

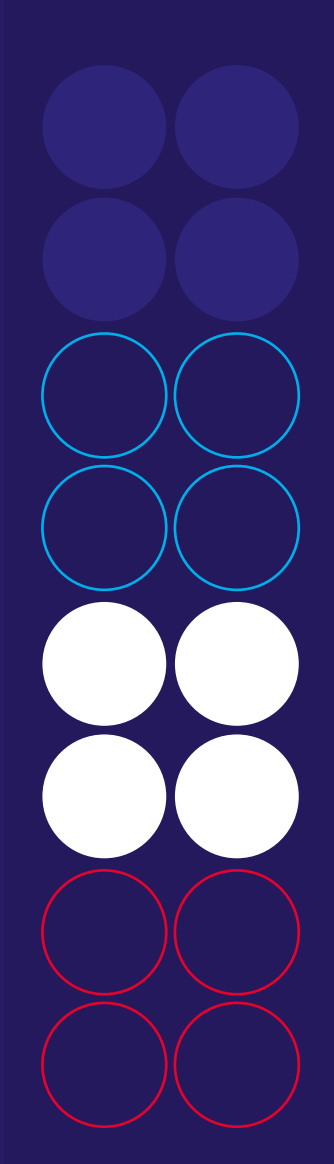


Transnational Education in Egypt

Operating Environment, Delivery Models
and Partnership Opportunities

September 2023





British Council Egypt Project

TNE in Egypt: Operating Environment, Delivery Models and Partnership Opportunities

Prepared by Times Higher Education

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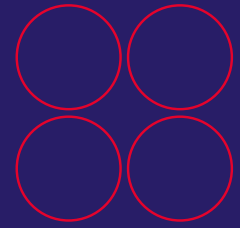
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EXECUTIVE SUMMARY



This British Council report provides the higher education sector in the UK with an insight into the operating environment, delivery model and partnership opportunities for developing transnational education (TNE) in Egypt. Undertaken between February and May 2023, the research engaged UK and Egyptian stakeholders including university representatives, students, policymakers, consultants and investors. Key findings of the research are summarised as follows:

1. Egypt is an important and growing market for TNE, with potential for UK universities to increase their presence through both collaborative provision and international branch campuses.

UK TNE has increased year-on-year in the last decade, and Egypt is the leading host of UK TNE in the region. Four international branch campus hubs, hosting seven universities (including four from the UK), have been developed since 2018 with the Egyptian government keen to attract more. The UK has more TNE activity in Egypt than any other country, delivered via a range of operating models, including international branch campuses (IBCs), joint and dual degrees, franchise and validation arrangements, and some online delivery. However, growth in recent years has been driven by other countries, including Germany and the US, amidst a more cautious approach from UK universities.

Conditions for TNE recruitment appear strong due to Egypt's population size and growing youth population, the high regard for British higher education, as well as the Egyptian government's support for overseas universities establishing campuses in Egypt. Egypt's current financial context means that many local families may struggle to afford overseas education fees; thus, locally hosted UK higher education at a lower cost may prove more attractive. Annual tuition fees for UK TNE programmes range from about GBP 4,000 to GBP 5,000 for franchised / validated degree programmes, and from about GBP 6,500 to GBP 10,00 for degrees at UK IBCs in Egypt. Recent devaluations of the Egyptian pound and scarcity of foreign exchange mean that charging fees in local currency makes TNE more attainable for potential students.

2. While the overall operating environment for TNE in Egypt is positive and enabling, details on policies, procedures and regulations governing TNE are not always clear.

While a specific law exists for the establishment of an international branch campus in Egypt, the process for establishing other forms of TNE is somewhat opaque. Egyptian authorities are keen to attract foreign universities, though many stakeholders recognise the need for greater clarity of rules and regulations across different TNE delivery models to enable this.

- The regulatory environment for TNE in Egypt is most advanced for the **IBC** model, with Law no. 162 in 2018 mandating the existence of IBCs and resolution no. 1093 of 2023 establishing a new implementing authority to establish IBCs.
- Bilateral collaborative provision such as **joint or dual degrees** are regarded as inter-university business, as a matter to be arranged between the partner universities.
- There are no specific regulations for **franchise or validation** models of TNE, though several laws relating to private universities must be addressed when creating such partnerships. These models account for the bulk of UK TNE provision in Egypt.
- There are no specific regulations covering TNE via **online and distance learning**.
- There is no publicly stated official 'ranking' requirement for foreign universities to be able to set up TNE, though the government wants to encourage higher ranked foreign universities.
- Thus, the overall operating environment is welcoming in terms of enthusiasm to partner with UK universities, but complicated in terms of the processes, and different sets of stakeholders involved.



3. There can be many stakeholders involved in the process of establishing TNE, particularly for international branch campuses and partnerships with private universities.

Whilst there are relatively clear procedures outlined for IBC establishment, there are also unwritten expectations surrounding the involvement of local investors and consultants and the business and/or legal partnerships that universities must set up to create IBCs.

The report details the potential stakeholder journey that a UK university may experience whilst developing different TNE models in Egypt, with typical relationships and timelines indicated in the process. Procedures may be expedited through use of local consultants that also work for investor groups. The key for a UK university is to get advice in the initial stages, and to anticipate the role of investors and consultants if either undertaking TNE with a private university, or if seeking to develop an IBC.

4. Local universities and private investors offer different types of TNE partnership opportunities for UK universities.

The research for this project reveals that there are many opportunities for further TNE engagement, with notable potential to partner with national universities and private universities / private investors.

- **Public universities** have existing joint or dual degree awards and are keen to develop more, particularly, sustainability-themed collaborations.
- **National universities** are interested in developing joint or dual degrees that can facilitate Egyptian student progression to the UK, such as 2+2 mobility programmes. National Universities place digital and technological subjects high on their agenda.
- **Technological universities** currently have limited engagements in foreign universities and presented comparatively low partnership potential. UK universities offering TVET-related courses may find opportunities to partner with these universities.
- **Private universities** are keen to internationalise, are active in partnering with universities from multiple countries, and represent a strong opportunity to expand UK TNE in Egypt. While most of their partnerships involve franchise and validation arrangements, there is a lack of consensus about which TNE models suit them best.
- **Private investors.** The examples of IBC development so far suggest that the typical method is for a UK university to partner with a private investor that will finance the building of the IBC and its operating costs. While this minimises the costs of market entry for the UK university, it also makes UK universities more reliant on the information provided by consultants and investors.

The key opportunities and challenges facing UK universities considering delivering TNE in Egypt are summarised in the following table.

Opportunities	Challenges
1. Welcoming operating environment with range of TNE models permitted.	1. Lack of clarity around the regulatory environment for non-IBC models.
2. Supportive socio-demographic context, high regard for UK education but limited affordability to study abroad.	2. UK universities remain risk-averse in developing IBCs, which is the Egyptian government's preferred TNE model.
3. Multitude of local partnership opportunities, including low set-up costs for establishing IBCs.	3. Lack of visibility and knowledge of key stakeholders including private investor groups and local consultants.

