

**CROSS-BORDER EDUCATION  
OPPORTUNITIES & CHALLENGES**  
*The UAE Experience*

**Prof. Badr Aboul-Ela**

**Executive Director**

**The Commission for Academic Accreditation (CAA), UAE**

**CROSS-BORDER HIGHER EDUCATION (QACHE) PROJECT**

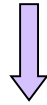
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## **INCREASED DEMAND FOR HIGHER EDUCATION**

- ❖ Expats represent a high proportion of total population ( 85% in UAE)
- ❖ In most cases, Expats have little chance of getting into public of HEIs.
- ❖ Public HEIs almost reached max capacity
- ❖ Growing demand for larger participation of private sector

**Increase demand for H. Ed. globally,  
not matched by public expenditure**



Proliferation of various forms of  
Trans National Education

- ❖ Branch Campuses of foreign Universities
- ❖ Partnership with Foreign Universities
  - ◆ Franchised programs
  - ◆ Distance and e-Learning
  - ◆ Joint degree programs

# FRANCHISED PROGRAMS

- ❖ Lack of quality in some cases damages the image of good western (mainly US & UK) education system
- ❖ Some institutions claim to have been accredited by QAA in the home country, which in many cases do NOT pay close attention to academic programs

# BRANCH CAMPUSES

Increasing number of BCs in the Gulf region

- ◆ World –wide: 300+ BC , in December 2013
- ◆ The Gulf region has > 30% of world BCs

# Escalating No. of Branch Campuses

UAE is the country with the largest number of BCs in the world (39)

- In Free Zones
  - Knowlegde Village
  - Academic City
  - Dubai Health Care City
  - Sharjah Free Zone
  - Ras Al Khaimah Free Zone
- Outside Free Zones

# QA of BC

- Concerns over Q of Ed at BC
- Reported lower quality compared to home campus  
(Yokoyamaha, 2008)
- *Who Carries the responsibility?*

- ***Role of QAA in the Provider's country:***

To ensure similarity in learning experiences & program outcomes between BC and main campus

Approval of QAA at Home is a main requirement  
For QAA in Host country



- **Role of QA in host country**

- Although the system is built on TRUST, host country needs and has the right to protect its students with their own oversight process

- Countries vary in their regulatory control of BC

- In the UAE, a branch campus has to follow the CAA Standards & to be subject to both Institutional Accreditation (for licensure) and Program Accreditation, in order to be recognized by the Federal Government

# Dual/Multiple Accreditation

- Huge burden on the HEI in doing 2 self-studies
- Time consuming
- Financial Burden
- Possible Contradiction between requirements of the two QAAs: **Is Cooperation Possible?**

## *Case Study: Concurrent Visit to Tufts Univ.- Ras AlKhaimah*

- BC, operating in RAK Free Zone
- Offers one Program (M.Sc. in NUTRITIONAL SCIENCE )

## ***Following Consultations between CAA & NEASC:***

- Recognition that while the interests of the two QAAs are complementary, there are also differences

### **CONCURRENT (JOINT) REVIEW VISIT:**

- Visit both Home & Branch campuses
- Some Team Interaction
- Two sets of Standards
- One Institutional Submission
- Two Team Reports

# Need for Cooperation Between QA/Accreditation Agencies

- Collaborative agreements should be encouraged
- The system is built on TRUST
- Recognized **Local QAA** (follow GGP) should be taken as **valuable source to Provider/International QAA** (closer look& more frequent visits)

# *Keys for Success*

- Willingness to cooperate
- Full understanding and careful review of accreditation standards of the 2 QAAs
- Effective communication between all parties
- Appreciating and acknowledging cultural differences
- Full cooperation among ERT members

# Cooperation Between QA/Accreditation Agencies

CAA has MOUs with :

NEASC (USA)

THE-ICE (Australia)

ACBSP (USA)

Currently negotiating with 2 Regional Commissions (USA)



# Joint Degree Programs

In the UAE, very few during the last decade.

Increasing number of JD programs, **empowered by advances in Technology** (some of the courses of the partner HEI offered on-line), the rest at the home campus.

Joint visits by both QAAs to campuses of both partners are being arranged.

# Partnership through on-line courses

- Happening at a rather increasing pace
- Review of on-line courses is to be done, through access to the Virtual Learning Management System
- Poses a **real challenge** to QAA
- Limited to 25% of the total program credits

# **Conclusion**

**Collaboration should be the way forward**

**Thank You**