

*How French CTI supports
societal engagement of
institutions in the field of
Sustainable Development*

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How Commission des Titres d'Ingénieurs worked on SD

- CTI follows ENQA's ESG requirement to take into account stakeholders for the evolution of its evaluation process
- Each 3 year CTI launches a new « Références & Orientations » that includes all the criteria available for the future evaluation campaigns (february 2012, february 2016, 2019)
- But concerning SD criteria, as 8 years ago CTI had already written a guide of good practices (not mandatory ones!) « Analyse et prospective » on soft skills that could be included in engineering education, we decided in February 2014, under the pressure of many stakeholders, to include new criteria on SD in our mandatory requirements
- This decision followed meetings with Conférence des Grandes Ecoles (Green plan very near to ISO 26000) and with students.

- They are both on the global policy of the institution and on the learning outcomes : **Social responsibility of engineers is considered as a critical aspect for society and a duty for institutions**
- This must be included in the strategic guidance summary of the institution that must quote the Green Plan describing the institution's strategy , its implementation and evaluation
- 8 dimensions of operational actions have to be verified during the evaluation process (very close to ISO process)
 - strategy and governance
 - social management and local integration
 - environmental management
 - research
 - curricula
 - documentation
 - industrial rooting
 - quality management and continuous improvement

- The capacity to take into account the stakes of relationships at work, of ethics, of safety and health in the work
- The capacity to take into account environmental challenges especially by application of principles of SD
- The capacity to take into account society's stakes and needs.

During the audit of programs, CTI's members have to check this conformity but also how these LO are really assessed in the program.



- **The first results were not satisfactory!**
- Either the institution was already convinced, and then it develops freely on SD, on themes that can be specific for it and with methods that can really be very different, but perhaps the team of audit did not even look at this!
- Or the school was not at all interested in this field and nothing happened!
- **We can observe this fact looking at recommendations emitted by CTI from 2014 to 2018: none concern SD**
- **So CTI decided to do more: a focus enquiry to all school being accredited was launched in February 2016 and the another one 2 years later on the same theme**



- *What is a focus enquiry?*
- It consists in questions asked to institutions being reaccruited (1/5 of all the schools): the response must be in 4 pages maximum and it is considered in the audit results
- **3 focuses were proposed at the same time to institutions (1/10 had to answer to SD questions)**
 - Sustainable development
 - Health and safety at work
 - Innovation



Content of the SD « Focus » and results

- Vision and involvement of the institution on SD
- Programs and pedagogic methods for SD education
- Assessment of SD skills

- The same focus was launched 2 years after, the results did not significantly change: it was not the same school that were concerned but we understood that best practices had not been broadcasted

- **Conclusion : it is necessary to communicate more on the results of this focuses!!**
- **However in the institutions students are more pushy on Sd than we can be....**



Conclusion

- **Communication and broadcasting information on new subjects is fundamental for an evaluation agency:**

for example we published the results of this focus in our newsletter read by stakeholders, we participate to conferences on SD....

- Very interesting was the comparison we had with Denmark on the occasion of the SEFI conference (2017)
- CTI goes on working with French groups on the subject (CPU-CGE)
- But our greatest hope stay the students themselves that can really change the minds of teachers and governance on those subjects....