INTRODUCTION

1

Egypt was the fifth largest market for UK Transnational Education (TNE) in the 2021/22 academic year, with 23,815 students enrolled on UK HE courses in the country, based on UK Higher Education Statistics Authority (HESA) data. It is a relatively mature TNE market, having experienced rapid growth from 2007/08, more than tripling in size by 2011/12. Although Egypt was not named as one of the five 'immediate' priority markets (or one of the other six 'important' regional markets) for the focus of the UK International Education Strategy (2021 update), a variety of factors including socio-demographic trends and an Egyptian government keen on enhancing the quality of the domestic higher education system through the engagement of foreign universities, makes Egypt a potentially attractive market for TNE.¹

This British Council report evaluates the operating environment for TNE in Egypt, as well as the overall opportunities and challenges for United Kingdom (UK) higher education institutions (HEIs) in delivering TNE in Egypt. Using a combination of desk research and primary qualitative research that was undertaken online and in-person in Egypt in March 2023, the report provides an analysis of the market potential to expand UK TNE in Egypt, and includes a mapping of TNE provision in Egypt that is currently delivered by both UK and non-UK institutions. Overall, the report seeks to provide insight into the operating environment for TNE in Egypt, the delivery models, and the partnership opportunities.

This report also acknowledges the findings and recommendations of the October 2022 British Council report 'Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities- Egypt and the UK'². In particular, two recommendations from that report form a part of the rationale for this 2023 project:

Recommendation 1: Develop a greater understanding of the programme approval process in Egypt.

Recommendation 3: Conduct thorough market research into the market entry requirements and associated costs, and perform an assessment of the feasibility of fee levels in the location of TNE delivery.

This report seeks to address some of those concerns, engaging with key stakeholders to provide more insight about the reality of the programme approval process, and undertaking an analysis of fee levels of TNE programmes in Egypt.

Several models of TNE exist in Egypt, including franchise/validation models, collaborative provision such as joint and dual degrees, international branch campuses (IBCs) and online learning. There are also many joint research collaborations between UK and Egyptian universities, though these are not statistically counted as TNE; rather they provide an additional context to understand UK-Egypt HE collaboration.

The regulatory environment for foreign TNE is dependent on the model of TNE delivered. The Egyptian Ministry of Higher Education and Scientific Research (MOHESR) oversees the legal framework through which TNE can be created and delivered. The Supreme Council of Egyptian Universities (referred to as the 'Supreme Council' in this report) is the highest decision-making authority for higher education and arbitration on the role of foreign higher education providers. Within Egypt, there is a diverse higher education eco-system, with private providers competing with a range of state-supported institutions. Foreign HEIs operate in both co-operation and competition with these domestic institutions, depending on the model of TNE.

Whilst Egypt offers a welcoming climate for UK HEIs in comparison with other markets, there are still challenges that need to be navigated. The research undertaken for this report aims to show how UK universities can effectively navigate the existing TNE regulatory landscape, dependent on the model of TNE pursued. It also uncovers some of the key

¹ UK Department for Education and Department for International Trade (2021), [International Education Strategy: 2021 Update](#).

² British Council (2022), [Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities- Egypt and the UK](#).



challenges, offers guidance on how to effectively build TNE relationships in Egypt, and reveals the most salient opportunities for UK HEIs that wish to enter the Egyptian market.

1.1 Research Methodology

25 interviews with senior stakeholders in the UK and Egypt were conducted, and 27 TNE students (current and prospective) were engaged in a focus group and online community. Desk research based on reports, policies and regulations was undertaken alongside data analysis of statistical sources, and a mapping exercise was conducted to list all publicly available TNE partnerships in Egypt involving UK universities and universities from the rest of the world.

The research for this report was undertaken in four phases:

1. Desk research of policies and regulations on Egyptian higher education and TNE, and analysis of data from the UK Higher Education Statistics Authority (HESA) on UK TNE in Egypt.
2. Mapping of foreign universities providing TNE in Egypt.
3. Interviews with senior HEI and policy-maker stakeholders in the UK and Egypt.
4. Research with Egyptian students through an on-campus focus group at a UK IBC, and an online community forum of prospective Egyptian undergraduate and postgraduate students.

1.1.1 Desk Research and Data Analysis

Desk research and data analysis was undertaken to review and analyse policy documents, government regulations and notices, and relevant academic and non-academic reports and articles related to i) the Egyptian higher education system, ii) foreign university activity in Egypt, and iii) Egyptian plans for internationalisation in the HE sector. This also included British Council reports on Egypt, and a variety of news items from sources such as Times Higher Education, University World News and Pie News.

The desk research was undertaken to produce insight into the economic context and socio-economic landscape of Egypt and its domestic higher education system. Furthermore, the research is contextualised by Egypt's Vision 2030 strategy, as well as key laws and regulations. The

Egyptian Ministry of Higher Education and Scientific Research (MOHESR) website was a key source for information on Egyptian higher education, internationalisation and TNE, as well as other Egyptian news sources. The data analysis of Egyptian higher education statistics, internationalisation and transnational education used a variety of statistical sources including the HESA Aggregate Offshore Record (AOR), the UNESCO Institute for Statistics (UIS) database, the MOHESR website, and other publicly available sources.

1.1.2 Transnational Education (TNE) Mapping

UK and non-UK TNE provision in Egypt was recorded based on a combination of data sources and desk research. A list of the identified programmes and partnerships is provided in Annex A of this report. The 2021-22 HESA Aggregate Offshore Record was a key source for UK TNE, while TNE from institutions in other countries was identified based on desk research, including listings on the MOHESR website. TNE partnerships were verified, and where stated partnership were unverifiable, they have not been included in the report.

The TNE mapping captures partnerships between universities, franchise arrangements and international branch campuses (IBCs), as well as what courses are offered, and if available, further details on pricing. This provides a comprehensive and up-to-date mapping of the TNE activity in Egypt, and can allow a greater understanding of the portfolio of programmes that are currently offered.

It should be noted that whilst the research was comprehensive, there are likely to be gaps in the overall mapping due to inaccuracies in publicly available information on websites and reports (including some out-of-date information), as well as exclusions in reporting TNE partnerships (i.e., absences in reporting TNE partnerships where they do exist).

1.1.3 In-depth interviews

Overall, 25 interviews were conducted with Egyptian and UK stakeholders, and included representatives from:

1. UK universities with TNE in Egypt, including an on-site visit to a UK International Branch Campus (IBC) in Egypt.



2. Egyptian universities that have TNE partnerships with UK and non-UK universities, further sub-grouped into different types of Egyptian universities including a) public, b) private, c) technological, and d) national.
3. Universities UK International.
4. The British Council in Egypt.
5. The UK Embassy in Cairo (including representatives from the Foreign, Commonwealth and Development Office and the Department for Business and Trade).
6. The Egyptian Ministry of Higher Education and Scientific Research, and Council of Foreign Universities.
7. The Cultural Attache at the Egyptian Cultural and Educational Bureau in the UK.
8. Egyptian businesses and consultancies who operate IBCs and private universities.

