

GEDC2011

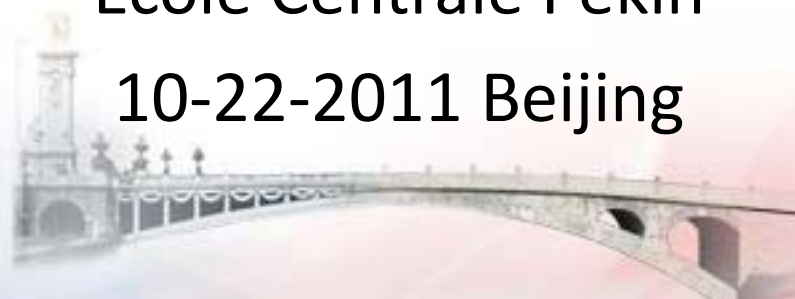
International Engineer Education Practice and Challenges

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Ecole Centrale Pékin

10-22-2011 Beijing



Sino-French Engineer School (ECPK)

- ❑ Founded since 2005
- ❑ Officially approved by MOE of China
- ❑ Bachelor and Master degrees
- ❑ Chinese and French diplomas
- ❑ 120+ students per year



Our Students

- ❑ From Gaokao
- ❑ Top 300 (1/1000)



French Ecole	ECPK	Chinese
Bac	GAOKAO	
	French	Bachelor
Preparatory-cycle	Preparatory-cycle	
Common core	Common core	
Major + internship	Major + internship + Graduating work	Master

Classes Languages

- ❑ 75% - 80% French
- ❑ 5% English
- ❑ Other Chinese



Overseas studies

- ❑ 49 Ecole Centrale Group
- ❑ 25 CSC program
- ❑ 37 Tandem program
- ❑ 87 Others
- ❑ Total: 70% (198/290 engineer cycle)



Overseas studies

- ❑ 130 Ecole Centrale Group
- ❑ 1 Paris tech
- ❑ 4 Supélec
- ❑ 3 Université Joseph Fourier—Grenoble 1, UJF
- ❑ 2 Université Libre de Bruxelles, ULB
- ❑ 1 CERN
- ❑ Other



Our Industrial Partners

COMAC



ALSTOM



EDF



PSA



Schlumberger



EADS



Total



Orange



SAFRAN



Ernst & Young



SOCIETE GENERALE



XI' AN Aero-engine(Group)(AVIC)



Our Professors

- ❑ From lycée Louis le Grand
- ❑ From Ecole Centrale Group
- ❑ From Other French Universities
- ❑ From Beihang and Academy of Sciences
- ❑ New recruitments
- ❑ Industrial partners



Accreditation





This is to certify that the Master programme

**Ingénieur sans spécialité
Engineering**

provided by

**Ecole Centrale de Pékin de l'Université de Beihang - Chine
(Centrale Pékin)**

has been ascertained by

Commission des Titres d'Ingénieur (CTI – France)

to satisfy the outcomes of **Second Cycle programmes** specified in the **EUR-ACE Framework Standards for the Accreditation of Engineering Programmes**

and therefore is designated as a

SECOND CYCLE EUROPEAN-ACCREDITED ENGINEERING PROGRAMME

for the period from **1 September 2011** to **31 August 2017**



For the European Network for
Accreditation of Engineering
Education (ENAE)

The President
Prof. Ing. Giuliano Augusti, Sc.D.

Brussels, 15 November 2010

2010/0-03



For Commission des Titres
d'Ingénieur (CTI)

The President
Prof. Bernard Renaud

Neully-sur-Seine, 30 November 2010

Methodology transfer

□ Cti

□ REFERENCES AND GUIDELINES

□ OUTLINE OF THE SELF EVALUATION GUIDE





Paris, October 17th, 2011

To whom it may concern

After deliberation of its board on the 27th of September 2011, the " Commission des titres d'ingénieur (CTI), France "; gives its formal authorization to "The Science Press" (16 Donghuanachengnan North Street, Beijing 100717, CHINA) to publish the document " Références et orientations 2009 " and "Guide d'Autoévaluation des Formations d'Ingénieurs 2006" translated from French to Chinese, " References and Orientations 2003",translated from English to Chinese, under the supervision of "Ecole centrale de Pékin" University of Beihang.

