijun as “Changjiang Chair Professor” in MU, and invited professors in MU attending the faculty examination in mechanical and engineering school.

### 5.2.3.4 Cooperation in Research

Through the help of MU, General Mobiles Corporation found bodywork manufacture satellite laboratory in SJTU ; again with the help of MU, the Mechanism and Engineering School in SJTU successes in applying for the PACE ( Partners for the Advancement of CAD/CAM/CAE Education ) project, gaining the equipment and software with total value of 14.4 million dollars, thus greatly improving the teaching platform of CAD/CAM/CAE in SJTU. The project was entirely finished in March, 2002; proposed by professor Nijun and professor Lijie from Wisconsin University of America, SJTU established shanghai IIC (Industry Innovation Center), presently such international famous big corporations as Rockwell Automation, GE Medicine, Johnson Controls, UTC, GM, TOSHIBA, Haier, Shanghai Mobile Group Corporation, Shanghai Electrics Group Corporation and so on.

Presently, SJTU is planning for further cooperation at the doctor level, with the aim to forming the “4+2+3” education model, the full-process cooperation development model, that is, SJTU’s students learn at Michigan university at their 4th undergraduate year, 2nd master

postgraduate year and 3rd doctor postgraduate year,

### *5.3 Establish the Overseas Education Organization : Singapore Graduate School of SJTU*

#### 5.3.1 Development course

SJTU is one of the universities that government laid stress on construction, at present; it has become the national key university with outstanding operation achievement. It has strong faculty force and reasonable discipline structure. Such disciplines as science, engineering and management are its backbone, also with other disciplines such as humanities, agriculture, economics and law. In order to boost its overseas popularity, in 1994, SJTU began to cooperate with T.E.D Huaxia Institute Singapore, jointly launching the MBA program with Singapore students as its main enrollment. In the same year, the program in T.E.D Huaxia Institute Singapore was formally approved to enroll students by Singapore Education Ministry, its students come from more than 60 regions such as Southeast Asia, China; Chinese Taipei; Hong Kong, China and so on, generally 40-50 was enrolled each academic year. It also is the first oversea programs for Chinese higher education institution approved by china education ministry.

Based on this , In order to further heightening its international operation competition, SJTU formally sign the operation agreement with Singapore Nanyang Technological University in 2002. According to the protocol , SJTU transferred its current Singapore graduate teaching site to Singapore Nanyang Technological University , Going on enroll the MBA postgraduates , Moreover, approved by China Education Ministry, formally establishing Singapore graduate school of SJTU in Singapore Nanyang Technological University. That is the first education organization established overseas to carry out higher education and award the Chinese postgraduate degree.

#### 5.3.2 Cooperation content

The Nanyang business school (NBS) of Singapore Nanyang Technological University (NTU) and Aetna School of management (ASOM) of Shanghai Jiaotong University (SJTU), respectively are the leading management school in Asia and Shanghai. Shanghai is becoming the most internationalization metropolis in China; its development speed has attracted the world attention. The cooperation of two schools will be in favor of the development of the two sides.

The two sides first cooperated in EMBA education field. They jointly established EMBA academic leading team, SJTU and SNTU respectively sends 3 members for it, the team leader is from SJTU, and vice team leader is from SNTU. The facilities and service demanded by EMBA program (including the workplace, classroom, assistant hardware and paper support etc.) are provided by SJTU, and SJTU assign staff to work.

The two sides jointly undertake the teaching activities of EMBA program. SJTU will delegate teachers to teach in SNTU, and so do Singapore, the Teachers of the two school will interact by learning from each other and exchanging. The education system of EMBA cooperation program is 18 months, 4 days of each month is focusing on study, the teaching activities are in Chinese. Since Singapore is a city economy in Southeast Asia, 70% of its population is Chinese origin, to learn Chinese is also beneficial to student's further development, which makes the program more attractive.

The expenditure required by the program is mainly burdened by the tuition. Its expenditure is jointly managed by the two sides, and the two sides work together to do the financial report for yearly check. The expenditure is mainly used for teacher's salary, teaching facilities, student's accommodation and so on.

For those who successfully reach the requirement of EMBA degree program, SNTU will award them EMBA degree.

### 5.3.3 Cooperation Fruit

Since the cooperation schooling, the management and economics

master class has developed about 250 medium or senior officials. Through the operation in Singapore, SJTU promote its popularity in Singapore and strengthen its international influence, thus becoming a Chinese higher education institution highly recognized by Singapore. Based on the successive practice in EMBA program, the two sides are planning to develop education cooperation in more fields.

## **Practice and Exploration of Cooperative Teaching of Beijing University of Chinese Medicine**

By Luo Xiangyun, Qiao Wangzhong and Zhai Shuangqing

### ***I. General Conditions of Beijing University of Chinese Medicine***

Beijing University of Chinese Medicine (BUCM) founded in 1956, is one of the earliest established institutions of higher learning of traditional Chinese medicine (TCM) in China, and it is the only one that is included in the “Project211” among the universities and colleges of TCM. On July 31st, 2000, the former Beijing University of Chinese Medicine and the former Beijing College of Acupuncture & Orthopedics merged into the new Beijing University of Chinese Medicine and became a priority university directly under the supervision of Ministry of Education.

Now it has the east and west campuses. The east one was the former site of Beijing College of Acupuncture & Orthopedics and the west one was the original site of Beijing University of Chinese Medicine. Extending over an area of 253,000 square meters, it has a total floor space of 277,000 square meters in teaching area. It has staff of 2690, among which 622 have senior academic and technical titles. There are 15483 registered students in total, among whom 4,150 are full-time undergraduates, 746 students abroad and 377 from Chinese Taipei; Hong Kong, China; and Macao. Now Beijing University of Chinese Medicine has 9 following schools: School of Preclinical Medicine, School of Chinese Clinical Medicine, School of Chinese Materia Medica, School of Acupuncture, School of Administration, School of Chinese Medical Nursing, International School, School of Continuing Education and School of Distance Education. In addition, there are 3 faculties and 1 center, namely, Faculty of Humanities and Social Science, Faculty of Physical Education, of Advanced Profession and Training Center of Students from Chinese Taipei; Hong Kong, China; and Macao. The university has 16 sites to grant master degree and 15

sites to grant doctoral degree. The 3 first-grade subjects, namely, Chinese Medicine, Chinese Materia Medica, and Integrated Traditional Chinese and Western Medicine, all have the right to grant doctoral degree and they all have postdoctoral stations. Now there are 79 doctoral tutors.

Since its establishment, the university has trained 12,753 domestic professionals of TCM and 2,049 various advanced professionals for 87 countries and regions of the world. The university is in a leading position in the field of TCM education in China and all over the world. It is displayed in the following aspects: the level of running the school, the teaching power, scientific researches, medical treatment level and international cooperation, etc. It consists of teaching, research, medical treatment and industry, being an open university that has technicality and distinctive features. In the Chinese universities list of 2002 from Guangdong Research Institute of Management Science, the university ranked first in the subject of TCM. In order to stress the teaching features and enlarge the teaching superiority the university is devoting itself to tap the potential and explore new ways of cooperative teaching both internally and internationally at all levels extensively.