1.1.4 Student Engagement

Engagement with Egyptian students was undertaken in two parts, and was designed to gain deep insight into Egyptian students' study choices, motivations, future aspirations and views on mobility and employability.

The first part involved a face-to-face focus group of twelve undergraduate students at a UK IBC in Egypt. Students were chosen to reflect the full range of programmes studied at the IBC, and to represent different year groups. The selection of students was made by the IBC and contingent on student availability at the time of the site visit. This session had a series of semi-structured questions designed to facilitate discussion between the participants.

The second part involved a moderated online community of fifteen prospective Egyptian students who either desired to study abroad or through TNE in Egypt. These students were selected from a global panel of students used by Times Higher Education for surveying purposes; students voluntarily signed up this. These students also completed a survey which provides further contextualisation about their aspirations and motivations to study abroad or gain a foreign

degree at an IBC, a private Egyptian HE institution, or through other TNE models such as a joint or dual degree.

1.2 Defining Transnational Education TNE

TNE is defined by the UK Quality Assurance Agency as “the delivery of higher education level awards by recognised UK degree-awarding bodies in a country, or to students, other than where the awarding provider is based.”³ This is a definition accepted in the United Kingdom, but there are ambiguities in the way TNE is understood and expressed in different countries, and therefore how TNE data may be collected and interpreted in different markets.

A joint British Council and German Academic Exchange Service (DAAD) report uses the terms ‘International Programme and Provider Mobility’ (IPPM) to show that TNE ‘involves programmes and providers moving across national borders to deliver higher education programmes and credentials to students in their home or neighbouring country instead of students moving to the country of the foreign higher education institution/provider of their full academic programme.’⁴ This definition provides a holistic sense of what TNE programmes may entail, and represents an attempt to bring some global standardisation to defining TNE.

There are different models of TNE, including international branch campuses (IBCs); joint universities/institutes; joint, dual and twinning degrees; validated degrees; franchising models; and articulation agreements. Online and distance learning is also considered to be a form of TNE. The British Council-DAAD report divides TNE models into ‘independent’ and ‘collaborative’ approaches. Independent forms of TNE are where the foreign HEI (the ‘sender’) is ‘primarily responsible for the design, delivery and quality assurance of their academic programmes,’ and collaborative forms involve co-design of curriculum and management of quality assurance between the foreign HEI and host country HEI.⁵

For the purposes of this report, these models of TNE have been aligned to the formal UK Higher Education Statistics Agency (HESA) definitions used in the HESA Aggregate Offshore Record (AOR),

3 Quality Assurance Agency (QAA), [‘Transnational Education’](#).

4 Jane Knight and John McNamara (2017) [Transnational Education: A classification framework and data collection guidelines for international programme and provider mobility \(IPPM\)](#), British Council and DAAD.

5 Ibid



which is the most comprehensive data available on UK TNE activity worldwide. The categories are broad, and may be used differently by different providers. The following table shows how the HESA

AOR categories that UK universities use to record TNE activity can approximately map onto the different TNE models:

Table 1. HESA AOR Categories and TNE Models

HESA AOR Category	TNE Models
Registered at reporting provider - studying overseas for UK HEP award at overseas campus of reporting provider.	International Branch Campus (IBC)
Registered at reporting provider - studying overseas for UK HEP award other than at an overseas campus of reporting provider.	Validation/Franchise models Joint/Dual degrees
Registered at reporting provider - distance, flexible and distributed learning for UK HEP award where the location of the student is known to be overseas.	Online learning or blended learning degrees
Registered at overseas partner organisation - studying overseas for an award of the reporting provider.	Validation/Franchise models

HIGHER EDUCATION IN EGYPT

2

2.1 Background

Egypt is a politically and strategically important country linking the Middle East and Northern Africa (MENA), with a population of 105 million people, the largest in the region.⁶ It borders the Mediterranean Sea and the Red Sea, and hosts the Suez Canal that links Europe to Asia. As one of the key cultural centres of antiquity, and an important centre of power and learning of Islamic civilization in the medieval and early modern periods, Egypt has had an enduring influence in the region. During the late 19th and early 20th century it became entangled in the politics of Ottoman decline and European colonialism, with Britain eventually establishing an informal protectorate in 1882. The legacy of British influence can be seen in Egypt's education system.

The capital city, Cairo, has a population of just over 10 million, with around 22.2 million people in the broader metropolitan region, which includes the adjoining cities of Giza and Shubra al Khaymah. Other important urban centres include Alexandria, Port Said, Suez and Mansoura. Overall, Egypt's urban population is 43 per cent of the total population, the second lowest in the region behind Yemen.⁷

Between 2015 and 2030, Egypt will experience the largest overall population increase in the region, with a current average growth rate of 1.7 per cent per year. Currently, around 51 per cent of the population are under the age of 25, one of the largest youth populations in the world. The challenge facing Egyptian higher education is therefore one of creating capacity to meet current and future demand for higher education provision. The Egyptian government's vision is for foreign TNE to support this capacity development, and with that also introduce new skills and subject areas into the higher education provision that are not currently delivered by the domestic system.

The economic situation in Egypt is currently uncertain, with the country suffering declining

rates of GDP growth from 2019 onwards. In October 2022, the Central Bank of Egypt announced the flotation of the Egyptian Pound in order to facilitate financial assistance from the International Monetary Fund, but this resulted in the Egyptian Pound losing 70 per cent of its value against the US dollar by January 2023.⁸ Furthermore, there have been steep increases in inflation, reaching nearly 33 per cent in March 2023.⁹ This situation has impacted the Egyptian middle-class as well as lower-income groups, and in the context of higher education could curtail the ability of a tranche of Egyptian families to access private or international education.

2.2 Domestic Higher Education

There are a total of 92 domestic universities in Egypt, classified into different categories according to the Ministry of Higher Education and Scientific Research (MOHESR).

- 1. Public Universities** (also referred to as State or Governmental universities). These universities are directly funded and controlled by government, through the Supreme Council of Universities. There are 28 public universities in total, including what are regarded as the three most prestigious universities in the country: Cairo University, Ain-Shams University and Alexandria University. Public universities charge a minimal registration fee for domestic students and an annual fee for international students.
- 2. National Universities.** These universities are fee-charging, not-for-profit institutions, the majority of which have been created since 2020. MOHESR lists 18 universities in this category, with several new ones in development. They are partially funded by the state, which contributes between 40-60 per cent of the tuition fee; the remainder is paid for by the students, and in theory is meant to cover the operational costs of the university. The tuition fees are meant to be affordable for local citizens, and are considerably lower than those at private

6 [Central Agency for Public Mobilization and Statistics \(CAPMAS\)](#).

