

FRANCHISING, BRANCH CAMPUSES, DOUBLE AND JOINT DEGREES IN CROSS BORDER EDUCATION

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This article briefly provides outputs of seminar hold in Madrid on April 22-24, 2013, and history of cross border education development, its main objectives, franchising, branch campuses, double and joint degrees trends.

ТРАНСЧЕГАРАВИЙ ТАЪЛИМДА ФРАНЧАЙЗИНГ, ФИЛИАЛЛАР, ДУАЛ ВА ҚЎШМА ДАСТУРЛАР

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Мақолада 2013 йил 22-24 апрель кунлари бўлиб ўтган семинар натижалари қисқача келтирилган бўлиб, трансчегаравий таълим ривожланиши қисқа тарихи, унинг асосий мақсади, франшизе, дуал ва қўшма дастурлар тенденцияси ҳақида маълумот берилган.

ФРАНЧАЙЗИНГ, ФИЛИАЛЫ, ДУАЛЬНЫЕ И СОВМЕСТНЫЕ ПРОГРАММЫ В ТРАНСГРАНИЧНОМ ОБРАЗОВАНИИ

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В статье кратко представлены итоги семинара, проведенного в Мадриде 22-24 апреля 2013 года. Также приведена вкратце история развития трансграничного образования, его основные цели, франчайзинг, организация филиалов, тенденции в двойных и совместных программах.

Short history of cross border education (CBE)

Cross-border education refers to the movement of people, programs, providers, knowledge, ideas, projects and services across national boundaries. The term is often used interchangeably with “transnational education,” “offshore education” and “borderless education” 0. This development, which largely started in Europe in the 1990s, has become an important global trend — prompting higher education institutions, governments, and funding and accreditation agencies worldwide to consider strategies and policies with regard to cross-border collaborative degree programs. Since early stages business management and engineering are being the most favored disciplines. Though, there is a noticeable difference in terms of regional distribution. While higher education institutions from European countries dominate in the list of existing collaborative-degree programs, it is expected that in the future such programs will become more diverse, with the increased involvement of the United States and China— along with higher education institutions from Asia (India, in particular), South America (Brazil, in particular), and Canada and Australia.

Main objectives of the CBE

In many developing countries higher education is not easily accessible to all levels of society. Moreover, overall demand for higher education is increasing in most countries.

This brings to the huge request for creating higher education places and highly qualified staff, which is not affordable in countries with poor economies.

The main objective of CBE is to help a country expand its system more rapidly than if it had to rely only on domestic resources. It can also help improve the quality, variety and relevance of domestic higher education systems – three key elements of effective higher education systems, which require a critical mass of high-quality academics.

In some cases it is not necessary for students to travel to another place to get foreign higher education. Foreign universities can provide access to their programs in the students’ home country. This links developing countries with cutting-edge knowledge and helps train effective personnel, at the same time adding a high-quality faculty to the local system.

In all countries, internationalization allows institutions to compare themselves with their foreign counterparts through direct competition to attract students and grants, but also, more importantly, through the feedback they get from domestic students going abroad and from international students 0.

The CBE promotion tools: franchising, branch campuses, double and joint degrees

Franchising of higher education institutions, organization of branch campuses and creation of international double and joint degrees are the key factors of cross border education promotion.

It is well known that franchising is widely used in business. As good things spread and find their application fast, for a not long time franchising (The practice of using another firm's successful business model [3]) is being practiced in higher education too. This can be seen in branch campuses of the highly ranked universities. But this type of international education is not affordable for the people with lower income, because of high costs of tuition and other fees. As Vincenzo Raimo, a representative of Nottingham University, mentioned [4], they have a big experience in providing branch campuses (currently in China and Malaysia). He stated that selecting (right) markets, choosing partners and understanding the risks is very important. Which means the franchised campus should bring benefit to franchiser with possibly lower financial and quality risks.

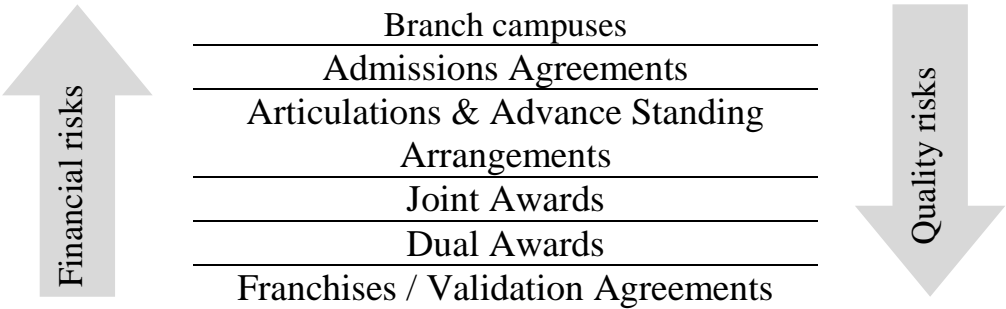


Fig.1. Financial and quality risk values depending on the type of program [4]

It is shown on the chart, as administration of the program is mostly controlled by one side (financial freedom), in this case branch campuses are guaranteed of lower quality and higher financial risks. Obviously, when responsibilities are divided equally, the result is opposite.