## ***II. Practice of International Educational Cooperation***

### *1. General conditions of international cooperative teaching*

Since 1957 the university has carried out extensive international exchange activities. It has accepted 14,457 government officials, specialists and scholars to visit and communicate from 77 countries and regions. And 1,474 person-time teachers have been dispatched to 60 countries and regions to give lectures, visit, work and participate in the international conferences. 40 cooperative programs have been carried out with universities and academic groups from 16 countries and regions. Among them, the university has conducted an undergraduate education of Chinese medicine (five-year system) in cooperation with Middlesex University of Britain, which is the first cooperative program that can grant Chinese degree abroad approved by Ministry of Education of our economy. And Kortzing hospital of

Chinese medicine run by the university united with Germany, has treated more than 10,000 person-time patients and was approved by the German government, which has been an example of external medical cooperation.

The education of students abroad started from late 1950', and it developed further after 1980'. To this day it has trained more than 2,000 advanced persons higher than undergraduate for over eighty countries and regions. Meanwhile, it provides short-term training of Chinese medicine knowledge and technology for students from different countries. At present there are 746 registered foreign students (including undergraduates of 5-year system and graduates), which is 4.8 percent of the total registered students. In addition, there are 369 students from Chinese Taipei; Hong Kong, China; and Macao (including undergraduates of 5-year system, master and doctor degree graduates), which is 2.4 percent of the total registered students. Both the amount and the proportion of the foreign students come out top in Chinese universities.

International educational exchanges and cooperation of Beijing University of Chinese Medicine started early in domestic Chinese medical institutions. In 1980' and early 1990' the university has begun to participate in Chinese medicine education in several countries of Asia and Europe. Till 2001 it has cooperated with local educational institutions of such countries and regions as Germany, Britain, Switzerland, Norway, Holland, Italy, Spain, America, Brazil, Mexico, Japan, and Singapore etc., providing Chinese medical education to local people. In the early stage it is mostly short-term training of Chinese medicine and acupuncture, and the cooperation of education belongs to vocational education or continuing education. The cooperative pattern is as follows. The local educational institution recruits students and provides educational facilities such as schoolhouse. And teachers from Beijing University of Chinese Medicine teach students.

## *2. Japan Branch School of Beijing University of Chinese Medicine*

Japan Branch School of Beijing University of Chinese Medicine is the earliest regular cooperative program of Chinese medical education abroad among domestic universities of TCM. And it is the first branch school of Chinese medicine abroad approved by State Administration of Traditional Chinese Medicine.

In 1991 Beijing University of Chinese Medicine cooperated with the Japan Striving Association of Chinese Medicine to set up a Chinese medical training course and 64 students were recruited in the first year. In 1992 leaders from State Administration of Traditional Chinese Medicine and the university agreed to upgrade the training course to Japan Continuing Education Branch School of Beijing University of Chinese Medicine after they came to Japan to inspect the running conditions. With the increasing of the teaching demand in Japan and the development of the university, the school was renamed to Japan Branch School of Beijing University of Chinese Medicine in 2001 March. At the same time Japan-China Association of Traditional Medicine replaced the Japan Striving Association of Chinese Medicine to be the cooperative side.

The school mainly provides continuing education of Chinese medicine for on-the-job medical professionals. It is a two-year system and four majors are established, namely, Chinese Medicine and Chinese Materia Medica, Tuina and Qigong, Acupuncture and Moxibustion, and Medicated Diet and Health Building up. Most time the students study in Japan, and then go to Beijing University of Chinese Medicine for a short-term study including clinical practice at the end of the second year. In order to ensure the quality of the teaching, almost all the teachers in Japan Branch School are senior teachers from Beijing University of Chinese Medicine. Since the school was established, there have been more than 50 professors and associate professors to teach in Japan. In principle every period is 3-6 months including 2-3 persons changing in turn every year. The plan and outline of the teaching are according to the present ones of Beijing University of Chinese Medicine. And the teaching materials have Chinese and Japanese two versions, in which the Chinese version is the fifth edition used by domestic universities of Chinese medicine and the Japanese



version is the materials of teaching by correspondence for adult education in domestic universities of TCM (Japanese version). The students who have finished the schoolwork will acquire a certificate of completing the courses from Japan Branch School affirmed by the print of Beijing University of Chinese Medicine. From 1991 Oct. to 2002 Oct, 521 students have been trained including 369 students who studied over three years, 147 less than one year and 5 graduates.

### *3. Undergraduate Course of Beijing University of Chinese Medicine -- Middlesex University of Britain*

In 1996 Beijing University of Chinese Medicine discussed with Middlesex University fully and then decided to set up five-year undergraduate course of Chinese medical major there. This is the first undergraduate Chinese medical major set up by Beijing University of Chinese Medicine in cooperation with a western regular university. Also it is the first educational cooperative program that can grant Chinese degree abroad approved by State Ministry of Education. The cooperative pattern is as follows. Middlesex University recruits local students. And the plan and outline of the teaching are drafted out by the two sides together. Beijing University of Chinese Medicine provides all teaching materials of Chinese medicine and dispatches the teachers to teach there. And the teachers from Middlesex University take all of the western medical courses. In the last year (the fifth year) the students come to Beijing University of Chinese Medicine for a clinical practice of half year. And the students will acquire the diploma and Bachelor Degree granted by the two universities jointly. Up to 2001 the major has recruited students for continuous five years and now there are 115 registered students. The first batch of students has graduated in 2001 July and there are 21 graduates totally.

### *4. Master Course of Beijing University of Chinese Medicine—Singapore Institute of Traditional Chinese Medicine*

In 2001 Beijing University of Chinese Medicine signed the agreement of cooperative teaching with Singapore Institute of Traditional Chinese Medicine and began to carry out the master education of Chinese

medicine. This was the first time that the university carried out the master education abroad. The detailed operative pattern is as follows: Singapore Institute of TCM recruits students and organizes their signing up, and it takes charge of the access examination offered by Beijing University of Chinese Medicine. The students who have passed the examination should complete all of the teaching contents required by the teaching plan of Beijing University of Chinese Medicine in Singapore. And Beijing University of Chinese Medicine dispatches all of the teachers. With the instructions of the tutors, the students finish their researches at Singapore Institute of TCM and compose dissertations. And then they come to Beijing University of Chinese Medicine for the thesis defense before graduation. The students who have passed the thesis defense will get Master Degree of Medicine.

### ***III. Characteristics and Experience of the International Cooperative Teaching***

Except the main cooperative programs above, the university has many other international cooperative educational programs such as: short-term training course of London Institute of Chinese medicine in Britain, short-term training course of European Chinese Medical Fund in Spain, short-term training course of Malmo Qigong College in Sweden, short-term training course of Doctors Association in Italy, adult educational training course of Minas Gerais Acupuncture School in Brazil, and training course of Chinese Medical Education Center of Hong Kong. All of these are non-certificate education.

Analyzing the practice of international cooperative teaching of the university, characteristics and experience can be deduced as follows.

#### ***1. The university in the globalization and its subject characteristics***

In the world wide, china is superior absolutely in Chinese medical education. No matter in the scale, arrangement, pattern, experience, level, or investment of teaching, no economy is comparable. The cooperation is not input but output of the education mostly. In

universities of our economy except the Chinese language subject Chinese medicine is the subject that has the most numerous foreign students. In the past the main educational output form of TCM institutions is foreign students education. After 1980', with the extensive spread of Chinese medicine to the world, the charm of Chinese medicine stands out increasingly. And the demand of TCM international education rises so rapidly that foreign students education hasn't satisfy the demand of the world. Therefore, with the direction of Chinese open policy and the development of economization, many institutions of TCM in China have step out of home to carry out various external-oriented educational exchanges and cooperation. Through international cooperative teaching the influence of Chinese medicine is augmented and strengthened. International educational cooperation of Beijing University of Chinese Medicine just seizes this opportunity.