7 Ibid.

8 Reuters, 10 April 2023, '[Egypt's headline inflation rate increased to 32.7% in March](#)'.

9 Reuters, 10 April 2023, '[Egypt's headline inflation rate increased to 32.7% in March](#)'.



universities. The entry grade criteria are generally lower than the best public universities, but national universities also offer newer subject areas related to Egypt's emerging labour market needs, particularly in the digital areas.

3. Private Universities. These universities are privately owned, fee-charging institutions. MOHESR lists 27 universities in this category. Private universities are regulated by the Supreme Council of Private Universities. Owners of private universities may have financial interest in other private educational institutions in Egypt, for example academies and secondary schools.

4. Technological Universities. These are publicly funded universities that were created after 2019, to specifically address applied and technological education. MOHESR's website currently only lists three Technological Universities, but there are ten overall, with six having opened in 2022-23. MOHESR sees the technological universities as vital to expanding higher education access to young Egyptians and increase the overall gross enrolment ratio of students from secondary to tertiary levels of education. As a mark of prestige, the New Cairo Technological University is located next to the new MOHESR building in New Cairo, that also houses the Supreme Council of Universities.

5. Educational Institutes by International Agreements. These are private institutions that have been developed through international agreements. MOHESR lists six such institutions.¹⁰ These institutions are bracketed in with private universities, as they are fee-paying institutions. Furthermore, some are occasionally discussed as 'national' IBCs, even though they do not fall under the most recent law for establishing foreign branch campuses. It should be noted that these institutions vary in terms of how they award degrees and their relationship with their 'home nation'. For example, the American University of Cairo (AUC) has received accreditation from the Middle States Commission on Higher Education in the United States, whereas the British University of Egypt awards degrees validated by London South Bank University and Queen Margaret's University in the United Kingdom.

6. Higher Institutes. Higher institutes include Colleges of Technology and private institutes that focus on applied or vocational higher education. There are 233 higher institutes and

they accounted for approximately 16 per cent of all higher education enrolments in 2022. Higher institutes are dedicated to teaching specific subjects or disciplines, with specialist institutes for Engineering, Social Work, Computing and Hospitality and Tourism.

7. vii) International Branch Campuses (IBCs) following the 2018 regulations. These are foreign universities that have established campuses in Egypt under since 2018 under Law no. 162 of 2018. They are currently not listed as a separate category by MOEHSR, and do not count towards the 91 domestic universities listed. There is no indication yet whether they will be classified separately or together with the pre-2018 'Educational Institutes by International Agreements' (which are also sometimes referred to as IBCs). Currently there are 7 post-2018 IBCs hosted in 4 IBC hubs in Egypt. More details can be found in section 2.3.2.

All the universities are governed by MOHESR, which is supported by four executive bodies, responsible for the implementation of higher education programmes by monitoring and verifying the outcomes for each type of institution: the Supreme Council of Universities, the Supreme Council of Private Universities, the Council of Foreign Universities, and the Supreme Council of Technical Institutes. Furthermore, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) is the key body that accredits universities and the quality of their educational programmes, though it reports to the office of the Prime Minister rather than the MOHESR.

In the last five years, there has been a significant expansion of the domestic higher education system through the creation of the national and technological universities (as well as new international branch campuses covered in section 2.3 below). This expansion has been shaped by Egypt's Vision 2030 plan, which articulates for a high-quality education and training system that will equip students with the necessary skills to think innovatively and provide them with technical and technological empowerment.

The 2030 vision has three primary objectives, namely: 1) integration between educational institutions, geographical regions and economic activities, 2) creating a strong presence at the international level and promotion of investment in the field of education, and 3) activating the role of institutions of higher education and scientific



research in supporting the path of innovation and entrepreneurship. As well as domestic reforms, engaging high quality foreign university collaborations is seen as crucial to meeting these objectives.

In this context, the higher education system as a whole has confirmed its commitment to prioritizing the international dimension. For many of these institutions, the aim has been to achieve international recognition and competitiveness by delivering high-quality education in accordance with global standards.

MOHESR has outlined seven higher education targets to be achieved by 2030:

- 45 per cent gross tertiary enrolment (currently 36 per cent in 2023).
- All Egyptian higher education institutions to be accredited by NAQAAE.
- International student numbers to increase by 100 per cent between 2022 and 2030 (there were 90,000 international students in Egypt in 2022).
- Ten Egyptian institutions in the top 500 world rankings. (There are currently two Egyptian universities in the top 500 of the QS 2024 World Rankings).
- Reduced graduate unemployment (from a rate of 38 per cent in 2021).¹¹
- Increased graduate satisfaction with labour market opportunities.
- Growth in graduate entrepreneurship.

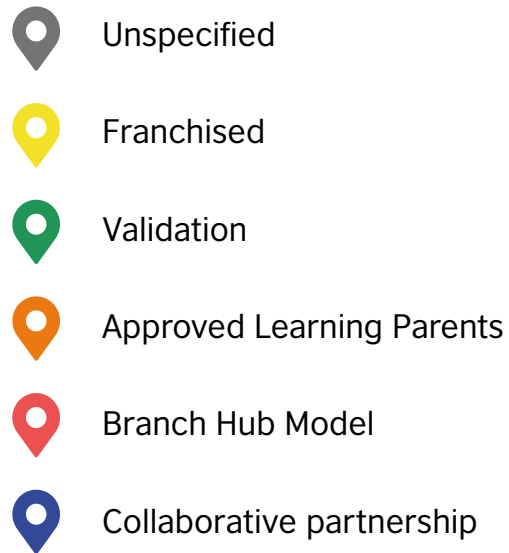
It is clear that Egyptian higher education is undergoing a radical transformation, with MOEHSR determined to improve the capacity and quality of provision in Egypt, ensure it meets international standards, forge stronger foreign university partnerships, and if possible, also make Egypt a hub for international education, leveraging its strategic position as a bridge between the Middle East, North African and Sub-Saharan Africa. This assertion is supported by the insight of several Egyptian stakeholders interviewed for this report.

2.3 Foreign Higher Education in Egypt: Mapping Transnational Education

2.3.1 Visual Mapping of Transnational Education in Egypt

The research for this project mapped existing Transnational Education (TNE) provision in Egypt. The full list of TNE can be found in Annex A, which covers UK TNE in Egypt, and Annex B, which covers ‘rest of the world’ TNE in Egypt. [This navigable visual map of TNE in Egypt](#) shows the physical location of the TNE activity, providing a geographic sense of foreign university provision.

Figure 1: Geographical distribution of TNE in Egypt



N.B. Icons with multiple colours indicate more than one form of TNE activity.

Figure 2 shows that TNE provision in Egypt is concentrated overwhelmingly in the Greater Cairo region, including New Cairo City and the New Administrative Capital territory, with Alexandria being the next most popular destination.

11 International Labour Organisation (2021), [Tertiary Education Graduate Survey in Egypt 2021: Towards Achieving Graduates' Full Potential](#).



Figure 2. Visualisation of TNE activity in the Greater Cairo Region



Source: Institutions' websites



Indicates a post-2018 international branch campus (IBC)

Figure 2 shows the distribution of TNE activity in Greater Cairo. The circular blue 'academy' icons in the eastern area of Greater Cairo represent international branch campuses. So far there has been a preference to develop the IBCs in, or in close proximity to, the New Administrative Capital.