B.Remaud, president

A handwritten signature in blue ink, appearing to read 'B Remaud', is written over a horizontal line.

Offers for our students

- ❑ 70% international enterprises
- ❑ 15% Ph. D Program
- ❑ 5% Governments and organizations
- ❑ 10% Local enterprises



Challenges



What China Startups Need To Get to Apple Level

[+ Comment now](#)



Silicon Dragon Chinov8 panelists

China does not have widespread, disruptive technology innovation yet that could threaten Silicon Valley's dominance, but that doesn't mean it never will. Far from it.

What China still lacks before its tech prowess can rise to the next level is an educational system that encourages creative thinking, a willingness among entrepreneurs to fail and try again, a talent pool of well-rounded managers with western experience, and a deeper respect for intellectual property protection.

What China already has is a new-found confidence among its up and coming local entrepreneurs, successful serial entrepreneurs, a government that is pushing forward the innovation agenda and providing financial incentives for startups, an upsurge in new, higher-quality patent applications, and a large market with unique needs.

Who's to argue with a Silicon Dragon panel of experts who recently discussed the Chinov8 theme in VC central–Sand Hill Road.

“Adjacent innovations” is how Stanford's Marguerite Gong Hancock described the technology inroads that China is making, which she pointed out are primarily extensions of Silicon Valley breakthroughs.

The Steve Jobs Model for Education Reform

If we can engage a child's imagination, there's no limit to what he or she can learn.

students. It can give children lesson plans tailored to their pace and needs. And it can give school districts a way to improve performance in the classroom while saving their taxpayers money.

Everything we need to do is possible now. But the investments the private sector needs to make will not happen until we have a clear answer to a basic question: What is the core body of knowledge our children need to know?

I don't pretend to be an expert on academic standards. But as a business leader, I do know something about how common standards unlock investment and unleash innovation. For example, once we established standards for MP3 and Wi-Fi, innovators had every incentive to invest their brains and capital in building the very best products compatible with those standards.

We are now seeing the same thing happening in education. Over the last few years, leaders and educators in more than 40 states have come together to reach agreement on what their students should know and be able to do in math and English—and by what grades.

They have come together because they have taken a look around the world. They know that the student in, say, San Francisco is not just competing against his classmate—or even against the kid from St. Louis. He or she is competing with his peers in Shanghai, Lima and Prague.

Steve Jobs knew all about competitive markets. He once likened our school system to the old phone monopoly. "I remember," he said in a 1995 interview, "seeing a bumper sticker with the Bell Logo on it and it said 'We don't care. We don't have to.' And that's what a monopoly is. That's what IBM was in their day. And that's certainly what the public school system is. They don't have to care."

We have to care. In this new century, good is not good enough. Put simply, we must approach education the way Steve Jobs approached every industry he touched. To be willing to blow up what doesn't work or gets in the way. And to make our bet that if we can engage a child's imagination, there's no limit to what he or she can learn.

Mr. Murdoch is chairman and CEO of News Corp., which owns The Wall Street Journal

- ❑ Curriculum Compatibility**
- ❑ Faculty**
- ❑ Standard for Evaluation**
- ❑ Enterprises culture for Internship**
- ❑ Globalization**



Thank YOU !



Attention

- ❑ **Chinese MOE** (Excellent Engineer Project)
- ❑ Chinese Alliance for Sino-French Edu-Coop.
- ❑ Sino-Europe Eng-edu expert committee
- ❑ **Chinese MOST** (Joint Lab LIA2MCIS)
- ❑ Chinese Alliance for Sino-French S&T-Coop.
- ❑ **Chinese MIIT**



Attention

- ❑ French Prime Minister
- ❑ French Minister of Education
- ❑ French Minister of Research and Education



Communication

- ❑ First International Symposium on Training Program for Engineers (2009,Beijing)
- ❑ First Summit of Engineering Education (2009,Beijing)
- ❑ Seminar on Engineering Education in China and in France (2010,Lyon)
- ❑ Franco-Chinese Forum of Presidents of engineering schools (2010,Paris)
- ❑ Franco-Chinese Forum of Presidents of university (2010,Shainhai)