## *2. Effective strategy of the international cooperative teaching*

In the course of international educational cooperation, considering the situation, to maintain the superiority and reputation, the university emphasizes the consciousness of brand benefit and educational quality at the time of striving to extend the range of cooperation. The university establishes the management mechanism that all international educational exchanges and cooperative affairs of the university are in the charge of the department of international exchanges and cooperation so as to ensure the identical policy of external exchanges and cooperation of education. Meanwhile the university encourages other second-grade institutes or departments to explore new ways of cooperation with abroad educational institutions. The characteristics of international educational cooperation of the university also perform as the output of education mainly, that is to say, one aspect is teaching abroad, the other aspect is enlarging education of foreign students, so as to exploit the educational resources of the university adequately.

The university considers both the advantages and disadvantages of international higher education that it could face when it establishes the strategy of internationalization. Firstly, in some countries there are

many disadvantages of policies. For example, diplomas awarded by Chinese educational institutions are not admitted in most countries, and Chinese medicine hasn't been a legal medical system in many countries. Although trade policies admit Chinese education to enter the market, policies and rules of medical welfare restrict the international cooperation of Chinese education. Secondly, in other countries there appear all kinds of Chinese medical educational institutions. And some regular universities start to establish Chinese medical courses even degree education of TCM. So the competition of the market is drastic. Thirdly, the theory and language of TCM is short of good communication with modern mainstream science. All these factors affect the trade competition of Chinese educational institutions with international educational service largely.

### *3. Successful experience*

Beijing University of Chinese Medicine accumulates the experience in the by-past activities of international TCM education into the following five aspects:

#### (1) Going out forwardly to extend international space of Chinese TCM education

The development of Chinese higher education of TCM has satisfied the domestic demand for TCM professionals. In the new situation, higher institutions of TCM have to look for new increasing points. At present the increasing demand for international TCM education has brought a new chance to the institutions. And in the competition of international educational trade Chinese education of TCM occupies an absolutely superior position. So the university notices the advantage of its own and goes out forwardly. And it has obtained broad space in the world through international cooperative teaching.

#### (2) Ensuring the quality, creating the brand, and being on the way of sustainable development

Teaching competition of international higher education is a complete market action and competition. If an educational institution stresses not on the educational quality but the benefit only, the market will wash it out. Now there are so many institutions of international TCM education, but the levels are ragged and the discrepancy of the educational qualities is large. The university is aware that only to erect the market viewpoint, to insist on the tenet that quality is the key, to ensure the teaching quality and create the brand, could it develop continually in international cooperative teaching and obtain international space of TCM education. In the practice of its cooperative teaching, the university controls strictly such key points as the teaching plan, teaching outline, courses arrangement and examinations. And the university insists on employing teachers of itself to give lessons principally and asking the students to China for practice and thesis defense. All above ensure the educational quality of cooperative teaching

(3) Adapting to the demand of international market locally, variously and omnidirectionally

In many countries because Chinese medicine hasn't been a legal system Chinese diploma isn't admitted and cooperative teaching is restricted much. Therefore, through various flexible ways the university sets up different strategies for different cooperative teaching programs in order to adapt to diverse requirements. In principle the cooperative programs are non-certificate educations mostly such as continuing education, adult professional education and short-term training. Meanwhile it tries second-degree education and western medicine learning Chinese medicine education, for example, the abroad educational cooperative programs in Japan, Brazil and Italy, etc.

Internet education is a new educational pattern and teaching form. It is fit for TCM education as well. Approved by Ministry of Education, Beijing University of Chinese Medicine set up an experimental site firstly in domestic institutions of TCM. In 2002 May it began the

cooperative program of Internet education in cooperation with Hong Kong University of Science and Engineering.

#### ***IV. Challenges in Practice of Cooperative Teaching***

Traditional Chinese education of TCM has two basic forms, imperial doctoral education and folk apprenticeship education. Since the four institutes of TCM (including Beijing University of Chinese Medicine) were established in 1956 in China, higher education of TCM of our country has been on the way of modern education and developed increasingly under the policy of paying equal attention to western and Chinese medicine. However, seeing the development of higher education in the world, higher education of TCM is still in the beginning. In the course of exploring international cooperative teaching there come challenges as follows:

##### *1. Problem of TCM educational conception*

The practice shows that Chinese medicine, which has a complete theory system, has the ability developing with contemporary knowledge synchronously and it is consistent with the modern integrated medicine. To a certain extent, the thinking method of TCM can overstep the gulfs between tradition and modern, the east and west, and science and art. This is just the drive power impelling the internationalization of higher TCM education. However, the traditional educational conception of “pure Chinese medicine” affects the extending of international cooperative teaching of higher TCM education to a certain extent. Now the conception is identified generally that western and Chinese medicine complement each other. And Chinese Medical doctors should master the two types of medicine. So it is an important topic impelling the international development of higher TCM education that how to break through the educational conception of “pure Chinese medicine” and set up the developing conception that western and Chinese medicine complement each other.

##### *2. The restriction of policies and laws of different countries affects the international cooperative teaching of the university*

Now countries in the world are open to TCM increasingly and they don't limit or forbid medical treatment and teaching of TCM any more. But in many countries TCM education is not approved, which is showed in the following aspects. Firstly, TCM courses seldom enter into regular universities. Secondly, the countries don't approve the diploma of TCM that is only a reference for medical qualification examination. Thirdly, the medical treatment, which is only a substitute or supplement treatment in folk, hasn't entered into big regular hospitals. All of these show that although the authorities don't prohibit, Chinese medicine hasn't obtain the same social position as western medicine in the practice. Moreover, Chinese herbal medicine is limited more strictly, especially in developed countries. Chinese medicinal herb, especially prepared herbal medicine, hasn't approved officially to be regular medicine in many countries. All of these prevent the university from augmenting international teaching farther.

### *3. Difference between Chinese and western medicine in techniques and culture*

The system of science of TCM has rich contents and distinct national culture form. Although acupuncture, scraping, tuina and prescription all have particularity in the technical form, they are universal in academic nature, with the particularity limited only in techniques. There could be difficulties of understanding between different nations. However, it will be accept in the end because of the identity of the objective effect. The feature of harmlessness and effectiveness of TCM is the base to spread in China and the world. Thereby acupuncture therapy has been accepted world widely and the international handle criterion has been established.

The techniques and theory of TCM are uniform. The theory of TCM is the outcome of Chinese culture. And its explanation for life and diseases is oriented from Chinese ancient philosophy and traditional Chinese thinking. A Chinese can understand TCM theory by nature, but a foreigner with different culture background will meet fracture and difficulty of thinking when he contacts TCM. We explain the effect of TCM techniques such as acupuncture, scraping, tuina and



prescription with the theory of regulating Qi, harmonizing channels, strengthening body resistance and eliminating pathogenic factors. But the explanation is so lack of persuasiveness to foreigners that it's hard to accept it for them. The main cause that TCM is not understood universally is not the technical contents but the particularity of the theory and Chinese culture background. And that is an important problem that international development of higher TCM education has to face.

#### *4. The problem of international criterion of higher education of TCM*

In order to improve the quality of medical education and adapt to the demand of the society, in 2001 June World Federation of Medical Education (WFME) put forward “international criterion of undergraduate medical education” to the world after it had collected ideas comprehensively for three years. The criterion provides a common reference for higher medical education of all countries and it is help to conduct medical educational cooperative and exchanges between higher medical institutions. The international criterion of higher education of TCM hasn't appeared, which makes against quickening internationalization of TCM education. The situation has generally aroused the attentions of people insight in the field of TCM education. And some excellent persons with responsibility have appealed to the authority responsible and suggested that departments in charge of education should attach importance to this work and establish international criterion of TCM doctor as far as possible.