The TNE mapping demonstrates that the vast majority of foreign universities operate in the largest population centres of Egypt which are Cairo and Alexandria. However, with further population centres along the Nile River moving from Cairo to the south of Egypt, and growing population centres on the Red Sea (Gulf of Suez) coast, there may be scope in the future to extend TNE away from Cairo.

The findings of the mapping exercise reflect available data that was able to be verified. In terms of desk research, this involved searches of the higher education institutions in Egypt and partner countries. Where information was unverifiable, it has not been recorded. It should be noted that for many partnerships, there is incomplete information (particularly related to fees), and the final list of TNE partnerships in Annexes A and B may not reflect the full scale of TNE in Egypt.

2.3.2 Models of TNE in Egypt and their regulations

Egypt has historically welcomed foreign universities to partner with local universities, or set up their own campuses, with a range of different laws and regulations. Each law, including operating details and regulations, will be covered in further detail in chapter 3; this section provides an overview of the TNE model and the key laws and regulations which are relevant for any foreign university seeking to establish that model in Egypt.

International Branch Campuses (post-2018)

International Branch Campuses (IBCs) refer to a physical campus of a foreign university delivering their own degrees in another country. This means that Egyptian students (or international students studying in Egypt) would attend the IBC and be awarded a degree certificate of the IBC's 'home' institution.

Since 2018, IBCs in Egypt have been covered by the following legal instruments and regulations:

1. Law no. 162 of 2018, which mandates their existence and provides details of how they should operate.

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2. The MOEHSR resolution no. 4200 of 2018 established the committee that would oversee applications by foreign universities to set up branch campuses.
3. The Prime Minister’s resolution no. 1093 of 2023, which confirms the ‘Universities Support and Development Authority’ as the implementing authority to establish ‘foreign university branches’.

So far four IBC hubs, hosting a total of seven foreign universities, have been created through the above legal instruments. All the hubs are located in the New Administrative Capital in the Cairo Governate, approximately 40 kilometres east of downtown Cairo.¹²

Table 1. HESA AOR Categories and TNE Models

Hub	University IBC
Universities in Canada Egypt	Prince Edward Island University (Canada)
	Toronto Metropolitan University (Canada)
The Knowledge Hub	Coventry University (UK)
	Nova University (Portugal)
The Global Foundation	University of Hertfordshire (UK)
European Universities in Egypt	University of London (UK)
	University of Central Lancashire UK

One of the IBC hubs, European Universities in Egypt (EUE), was created by specific instrument, Law no. 86 of 2021 (President’s decree), which mandated that the governance of the institution would be undertaken by Egyptian academics.

International Branch Campuses/Universities (pre-2018) created through international agreements.

Pre-2018 international branch campuses or universities are a group of institutions created through bilateral international agreements prior to the 162/2018 law. As they are all considered to be private universities in Egypt, the key laws/regulations which they fall under are:

1. Law no. 101 of 1992, concerning the establishing of private universities in Egypt.

2. Law no. 82 of 2002, covering intellectual property rights which protects the foreign university’s IP for its curriculum and name whilst in Egypt.
3. Special presidential decrees that mandated the creation of an individual university, based on the bilateral agreement signed between Egypt and the foreign country.

The 101/1992 law has since been superseded by Law no. 12 of 2009, covering the rules and regulations of all private and national non-profit universities in Egypt.

Universities founded under these bilateral international agreements include the German University in Cairo (established 2002), the French University of Egypt (2002), the British University in

¹² It should be noted here that this is the official MOHESR position. However, in some official reports, news articles, and anecdotal discussion with Egyptian stakeholders, some other foreign collaboration-based universities, such as British University in Egypt, or even the American University in Cairo, are erroneously referred to as IBCs.



Egypt (2004) and the Egypt-Japan University of Science and Technology (2009). In all cases, the degrees offered at these universities are validated by one or several 'home' universities (full details of validations are provided in Annex A and B).

However, due to the differing content of each of the international bilateral agreements that led to their establishment, each of the pre-2018 international branch campuses/universities have different regulations around their governance and operations. These differences are captured in the individual Presidential or ministerial decrees for each of the institutions.

It is widely understood that the 162/2018 law covering foreign universities has superseded this older system of international agreements being the basis of forming IBCs. However, there is no specific instrument that has formally closed off this path.

Collaborative arrangements with Egyptian Universities

This model of TNE is where a foreign university collaborates with an Egyptian university to create joint, dual or twinning degrees, or other forms of collaboration, such as an articulation agreement. It will result in a student studying in Egypt receiving a foreign degree (in some models, such as the 2+1 undergraduate joint/dual degree, the student may also study a portion of their degree in a foreign country).

There is no specific instrument that governs the process of collaborative arrangements between the foreign and Egyptian universities, but some laws that may need to be referred to during the approval process include:

1. Law no. 82 of 2002, covering intellectual property (IP) rights which protect the foreign university's IP for its curriculum and name whilst in Egypt.
2. Law no. 12 of 2009, covering the rules and regulations of all private and national non-profit universities in Egypt (where the collaborative arrangement is with a private or national university).
3. Prime Minister resolution no. 2417 of 2021, concerning national and technological universities.
4. The Prime Minister's resolution no. 1093 of 2023, on the 'Universities and Development Authority' that has jurisdiction over National and Technological universities.

Franchise or validation agreements

This model of TNE refers to partnerships where an overseas university validates and awards a degree based on teaching delivered by an Egyptian institution. In this case, the Egyptian institution does not have to be a university, and may be a private institution that does not have its own degree awarding powers. The student may be registered directly at the foreign university, and will only be awarded a degree from the foreign university (as opposed to joint/dual degree partnerships where the student gains awards from both the foreign and the Egyptian university).

The key laws and regulations applicable for this model of TNE are:

1. Law no. 101 of 1992, concerning the establishing of private universities in Egypt.
2. Law no. 82 of 2002, covering intellectual property rights which protects the foreign university IP for its curriculum and name whilst in Egypt.
3. Law no. 12 of 2009, covering the rules and regulations of all private and national non-profit universities in Egypt.

It should be noted that, with regard to collaborative provision and franchise or validation agreements, Prime Minister's resolution no. 691 of 2022 mandates that the Supreme Council of Private Universities may impact the approval procedures for foreign university collaboration with private universities or institutes in Egypt.

Furthermore, all the above models may be subject to Law no. 82 of 2006 regarding the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

2.3.3 UK TNE in Egypt

The TNE mapping exercise revealed that **27** UK HEIs had formal TNE partnerships in Egypt. Whilst data from HESA records more UK universities with TNE registrations in Egypt, this is down to local Egyptian-based students undertaking distance learning programmes with UK universities rather than formal TNE agreements.

15 local Egyptian institutions were identified as being those that partnered with the UK institutions. Four of these UK-Egyptian partnerships are covered by the Egyptian international branch campus (IBC) law.