What is the difference between joint and double-degree programs? Definitions of international collaborative-degree programs often vary depending on institutions, countries, or continents. The generalized definition is - a collaborative-degree program is one that is offered by two or more institutions in different countries and features a jointly developed and integrated curriculum, as well as a clear agreement on credit recognition. The difference between degrees is in the types of awarded degree certificates. In joint-degree programs students receive a degree certificate issued jointly by the host institutions; in double-degree programs students are given degree certificates, issued separately by each of the partner institutions of the program.

The effectiveness of the CBE tools

From above reviewed types of tools one can consider that the most effective type of cross border education is the one with lower financial and quality risks. But it is not always possible to reach both low indicators as it is shown on the chart (Fig.1). However, nowadays the number of those programs is rising. The reason is the type of motivation to create those programs (Fig.2).

- 16% Top-down: “programs are mainly initiated by institutions’ leadership”
- 41% Bottom-up: “programs are mainly initiated by professor”
- 43% “All levels are actively involved”

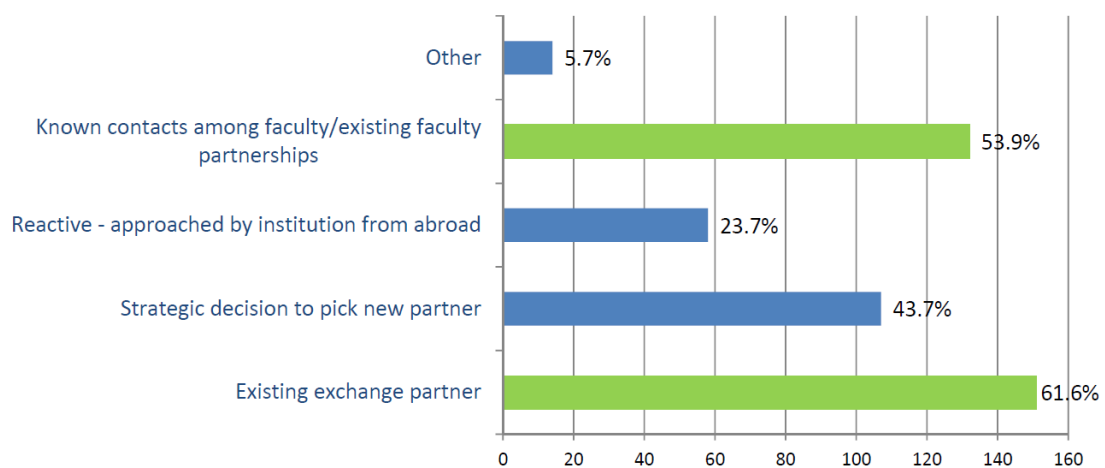


Fig.2. How do universities select their JD / DD partner institutions? Survey results[4]

The fig.2 presents the main reasons of organization of international programs based on known contacts, existing partners and others. Thus both financial and quality risks are high, while they depend on other reasons, different from the above mentioned. The organizers of such programs responded that 29% of joint and double degrees have been stopped, and they ranked the main challenges of these programs:

Rank	Challenge
1	Ensuring sustainability
2	Securing adequate funding
3	Curriculum design
4	Legal issues
5	Recruiting students
6	Securing support from gov.
7	Accreditation
8	Academic calendar difference

9	Institutional support
10	Credit transfer

Reference

- [1] Cross-Border Higher Education and Development. www.oecd.org, 2008.
- [2] Daniel Obst and Matthias Kuder, International Joint- and Double-Degree Programs, International Higher Education – Number 66 Winter 2012 pp. 5-7.
- [3] www.wikipedia.org, September 2013.
- [4] Vincenzo Raimo, Nottingham University. Do transnational education (TNE) developments take us beyond the rhetoric of internationalization? Presentation materials from seminar, Madrid, April 22-24, 2013.

LIFELONG EDUCATION AS A BASIS FOR SUSTAINABLE DEVELOPMENT OF FUTURE GENERATION

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The article is devoted to the trends and main processes in the ensuring of lifelong education in Uzbekistan and the main changes and perspectives of development of lifelong education in other countries.

UZLUKSIZ TAʼLIM KEDAЖAK AVLODNING BARҚAROR RIVOЖLANIШИ ASOSI SIFATIДА

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Ушбу мақола Ўзбекистондаги узлуксиз таълим тизимининг йўналишлари ва асосий жараёнларига ҳамда бошқа давлатлардаги ушбу тизимнинг туб ўзгаришлари ва истиқболларига бағишланган.

НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ КАК ОСНОВА ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ БУДУЩЕГО ПОКОЛЕНИЯ

А.У.Баймаков

Статья посвящена направлениям и основным процессам по обеспечению непрерывного образования в Узбекистане и основным изменениям и перспективам развития непрерывного образования в других странах мира.

The Uzbekistan has entered a phase of history in which change in higher education is one of the essential features of development of the country; it is a change that is radically different from that experienced in the past. The President's