#### ***V. Measures and Prospect of Extending International Cooperative Education***

Chinese medicine has a long history of spreading abroad. Long before in the Han and Tang Dynasty it had spread to the side countries. In the Tang Dynasty Japan and North Korea sent a large mount of students to China to learn Chinese culture in which Chinese medicine was of importance. Chinese medicinal art in Japan, Oriental medicine in North Korea and Traditional Korean medicine in South Korean are all results of Chinese medicine's spreading. In France acupuncture with a

history of 400 years there has been accepted generally and been a certain scale.

Mr. Sun Zhongshan predicted that in Chinese culture, which could spread all over the world in the future were Chinese eating and Chinese medicine. Now the rise of TCM in the globe has verified his prediction. At present, there are all kinds of TCM institutions in 124 countries and regions, among which the U.S. alone has 146 TCM research institutions. Also Chinese herbal medicine market is increasing rapidly by over twenty per cent in Britain and fifteen percent in Chinese medicinal art medicament in Japan. Based on statistics, the sale of international Chinese herbal medicine has reached 16 billion dollars each year. On July 1st, 2002, Thailand declared the legality of Chinese medicine. And more and more countries and regions are relaxing restrictions to TCM step by step. In recent years among people coming to study in china, the most is for Chinese language and the next for Chinese medicine. All show that it is the trend that TCM is going out to the world and this has brought opportunities for international development of higher TCM education. And the university adopts the measures as follows:

1. *Extending external propaganda, exchanges and cooperation of TCM*

External exchange and cooperation are the premise and base of internationalization of TCM education. Therefore, the university adopts various patterns and means to conduct the external exchanges and cooperation according to its conditions and features, for example, organizing teams to go out to visit selectively, sending specialists to give lectures abroad, choosing visiting experts to go abroad to communicate, establishing TCM institutions united with foreign countries and dispatching specialists to work there etc.

2. *Improving the training quality of TCM professionals to adapt to the need of entering into WTO*

TCM need a big batch of advanced external professionals who master both TCM specialty knowledge and foreign languages. Starting in the aspects of the teaching plan, courses system, teaching contents and

management, the university reforms the present training mode and strives to improve the specialty knowledge, techniques and the level of foreign language. Thereby the university sets up the specialty of medical English in time. Meanwhile it strives to build up a teacher team of higher TCM education with high quality so as to establish the base of farther international cooperative teaching

### *3. Setting a new target for the development of international education*

Now the university has set a new target for the development of educational internationalization, i.e. to exert its advantages of TCM education, to augment its international influence and build up a new international educational cooperative pattern of external exchanges and cooperation, which has various cooperative partners, diverse forms, rich contents and high-class cooperation as a main part. Economical globalization and worldwide TCM tide have created a great environment and chances for the university to enter into the market of international higher education of TCM. Around the aim of the development of educational internationalization, the university will promote the establishment of international criterion of TCM education by the means of international cooperative teaching and explore new developmental space constantly.

### *4. Trying business operations and exploring new patterns of international teaching*

Chinese educational institutions of TCM have a twenty-year history of going abroad to conduct TCM educational cooperation. However, few are real business operations. Most programs just export labors of pure technique or intellect. And the immaterial asset and part intellectual property are not utilized. In the situation that higher education has been looked as a kind of service trade, the university will conduct some programs in the form of business operation as a try and seek proper benefits, which will provide funds for the development of the university and its TCM researches.

## ***VI. Necessary Supplement: Practice of Internal Cooperative Teaching***

### *1. Demand of the development of the university and its subjects*

In late 1950' most institutions of Chinese higher education of TCM were independent single-subject institutions. Now in the background that subjects develop across each other, there appear the inherent deficiencies in the development of their subjects. The university's educational resource isn't enough and level not high in humanities and physical science, which directly influences the integrity of knowledge structure of TCM professionals and makes against the development of TCM subjects. Compared with some comprehensive universities, TCM universities are weak in the teaching strength in general. In order to change the situation, many TCM institutions cooperate with enterprises to run schools. Based on the reciprocal, social funds are absorbed to reinforce the teaching strength, enlarge the teaching scales, and enhance the teaching benefits.

Also, Beijing University of Chinese Medicine is exploring the way of internal cooperative teaching at the time of augmenting international educational cooperation. Now the university has two patterns in the internal cooperative teaching. One is cooperation with universities, which is called intensional cooperation. It aims to supply the gap of the educational resources of TCM institutions, optimize the knowledge structure of students and improve the basic character of students. In this form the university establishes the seven-year education of the master degree in cooperation with Naikai University, Qinghua University and Beijing Normal University. The other is cooperation with enterprises, which is called extensional cooperation. This aims to conquer the deficiency of teaching funds, enlarge the teaching scale and increase the teaching benefits. For example, School of Distance Education is a program in cooperation with Guoxun Group. The university has carried out internal cooperative programs for only two or three years, but it has obtained good social and economic benefits, which is a primary success. We are exploring new ways of internal cooperative teaching further. A program of establishing independent school in cooperation with an enterprise is on the way. And it is estimated that more programs of cooperative education will be conducted in the future.

## *2. Cooperation with internal famous universities*

From 2001 cooperating with Qinghua University, Naikai University and Beijing Normal University, the university has begun to train advanced personnel of TCM (seven-year system of master degree). The starting point is that with the reputation of the universities and superiority of their subjects, excellent students will be absorbed to apply for the entrance to the Beijing University of Chinese Medicine, so the quality of the students is enhanced. On the other hand, the cooperation could supply the deficiency in the subjects' arrangement of the university and make the teaching resources be shared together. So the knowledge structure of the graduates become more rational and then the quality of the graduates are improved. The cooperative pattern is as follows. In the beginning two years, the students enter into Qinghua University, Nankai University and Beijing University respectively according to the enrolling result, and live and study together with their students, experiencing the study environment personally and accepting the edification of the campus culture. In the after five years the students come back to Beijing University of Chinese Medicine to accept the specialty education, including the study of specialty knowledge, graduation practice, thesis writing and defense. The students who pass the thesis defense will acquire the master diploma of Beijing University of Chinese Medicine and be conferred with Master Degree of Medicine. So far there have been three batches of this kind of students, 240 in all.

From practice, the patterns of the cooperative teaching have achieved the prospective goal and been praised extensively. It is more important that it exerts a direct influence on the improvement of the quality of the professionals and the development of the subjects.

### *3. Cooperation with enterprises*

In 1999 the university took the lead to conduct modern distance education of TCM. So far it is still the first and unique institution that conducts modern distance education of TCM. Making use of its advantages and characteristics in the educational field of TCM, the university has conducted the educational cooperation daringly with Hunan Guoxun Medical Group which is in the lead in the field of medical web techniques. In the same year the two sides signed the

agreement of jointly establishing School of Distance Education of Beijing University of Chinese Medicine. And the university was approved to be one of the first batch of trial institutions of higher learning by Ministry of Education.

Founded in 1997, the group is a high-technology enterprise devoting itself to the exploitation of applied software in the medical field, TCM international education, professional applied service and the website building of people health care in the IPC field. The group gathers a great deal of well-known specialists of TCM and masters with computer and Internet techniques. Its solving projects of information technology and Internet supplied techniques are in the lead at home and abroad in the field of TCM Internet degree education, Internet continuing education and Internet apprenticeship education etc.