Of the non-IBC UK TNE in Egypt, the majority of TNE partnerships are classified as ‘validation’, ‘joint degree’ or ‘dual degree’. Occasionally, TNE partnerships are referred to as general ‘partnerships’ which can make it difficult to identify the TNE component of the arrangement. Such terminological issues recur through the classification of UK TNE engagements with Egyptian universities.

In terms of partnership activity, the Arab Academy for Science, Technology and Maritime Transport (AASTMT) operates TNE partnerships with **eight** UK universities. The majority of AASTMT’s TNE collaborations are dual degrees at undergraduate level, though they also have postgraduate collaborations with Cardiff Metropolitan University and the University of Huddersfield.

The largest single partnership in terms of enrolments is that between Greenwich University and October University for Modern Sciences and Arts, with 6,875 enrolments in 2021-22. This collaboration has five different undergraduate engineering programmes, four undergraduate programmes in business and management, and two undergraduate programmes each in computer science and physical sciences. These are all classified as ‘validated’ by the University of Greenwich.

In terms of disciplines, the majority of TNE programmes fall into three broad subject areas: Engineering, Computer Science, and Business &

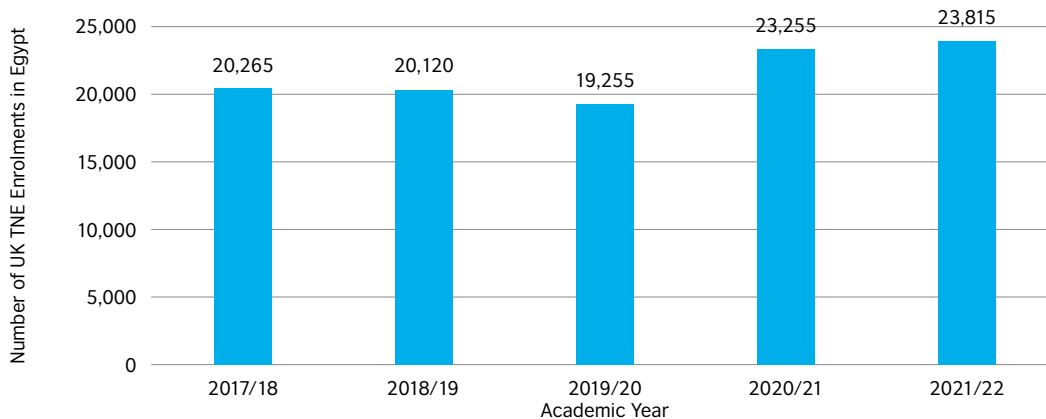
Management. Engineering degrees cover the entire spectrum of engineering sub-disciplines, and degrees in the areas of computer science include data science. There are several humanities and social sciences programmes taught, but these are in a minority.

The majority of UK TNE programmes are offered at undergraduate level, but there are a few UK universities that provide postgraduate TNE courses via validation or dual degrees. The only UK partnership that is solely dedicated to postgraduate TNE provision is Heriot Watt University’s ‘approved learning partner’ relationship with the American University in Cairo. This is an MBA programme awarded by Heriot Watt’s Edinburgh Business School, and can be studied in-person, hybrid or online through the American University in Cairo. Further information about subjects can be found in section 2.3.6.

There is significant variation in the cost of UK TNE programmes, with some being priced in pounds sterling (GBP), some in United States dollars (USD) and some in the local currency (EGP). There are instances where the university may accept payment in the local currency even when advertised in GBP or USD – a strategy that has been influenced by the devaluation of the EGP (as discussed in further detail in chapter 6). Other TNE programmes, such as that of Coventry University’s IBC at The Knowledge Hub, list fees in both local currency and GBP. Section 2.3.7 explores TNE fees in Egypt in greater detail.

2.3.4 Data Analysis of UK TNE in Egypt

Figure 3: UK TNE Enrolments in Egypt

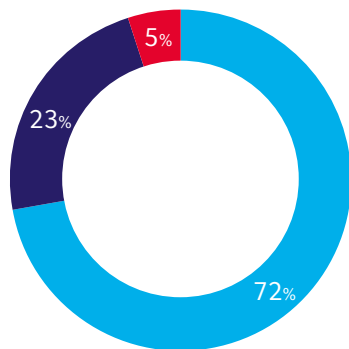


Source: HESA Aggregate Offshore Record. Data excludes students registered with Oxford Brookes University

The data in figure 3 shows that UK TNE in Egypt has risen overall in the last five years, following a dip in 2019/20. The most significant rise in UK TNE enrolments happened in 2020/21, with a 21 per cent increase, followed by a modest increase in 2021/22.



Figure 4: UK TNE in Egypt by type of provision, 2021/22



- Registered at UK provider - studying in Egypt for UK award other than at an overseas campus of UK provider.
- Registered at Egyptian partner organisation - studying for an award of the UK provider.
- Registered at UK provider - distance, flexible and distributed learning where the location of the student is known to be in Egypt.

Source: HESA Aggregate Offshore Record. Data excludes students registered with Oxford Brookes University

Figure 4 shows that most enrolments have been classified as ‘Registered at reporting provider- studying overseas for UK HEP award **other than at an overseas campus** of reporting provider’. However, the data shows that there are no enrolments for the category ‘Registered at reporting provider – studying overseas for UK HEP award **at overseas campus** of reporting provider’. This may be because of differences between the definitions used by Egypt and by HESA.

The top ten providers of UK TNE in Egypt are:

Table 3: Top 10 UK HEIs in terms of TNE enrolments in Egypt, 2021/22

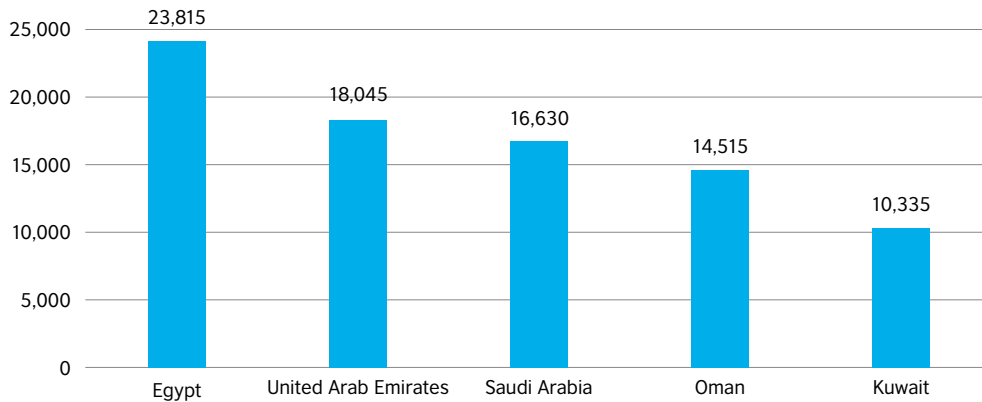
University	2021/22 Enrolments
The University of Greenwich	6,875
London South Bank University	5,090
The Open University	3,650
Coventry University	1,730
University of Hertfordshire	1,180
University of Bedfordshire	925
The University of East London	905
Liverpool John Moores University	525
The University of Northampton	435
Cardiff Metropolitan University	405

Source: HESA Aggregate Offshore Record

As the TNE mapping in Annex A shows, this covers a variety of TNE delivery models, though most UK universities with TNE activity in Egypt have only one single partner there.