The cooperative pattern follows. Hunan Guoxun Medical Group provides Internet technical supports and the teaching funds. The university provides the teaching place and the resources of TCM education. And it is responsible for recruiting students, teaching management and students' statuses management etc. In 2000 School of Distance Education recruited the first group of students and there has been three groups so far. Now there are registered 6000 students and the degree level is enhanced from junior college to undergraduate level. In 2003, there were 73 graduates who were the first group of students of Internet degree education.

In the short four years the scale of Internet education of the university has been enlarged to 6000 students. In the trial cooperation there are some problems. For example, it's difficult to control the teaching practice and ensure the teaching quality. However, from the view of educational cooperation, School of Distance Education of the university is successful. It further exploits the educational recourses of the university and benefits the university. Also it has explored a new teaching way for Chinese medical education.

## Appendix:

# Regulations of the People's Republic of China on Chinese-Foreign Cooperation in Running Schools

(Adopted at the 68th Executive Meeting of the State Council on February 19, 2003,  
promulgated by Decree No. 372 of the State Council of the People's Republic of China on  
March 1, 2003, and effective as of September 1, 2003)

## Chapter I General Provisions

**Article 1** These Regulations are formulated in accordance with the Education Law of the People's Republic of China, the Vocational Education Law of the People's Republic of China and the Law of the People's Republic of China on Promotion of Privately-Run Schools for the purposes of standardizing Chinese-foreign cooperation in running schools, strengthening international exchange and cooperation in the field of education and promoting the development of the educational cause.

**Article 2** These Regulations apply to the activities of the cooperation between foreign educational institutions and Chinese educational institutions (hereinafter referred to as Chinese and foreign cooperators in running schools) in establishing educational institutions (hereinafter referred to as Chinese-foreign cooperatively-run schools) within the territory of China to provide education service mainly to Chinese citizens.

**Article 3** Chinese-foreign cooperation in running schools is an undertaking beneficial to public interests and forms a component of China's educational cause.

For Chinese-foreign cooperation in running schools, the State adopts the policies of opening wider to the outside world, standardization of running schools, exercising administration according to law and promoting its development.

The State encourages Chinese-foreign cooperation in running schools to which high-quality foreign educational resources are introduced.

The State encourages Chinese-foreign cooperation in running schools in the field of higher education and vocational education, and encourages Chinese institutions of higher learning to cooperate with renowned foreign institutions of higher learning in running schools.

**Article 4** The legal rights and interests of Chinese and foreign cooperators in running schools and of Chinese-foreign cooperatively-run schools shall be protected by the laws of China. Chinese-foreign cooperatively-run schools shall enjoy preferential policies made by the State and enjoy autonomy when conducting educational activities in accordance with law.

**Article 5** Chinese-foreign cooperation in running schools shall abide by the laws of China, implement China's educational policies, comply with Chinese public ethics and shall not jeopardize China's sovereignty, security and public interests.

Chinese-foreign cooperation in running schools shall meet the needs of the development of China's educational cause, ensure teaching quality and make efforts to train all kinds of talents for China's socialist construction.

**Article 6** Chinese and foreign cooperators in running schools may cooperate to establish educational institutions of various types at various levels. However, they shall not establish institutions offering compulsory education service or special education services such as military, police and political education services.

**Article 7** No foreign religious organization, religious institution, religious college and university or religious worker may engage in cooperative activities of running schools within the territory of China.

Chinese-foreign cooperatively-run schools shall not offer religious education, nor conduct religious activities.

**Article 8** The education administrative department of the State Council shall be responsible for overall planning, comprehensive coordination and macro control for all Chinese-foreign cooperative activities in running schools nationwide. The education administrative department, the labour administrative department and other relevant administrative departments of the State Council shall be responsible for the work in relation to Chinese-foreign cooperation in running schools in accordance with their functions and duties as defined by the State Council.

The education administrative departments of the people's governments of the provinces, autonomous regions and municipalities directly under the Central Government shall be responsible for overall planning, comprehensive coordination and macro control for all Chinese-foreign cooperative activities in running schools within their respective administrative regions. The education administrative departments, the labour administrative departments and other relevant administrative departments of the people's governments of the provinces, autonomous regions and municipalities directly under the Central Government shall be responsible for the work in relation to Chinese-foreign cooperation in running schools within their respective administrative regions in accordance with their functions and duties.

## **Chapter II Establishment**

**Article 9** An educational institution which applies for establishing a Chinese-foreign cooperatively-run school shall have the legal person status.

**Article 10** A Chinese or foreign cooperator in running a school may contribute with funds, in kind or in forms of land-use right, intellectual property rights or other assets to establish the school.

Contribution of intellectual property rights by a Chinese or foreign cooperator in running a school shall not exceed one-third of its total contribution. However, for a foreign educational



institution that comes to China for cooperation in running a school at the invitation of the education administrative department or the labour administrative department of the State Council or at the invitation of the people's government of a province, an autonomous region or a municipality directly under the Central Government, its contribution in the form of intellectual property rights may exceed one-third of its total contribution.

**Article 11** A Chinese-foreign cooperatively-run school shall meet the basic requirements prescribed by the Education Law of the People's Republic of China, the Vocational Education Law of the People's Republic of China, the Higher Education Law of the People's Republic of China and other laws and administrative regulations, and shall have the legal person status. However, a Chinese-foreign cooperatively-run school established to offer higher education service through the cooperation between a foreign educational institution and a Chinese institution of higher learning which offers education for academic qualifications may have no legal person status.

The establishment of a Chinese-foreign cooperatively-run school shall follow the standards for the establishment of State-run educational institutions of the same type and at the same level.

**Article 12** An application for establishing a Chinese-foreign cooperatively-run school offering higher education for academic qualifications at or above the regular university education shall be subject to examination and approval of the education administrative department of the State Council; an application for establishing a Chinese-foreign cooperatively-run school offering specialized higher education or higher education for non-academic qualifications shall be subject to examination and approval of the people's government of the province, autonomous region or municipality directly under the Central Government where the proposed school is to be located.

An application for establishing a Chinese-foreign cooperatively-run school offering secondary education for academic qualifications, programs of tutoring self-taught students for examinations, programs offering supplementary teaching of school courses and pre-school education shall be subject to examination and approval of the education administrative department of the people's government of the province, autonomous region or municipality directly under the Central Government where the proposed school is to be located.

An application for establishing a Chinese-foreign cooperatively-run school offering vocational technical training shall be subject to examination and approval of the labour administrative department of the people's government of the province, autonomous region or municipality directly under the Central Government where the proposed school is to be located.

**Article 13** The establishment of a Chinese-foreign cooperatively-run school shall include two steps of preparation for establishment and formal establishment. However, the applicant may file an application directly for formal establishment if it fulfills the conditions for offering education and meets the standards for establishment.

**Article 14** An applicant who applies for preparation for establishment of a Chinese-foreign cooperatively-run school shall submit the following documents:

- (1) a project report which shall mainly contain the names of the Chinese and foreign cooperators in running the school, the name of the proposed cooperatively-run school, educational targets, size of the school, level and form of education to be offered, conditions for offering education, system of internal management, sources of funding and capital management and use, etc.;
- (2) a cooperative agreement which shall contain the duration of cooperation and ways of dispute settlement, etc.;
- (3) valid documents verifying sources of assets and amount of capital, with clear statement of ownership;
- (4) a donation agreement for any assets provided as a donation to the proposed school, which carries the name of the donor, value of donation, purpose of use and management methods, and the relevant valid verifying documents; and
- (5) a certificate verifying that not less than 15 percent of initial funds provided by the Chinese and foreign cooperators is already invested.

**Article 15** In the case of an application for preparation for establishment of a Chinese-foreign cooperatively-run school, the examination and approval authorities shall decide whether to grant the approval or not within 45 days from the date of receiving the application. If the application is approved, a letter of approval for preparation for establishment shall be issued; if the application is not approved, reasons shall be provided in writing.

**Article 16** An applicant whose application for preparation for establishment of a Chinese-foreign cooperatively-run school is approved shall file an application for formal establishment within three years from the date of approval; if it is more than three years, the Chinese and foreign cooperators in running the school shall file an application anew.  
During the period of preparation for establishment, no students shall be enrolled.

**Article 17** An applicant who has completed its preparation for establishment and applies for formal establishment shall submit the following documents:

- (1) an application for formal establishment;
- (2) the letter of approval for preparation for establishment;
- (3) a report on the progress of preparation for establishment;
- (4) the articles of association for the Chinese-foreign cooperatively-run school, and a list of members on its first board of trustees or board of directors, or of its first joint managerial committee;
- (5) valid documents verifying assets of the Chinese-foreign cooperatively-run school; and
- (6) documents verifying the qualifications of the president or principal administrator, the teachers and financial staff.

An applicant who directly applies for formal establishment of a Chinese-foreign cooperatively-run school shall submit all documents listed under subparagraphs (1), (4), (5) and (6) of the preceding paragraph and subparagraphs (2), (3) and (4) of Article 14.

**Article 18** In the case of an application for formal establishment of a Chinese-foreign cooperatively-run school offering education for non-academic qualifications, the examination and approval authorities shall decide whether to grant the approval or not within three months

from the date of receiving the application; in the case of an application for formal establishment of a Chinese-foreign cooperatively-run school offering education for academic qualifications, the examination and approval authorities shall decide whether to grant the approval or not within six months from the date of receiving the application. If the application is approved, a permit for Chinese-foreign cooperation in running the school printed in a standard format and numbered in a unified way shall be granted; if the application is not approved, reasons shall be provided in writing.

The format of the permit for Chinese-foreign cooperation in running a school shall be determined by the education administrative department of the State Council and the printing be arranged separately by the education administrative department and the labour administrative department of the State Council in accordance with their respective functions and duties; the permit for Chinese-foreign cooperation in running a school shall be numbered in a unified way by the education administrative department of the State Council and the specific measures shall be formulated by the education administrative department jointly with the labour administrative department of the State Council.

**Article 19** In the case of an application for formal establishment of a Chinese-foreign cooperatively-run school offering education for academic qualifications, the examination and approval authorities, upon receiving such an application, shall organize an expert committee to make an evaluation, and the expert committee shall give its opinions.

**Article 20** A Chinese-foreign cooperatively-run school which has obtained the permit for Chinese-foreign cooperation in running the school shall register in accordance with the relevant laws and administrative regulations, and the registering authorities shall process the registration timely in accordance with the relevant provisions.

### **Chapter III Organization and Administration**

**Article 21** A Chinese-foreign cooperatively-run school with the legal person status shall set up a board of trustees or a board of directors, and a Chinese-foreign cooperatively-run school without the legal person status shall set up a joint managerial committee. Chinese members on the board of trustees, the board of directors or of the joint managerial committee shall not be less than half of the total number.

The board of trustees, the board of directors or the joint managerial committee shall be composed of at least five members with one of them serving as the chairperson and one of them serving as the vice-chairperson respectively. If either of the Chinese and foreign cooperators in running the school assumes the chairpersonship, the other shall assume the vice-chairpersonship.

The legal representative of a Chinese-foreign cooperatively-run school with the legal person status shall be appointed through consultation between the Chinese and foreign cooperators in running the school from the chairperson of the board of trustees, or the chairperson of the board of directors, or the president of the cooperatively-run school.

**Article 22** The board of trustees, the board of directors or the joint managerial committee of a Chinese-foreign cooperatively-run school shall be composed of the representatives from both

the Chinese and foreign cooperators in running the school, the president or principal administrator of the school, the representatives of the school's teaching and administrative staff, etc., and one-third of the members shall have at least five years of work experience in the field of education and teaching.

The list of members on the board of trustees, the board of directors or of the joint managerial committee of a Chinese-foreign cooperatively-run school shall be submitted to the examination and approval authorities for the record.

**Article 23** The board of trustees, the board of directors or the joint managerial committee of a Chinese-foreign cooperatively-run school shall exercise the following powers:

- (1) electing or by-electing the members on the board of trustees, the board of directors or of the joint managerial committee;
- (2) appointing or dismissing the president or the principal administrator;
- (3) modifying the articles of association and formulating school rules and bylaw;
- (4) formulating development plans and approving annual work plans;
- (5) raising operational funds, examining and approving the budget and the final accounts;
- (6) determining the staff arrangement and quotas and the wage scales;
- (7) making decisions on the division, merger or termination of the Chinese-foreign cooperatively-run school; and
- (8) exercising other powers specified by the articles of association.

**Article 24** The board of trustees, the board of directors or the joint managerial committee of a Chinese-foreign cooperatively-run school shall meet at least once a year. Interim meetings of the board of trustees, the board of directors or the joint managerial committee may be convened upon proposal made by at least one-third of its members.

The board of trustees, the board of directors or the joint managerial committee of a Chinese-foreign cooperatively-run school shall adopt its decision upon agreement by at least two-thirds of its members when it discusses the following major issues:

- (1) appointing or dismissing the president or the principal administrator;
- (2) modifying the articles of association;
- (3) formulating the development plan;
- (4) making decisions on the division, merger or termination of the Chinese-foreign cooperatively-run school; and
- (5) other major issues specified by the articles of association.

**Article 25** The president or the principal administrator of a Chinese-foreign cooperatively-run school shall be a person with the nationality of the People's Republic of China, domicile in the territory of China, love the motherland, possess moral integrity, and have work experience in the field of education and teaching as well as compatible professional expertise.

The president or the principal administrator appointed by a Chinese-foreign cooperatively-run school shall be subject to approval of the examination and approval authorities.

**Article 26** The president or the principal administrator of a Chinese-foreign cooperatively-run school shall exercise the following powers:

- (1) executing the decisions of the board of trustees, the board of directors or the joint

managerial committee;

- (2) implementing the development plan and drafting annual work plans, financial budget, rules and bylaw;
- (3) employing and dismissing the staff and executing rewards and punishments;
- (4) organizing teaching and scientific research activities and ensuring teaching quality;
- (5) taking charge of daily administrative work; and
- (6) exercising other powers specified by the articles of association.

**Article 27** A Chinese-foreign cooperatively-run school shall administer its teachers and students in accordance with law.

Foreign teachers and administrators employed by a Chinese-foreign cooperatively-run school shall possess a bachelor's degree or above and related occupational certificates, and have at least two years of work experience in the field of education and teaching.

The foreign cooperator shall send a certain number of teachers from its own educational institution to teach in the Chinese-foreign cooperatively-run school.

**Article 28** A Chinese-foreign cooperatively-run school shall safeguard the lawful rights and interests of its teachers and students in accordance with law, guarantee the payment and welfare benefits of the teaching and administrative staff and pay social insurance premiums for the teaching and administrative staff.

The teaching and administrative staff of a Chinese-foreign cooperatively-run school shall establish their trade union and other organizations in accordance with law, and participate in the democratic governance of the Chinese-foreign cooperatively-run school through the staff congress or other means.