Figure 5: UK TNE in the MENA Region, 2021/22



Source: HESA Aggregate Offshore Record. Data excludes students registered with Oxford Brookes University

Figure 5 shows that Egypt leads the way in terms of UK TNE enrolments in the MENA region, demonstrating the country’s overall importance for UK TNE.

2.3.5 Non-UK TNE in Egypt

The TNE mapping exercise verified that there were at least **75** TNE partnerships between non-UK universities and Egyptian universities. Germany had the largest number of partnerships with 20, followed by France with 12. There were **25** Egyptian universities involved in these partnerships.

In addition to these, there were **28** non-UK universities that awarded degrees in Egypt through what can loosely be described as an international branch campus (IBC) model; though in some instances this is referred to as a ‘hub’. Examples of the ‘hub’ model include the German International University, which offers validated degrees from 6 German universities, and the Egypt-Japan University of Science and Technology, which offers validated degrees from 15 Japanese higher education institutions.

Some other IBC models include a national hub with IBCs within it, for example the Universities of Canada in Egypt hub, which hosts University of Prince Edward Island and Toronto Metropolitan University. Finally, there is the multinational IBC hub model, which includes the European Universities in Egypt hub (EUE), which hosts the University of London and the University of Central Lancashire (both from the UK); and The Knowledge Hub, which hosts Coventry University from the UK and Nova University from Portugal.

It should be noted that there are several ‘national’

universities of foreign countries in Egypt, with varying statuses; some have been designated as an Egyptian private university (such as the American University in Cairo), some are private universities but with a specific founding charter based on bilateral agreement (French University of Egypt) and others are constituted in law as a ‘hub’ (such as the example of the German International University).

Overall, the rest of the world (ROW) TNE in Egypt has a greater diversity of subjects offered than UK TNE, particularly in the dual or joint degrees with Egyptian institutions. There are more humanities and social sciences programmes, and a larger number of postgraduate taught degrees than with UK TNE. There are, however, many partnerships that are listed that do not specify which programmes are offered through TNE.

The ROW TNE is dominated by a few Egyptian institutions that have multiple TNE partnerships. Ain-Shams University lists nine different partnerships from non-UK institutions, sourced from three different countries (France, Germany and the United States). Other Egyptian universities with more than five TNE partnerships include Alexandria University; the Arab Academy for Science, Technology, and Maritime Transport; Assiut University; Cairo University; and Pharos University in Alexandria.

Although many fees were difficult to find and verify, those that were publicly available showcase a wide range. Degrees undertaken at the French University



of Egypt (validated by one of six different French universities) cost 84,000 EGP per year (approximately 2,155 GBP per year), whereas the 2+2 degree from Alamein International University and University of Louisville costs 56,312 USD in total (approximately 14,875 GBP per year). The high cost of this award is because of the final two years of the degree are delivered in the US. By comparison the highest annual fee charged for UK TNE in Egypt is 13,500 GBP, for international students at the University of Hertfordshire IBC (Global Academic Foundation), on programmes that are wholly based in Egypt.

The diversity and number of TNE partnerships in Egypt showcase a growing phenomenon of collaboration between universities in Egypt and the rest of the world, with the UK standing out as the country with the highest number of institutions and overall partnerships. As reflected in the Egyptian policymaker, university and student insight, there is a general sense of goodwill towards the British higher education system, and respect for its universities, curriculum and assessment standards, and even the broader culture. This provides the UK an optimal position to take advantage of an operating environment for TNE which – at least at the surface level – is positive and encouraging for foreign universities.

2.3.6 TNE subjects

For UK TNE in Egypt, the largest proportion of provision is in degrees related to Engineering. There are degrees which are related to the more traditional sub-divisions of Engineering, such as civil, mechanical, manufacturing and electrical/electronic, as well as computer and software engineering. There are also more niche engineering degrees, such as a BEng (Hons) programme in Energy and Renewable Energy Engineering offered as a University of East London (UEL) validated degree, delivered at Ain-Shams university.

The second most popular disciplinary area for UK TNE is the field of business, management and finance. Several undergraduate degree programmes in accounting and finance are offered, including at both the University of Hertfordshire and Coventry University IBCs. Other degrees in business and management include those related to human resource management, marketing, and management information systems, but these are rarer than BSc or BA in Business titles.

The third most popular disciplinary area for UK TNE falls under the broad area of computer science and digital science. Some programmes such as the BSc

(Hons) in Bioinformatics Technology offered by UEL-Ain Shams are interdisciplinary. Other courses in this area, such as a BSc in Ethical Hacking and Cyber Security, offer local students niche specialisations.

The vast majority of UK TNE degrees are offered at the undergraduate level. The British University of Egypt, through validation with London South Bank University, offers the largest range of degrees, including four degrees programmes related to renewable energy and sustainability.

Non-UK TNE in Egypt has a comparatively more varied range of subjects, though as shown in Annex B, there are no dominant disciplines. Engineering, Business, Social Sciences and Humanities are all well represented.

The French University of Egypt has a unique model where each degree programme offered is validated by a different French university. Degrees in Applied Foreign Languages, Architecture, Management and Business, International Relations with Sciences, and Engineering are all offered through this institution.

The largest number of subjects offered in a single partnership is that between the Future University of Egypt and Kore University of Enna in Italy. 16 joint degrees are offered in this collaboration, with subjects including those from sciences, social sciences and humanities.

2.3.7 Tuition Fees

For this section, all fees have been converted into British pounds (GBP) based on exchange rates as of August 2023. Fees expressed on university websites include British and Egyptian pounds (EGP), US dollars (USD) and Euros (EUR). Conversion rates used in this report are:

1 GBP = 39.34 EGP

1 GBP = 1.27 USD

1 GBP = 1.17 EUR

There is a wide range of fee levels for TNE in Egypt, with different fee-sharing arrangements between institutions. Stakeholder insights amongst both UK and Egyptian practitioners working in partnerships suggest that the fee-sharing arrangement is down to the individual partners (discussed in more detail in chapter 3).

An example set of TNE fees is presented below in GBP (rounded to nearest 5), accounting for different models of TNE.