**Article 29** Foreign employees of a Chinese-foreign cooperatively-run school shall abide by the relevant provisions on employment of foreigners in China.

#### **Chapter IV Education and Teaching**

**Article 30** A Chinese-foreign cooperatively-run school shall offer courses on the constitution, laws, ethics of citizens and basic facts about China, etc. in accordance with the requirements by China for educational institutions of the same type at the same level.

The State encourages Chinese-foreign cooperatively-run schools to introduce internationally advanced courses and teaching materials that are urgently needed in China.

A Chinese-foreign cooperatively-run school shall report the courses that it offers and the teaching materials that it has introduced in to the examination and approval authorities for the record.

**Article 31** A Chinese-foreign cooperatively-run school may, if necessary, use foreign languages in teaching, but shall use the standard Chinese language and standard Chinese characters as the basic teaching language.

**Article 32** The enrollment by Chinese-foreign cooperatively-run schools offering higher education for academic qualifications shall be incorporated into the national enrollment plan

for institutions of higher learning. The enrollment by Chinese-foreign cooperatively-run schools offering other education for academic qualifications shall be conducted in accordance with the provisions of the education administrative departments of the people's governments of the provinces, autonomous regions or municipalities directly under the Central Government.

The enrollment of overseas students by Chinese-foreign cooperatively-run schools shall be conducted in accordance with the relevant provisions of the State.

**Article 33** The enrollment brochures and advertisements of Chinese-foreign cooperatively-run schools shall be submitted to the examination and approval authorities for the record.

A Chinese-foreign cooperatively-run school shall publicize regularly relevant information on the type and level of its education, its specialties and courses and its enrollment plan, etc.

**Article 34** Chinese-foreign cooperatively-run schools offering education for academic qualifications shall grant academic qualifications certificates or other education certificates in accordance with the relevant provisions of the State; those that offer education for non-academic qualifications shall grant training certificates or course completion certificates in accordance with the relevant provisions of the State. Students who receive vocational skill training may be granted relevant national vocational qualifications certificates in accordance with the relevant provisions of the State if they pass the evaluation by a vocational skill evaluation organ authorized by the government.

Chinese-foreign cooperatively-run schools offering higher education for academic qualifications may grant relevant Chinese certificates of academic degrees in accordance with the relevant provisions of the State.

Certificates of academic qualifications or certificates of academic degrees of a foreign educational institution granted by a Chinese-foreign cooperatively-run school shall be identical with the certificates of academic qualifications or certificates of academic degrees issued by the foreign educational institution in its own economy and shall be recognized by that economy.

The recognition of certificates of academic qualifications or certificates of academic degrees of a foreign educational institution granted by Chinese-foreign cooperatively-run schools shall be governed by the international treaties concluded or acceded to by the People's Republic of China or the relevant provisions of the State.

**Article 35** The education administrative department of the State Council or the education administrative departments, the labour administrative departments and other related administrative departments of the people's governments of the provinces, autonomous regions or municipalities directly under the Central Government shall strengthen their routine supervision over Chinese-foreign cooperatively-run schools, organize or authorize intermediary organizations to evaluate the management and educational quality of the Chinese-foreign cooperatively-run schools and publicize the evaluation results.

## Chapter V Assets and Financial Matters

**Article 36** Chinese-foreign cooperatively-run schools shall establish and improve their financial and accounting systems as well as their assets management system in accordance with law, and shall keep books of accounts pursuant to the relevant provisions of the State.

**Article 37** During the period of their existence, Chinese-foreign cooperatively-run schools shall enjoy the property of legal persons on all their assets in accordance with law, and no other organizations or individuals may encroach on such assets.

**Article 38** The items and standards of charges by Chinese-foreign cooperatively-run schools shall be determined and publicized in accordance with the relevant provisions of the State on price fixing by the government; no additional items or increase in charges shall be allowed without approval.

Chinese-foreign cooperatively-run schools shall use Renminbi instead of any foreign currencies in calculating and collecting tuition and other fees.

**Article 39** All fees collected by Chinese-foreign cooperatively-run schools shall be mainly used for educational and teaching activities and for improving the conditions of school operation.

**Article 40** Chinese-foreign cooperatively-run schools shall abide by the provisions of the State on foreign exchange control in conducting their activities of the receipt and payment of foreign exchange and opening and using foreign exchange accounts.

**Article 41** Chinese-foreign cooperatively-run schools, at the end of each fiscal year, shall prepare financial and accounting reports, commission public auditing institutions to conduct auditing work in accordance with law, publicize the audit findings, and file such information with the examination and approval authorities for the record.

## Chapter VI Alteration and Termination

**Article 42** Division or merger of a Chinese-foreign cooperatively-run school shall be reported to the examination and approval authorities for approval, after the liquidation, by the board of trustees, the board of directors or the joint managerial committee.

In the case of an application for division or merger of a Chinese-foreign cooperatively-run school offering education for non-academic qualifications, the examination and approval authorities shall reply in writing within three months from the date of receiving the application; in the case of an application for division or merger of a Chinese-foreign cooperatively-run school offering education for academic qualifications, the examination and approval authorities shall reply in writing within six months from the date of receiving the application.

**Article 43** Alteration of cooperators in running a Chinese-foreign cooperatively-run school shall be proposed by the cooperators, and after liquidation, with the consent of the board of

trustees, the board of directors or the joint managerial committee, shall be reported to the examination and approval authorities for approval, and the relevant alteration formalities shall be undertaken.

Any alteration in the domicile, legal representative or the president or the principal administrator of a Chinese-foreign cooperatively-run school shall be subject to examination and approval of the examination and approval authorities, and the relevant alteration formalities shall be undertaken.

**Article 44** Any alteration in the name, level or type of a Chinese-foreign cooperatively-run school shall be reported for approval by the board of trustees, the board of directors or the joint managerial committee to the examination and approval authorities.

In the case of an application for altering a Chinese-foreign cooperatively-run school to offer education for non-academic qualifications, the examination and approval authorities shall reply in writing within three months from the date of receiving the application; in the case of an application for altering a Chinese-foreign cooperatively-run school to offer education for academic qualifications, the examination and approval authorities shall reply in writing within six months from the date of receiving the application.

**Article 45** A Chinese-foreign cooperatively-run school shall be terminated in one of the following cases:

- (1) where a request for termination is made in accordance with the articles of association and approved by the examination and approval authorities;
- (2) where its permit for Chinese-foreign cooperation in running the school is revoked; or
- (3) where it is unable to continue its operation due to insolvency and such termination is approved by the examination and approval authorities.

A Chinese-foreign cooperatively-run school shall make proper arrangements for its students at school upon its termination; a Chinese-foreign cooperatively-run school shall submit a plan for such arrangements while applying for termination thereof.

**Article 46** A Chinese-foreign cooperatively-run school shall make liquidation in accordance with law upon termination.

Where a Chinese-foreign cooperatively-run school itself requests termination, the Chinese-foreign cooperatively-run school shall organize liquidation; where the termination is the result of dissolution by the examination and approval authorities in accordance with law, the examination and approval authorities shall organize liquidation; where the termination is the result of inability to continue the operations for education due to its insolvency, a people's court shall be requested according to law to organize liquidation.

**Article 47** Upon liquidation, a Chinese-foreign cooperatively-run school shall settle its outstanding debts according to the following sequence:

- (1) tuition and other fees that shall be refunded to the students;
- (2) salaries due to the teaching and administrative staff and their social insurance premiums payable;
- (3) payments for other outstanding debts.

The remaining assets of a Chinese-foreign cooperatively-run school after the settlement of the



above debts shall be handled in accordance with the provisions of the relevant laws and administrative regulations.

**Article 48** Where a Chinese-foreign cooperatively-run school is terminated after approval or its permit for Chinese-foreign cooperation in running the school is revoked, it shall return its permit for Chinese-foreign cooperation in running the school and its official seals to the examination and approval authorities and register its cancellation in accordance with law.

## **Chapter VII Legal Liability**

**Article 49** Where the examination and approval authorities for Chinese-foreign cooperation in running schools or their personnel, by taking advantage of their office, accept money or property from others or obtain other interests, or, by abusing their power or neglecting their duty, issue a permit for Chinese-foreign cooperation in running a school to those that do not meet the requirements prescribed by these Regulations, or fail to conduct investigation when an illegal act is discovered, if the consequences are serious and the case violates the criminal law, the persons in charge who are responsible and other persons directly responsible shall be investigated for criminal liability in accordance with the provisions of the criminal law on the crime of acceptance of bribes, the crime of abuse of power, the crime of neglect of duty or other crimes; if the case is not serious for criminal punishments, they shall be given administrative sanctions in accordance with law.

**Article 50** Where any authority, in violation of the provisions of these Regulations, examines and approves a Chinese-foreign cooperatively-run school beyond the scope of power, the document of approval shall be null and void and the higher level authorities shall order it to make corrections; the persons in charge who are responsible and other persons directly responsible shall be given administrative sanctions in accordance with law; if public property or interests of the State and the people sustains heavy losses, they shall be investigated for criminal liability in accordance with the provisions of the criminal law on the crime of abuse of power or other crimes.

**Article 51** Where anyone, in violation of the provisions of these Regulations, establishes a Chinese-foreign cooperatively-run school without approval, or defrauds a permit for Chinese-foreign cooperation in running the school by illegitimate means, the education administrative department or the labour administrative department shall ban it according to their respective functions and duties, or, jointly with the public security organ, order it to return the fees collected from the students, and concurrently impose a fine of not more than 100,000 yuan; in case the criminal law is violated, criminal liability shall be investigated in accordance with the provisions of the criminal law on the crime of swindle or other crimes.

**Article 52** Where anyone, in violation of the provisions of these Regulations, enrolls students within the period of preparation for establishment of a Chinese-foreign cooperatively-run school, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to stop the enrollment of students and to return the fees collected from the students, and concurrently impose a fine of not more

than 100,000 yuan; if the circumstances are serious and it refuses to stop the enrollment, the examination and approval authorities shall revoke the letter of approval for preparation for establishment.

**Article 53** Where either Chinese or foreign cooperator in running a school makes false capital contribution or withdraws the capital contribution after establishment of the Chinese-foreign cooperatively-run school, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to make corrections within a prescribed time limit; if it refuses to make such corrections within the prescribed time limit, the education administrative department or the labour administrative department shall, according to their respective functions and duties, impose a fine of not more than twofold of its false capital contribution or of its capital contribution withdrawn.

**Article 54** Anyone who forges, alters, buys or sells a permit for Chinese-foreign cooperation in running a school shall be investigated for criminal liability in accordance with the provisions of the criminal law on the crime of forging, altering, buying or selling certificates of a State organ or other crimes.

**Article 55** Where a Chinese-foreign cooperatively-run school adds items of fees charged or raises the level of fees charged without approval, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to return the fees overcollected, and the pricing department shall punish it in accordance with the provisions of the relevant laws and administrative regulations.

**Article 56** Where a Chinese-foreign cooperatively-run school causes gross adverse impacts due to its poor management or inferior educational and teaching quality, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to make rectification within a prescribed time limit and make an announcement; if the circumstances are serious, or no rectification is made within the time limit, or the requirements are not met after its rectification, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to stop its enrollment of students and revoke its permit for Chinese-foreign cooperation in running the school.

**Article 57** Where anyone, in violation of the provisions of these Regulations, issues false enrollment brochures and swindles money or property, the education administrative department or the labour administrative department shall, according to their respective functions and duties, order it to make corrections within a prescribed time limit and give a warning, confiscate its illegal gains, if any, and may concurrently impose a fine of not more than 100,000 yuan after fees collected have been refunded, and, if the circumstances are serious, order it to stop enrollment of students and revoke its permit for Chinese-foreign cooperation in running the school; if a crime is constituted, criminal liability shall be investigated in accordance with the provisions of the criminal law on the crime of swindle or other crimes.

Where a Chinese-foreign cooperatively-run school issues false enrollment advertisements, it

shall be investigated for legal liability in accordance with the relevant provisions of the Advertisement Law of the People's Republic of China.

**Article 58** Where a Chinese-foreign cooperatively-run school has its permit for Chinese-foreign cooperation in running the school revoked as an administrative punishment, the chairperson of its board of trustees or its board of directors, or its president or principal administrator shall be prohibited from taking positions of the chairperson of the board of trustees or of the board of directors, the president or principal administrator of any Chinese-foreign cooperatively-run school within ten years starting from the date of revocation of its permit for Chinese-foreign cooperation in running the school.

Those who violate the provisions of these Regulations and the criminal law and are punished for criminal liability in accordance with law shall be prohibited from engaging in activities of Chinese-foreign cooperation in running schools within ten years starting from the date of completion of service of criminal punishments.

### **Chapter VIII Supplementary Provisions**

**Article 59** Cooperation in running schools between educational institutions from the Hong Kong Special Administrative Region, the Macao Special Administrative Region or Chinese Taipei and mainland educational institutions shall be handled with reference to the provisions of these Regulations.

**Article 60** Measures for administration of for-profit training institutions which are cooperatively run by Chinese and foreign parties and registered at the administrative department for industry and commerce shall be formulated separately by the State Council.

**Article 61** Specific measures for examination and approval and administration of cooperatively-run educational projects for offering education for academic qualifications, tutoring self-taught students for examinations, supplementary teaching of school courses or pre-school education, etc., which provide education mainly to Chinese citizens and are operated jointly by foreign educational institutions and Chinese educational institutions within the territory of China, shall be formulated by the education administrative department of the State Council.

Specific measures for examination and approval and administration of cooperatively-run educational projects for offering vocational skill training, which provide education mainly to Chinese citizens and are operated jointly by foreign educational institutions and Chinese educational institutions within the territory of China, shall be formulated by the labour administrative department of the State Council.

**Article 62** No foreign educational institution, other organization or individual may establish unilaterally schools or other educational institutions providing education mainly to Chinese citizens within the territory of China.

**Article 63** Chinese-foreign cooperatively-run schools established in accordance with law before the implementation of these Regulations shall apply retroactively for permits for

Chinese-foreign cooperation in running schools as required by these Regulations. Those that do not fully meet the requirements prescribed by these Regulations shall, within two years starting from the date of implementation of these Regulations, accomplish such requirements; for those that fail to do so within the prescribed time limit, the examination and approval authorities shall dissolve them.

**Article 64** These Regulations shall be effective as of September 1, 2003.

## Annex 1: Participated Institutions

### I. Australia

Department of Education, Science and Training (DEST)

Insearch, UTS

Group Colleges Australia

TAFE NSW, Southern Sydney Institute

### II. New Zealand

The Ministry of Education, New Zealand

Christchurch College of Education

Lincoln University

UNITEC Institute of Technology

### III. P. R. China

Shanghai Institute of Higher Education

Sydney Institute of Language & Commerce, Shanghai University

Beijing University of Chinese Medicine

Shanghai Jiaotong University

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