Table 4: Examples TNE fees in Egypt (for the 2022/23 academic year)

UK/Foreign University	Egyptian University Partner	TNE model	Course/level	Tuition Fee
University of East London	Ain Shams	Validation/Joint Degree	All programmes (Undergraduate)	£3,930 per year
London South Bank University	British University in Egypt	IBC/Validation	Engineering (Undergraduate)	£5,040 per year
Coventry University	The Knowledge Hub	IBC	Business (Undergraduate)	£10,020 per year
University of Hertfordshire	Global Academic Foundation	IBC	Pharmacy (Postgraduate)	£6,610 per year (Egyptian students) £13,500 per year (International students)
University of Nantes	The French University in Egypt	IBC/Validation	Management and Business (Undergraduate)	£2,140 per year
Brandenburg University of Technology	University of Cairo	Joint Degree	Urban Design (Postgraduate)	£1,280 per year

It should be noted that there are different methods of payment required by each institution. Some fees are advertised per semester, rather than per year, and there are add-ons in some institutions for access to student support services which are not covered in basic fees, for example in the British University of Egypt. A few institutions, including Coventry University and the University of Hertfordshire allow payment to be made in either local or foreign currency.

The tuition fee research shows that the post-2018 IBC model is the most expensive, though still considerably less expensive than studying abroad.

2.4 International student mobility and Egypt's potential to become a TNE hub

The positive overtures that the MOHESR has made towards foreign universities can be contextualised in the broader ambition for Egypt to become a magnet for foreign students. This position is not only laid out in the Vision 2030, but also reflected

in the way in which Egyptian stakeholders interviewed for this project foresaw the medium to long-term future for creating more TNE, and specifically more IBCs.

In that context, it is useful to understand the wider trends of student mobility in and out of Egypt. As mentioned in section 2.1, there is a growing population of young people who will be university-ready in the next decade. This trend is expected to put pressure on the country's higher education capacity and contribute to further growth in outbound mobility, which has already tripled over the past decade. Since 2008, the number of Egyptians studying abroad has increased significantly¹³ and as of the latest UNESCO count, it stands at 47,243.¹⁴

Figure 6 below shows the top destination countries that Egyptian students go to.¹⁵ The United Arab Emirates is the most preferred destination in terms of the number of enrolments, with Germany being the second most popular.

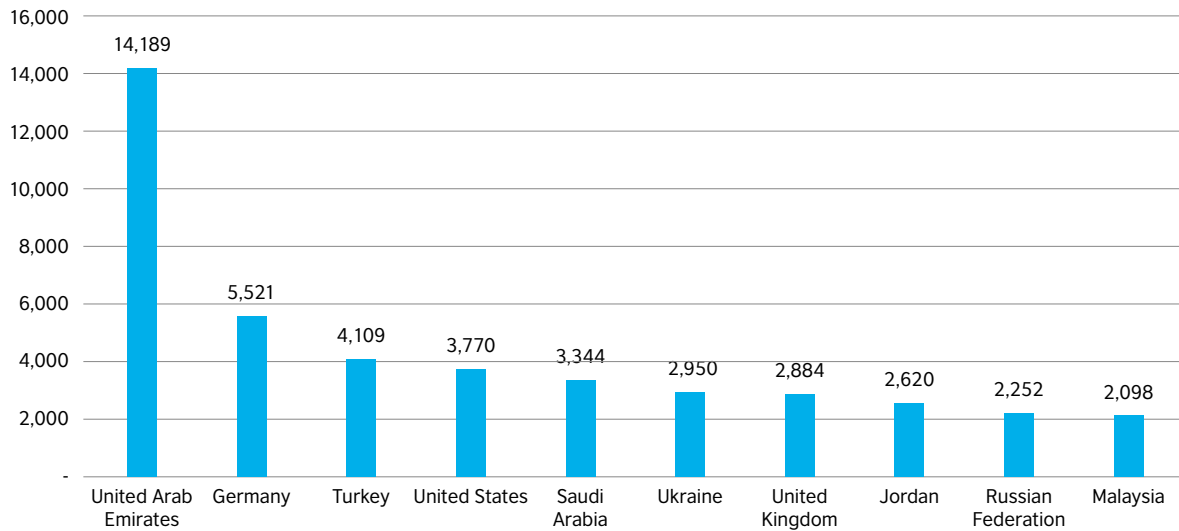
13 UNICEF (2019), MENA Generation 2030. <https://monitor.icef.com/2022/12/a-primer-on-international-student-recruitment-in-egypt/>

14 UNESCO, [Global Flow of Tertiary Students](#)

15 Ibid.



Figure 6: Top 10 destination countries for Egyptian students, 2020



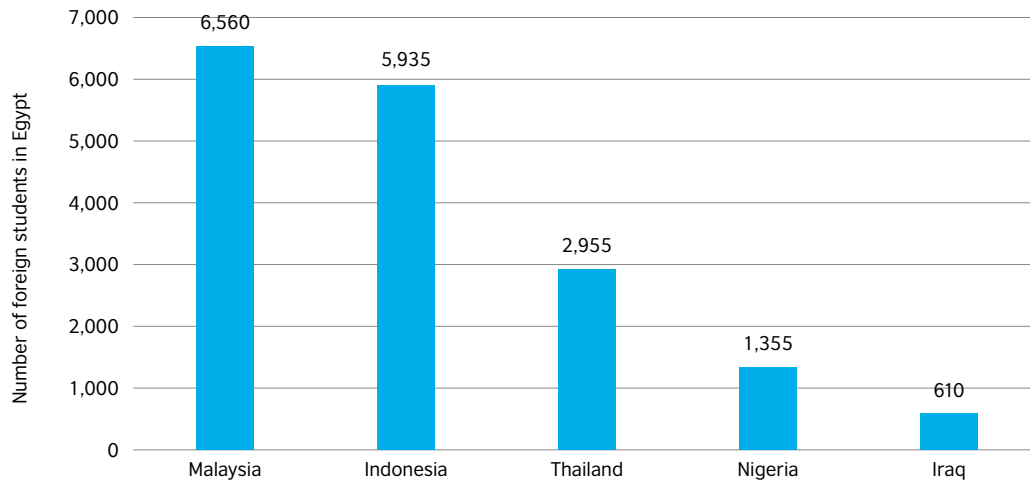
Source: UNESCO Institute of Statistics

The UK is the 7th most popular destination, but the number of mobile students is less than 2,900, meaning that the number of students enrolled on UK TNE programmes in Egypt is larger than the number studying abroad in the UK. Stakeholders in Egypt agree that due to the current economic situation in the country and the deteriorating value of the Egyptian pound, many families will not be able to afford the costs of studying abroad. This could also make foreign TNE in Egypt more attractive to that same group, with costs saved on travel, accommodation, and possibly fees. British policymakers in Egypt, including representatives from the British Council and Department of Business and Trade, reflected that despite the current economic crisis, there was enough numerical demand for increases in both Egyptians studying abroad and Egyptians studying foreign or UK TNE in Egypt.

Regarding inbound international student mobility, Egypt hosts a total of 90,000 foreign students.¹⁶ Figure 7 shows that the highest number of students arrive from Malaysia and Indonesia. It should be noted that many Malaysian and Indonesian students come to study at the Al-Azhar University and associated institutes. Al-Azhar is one of the world's most renowned centres for Islamic learning.



Figure 7: Enrolments of inbound foreign students in Egypt

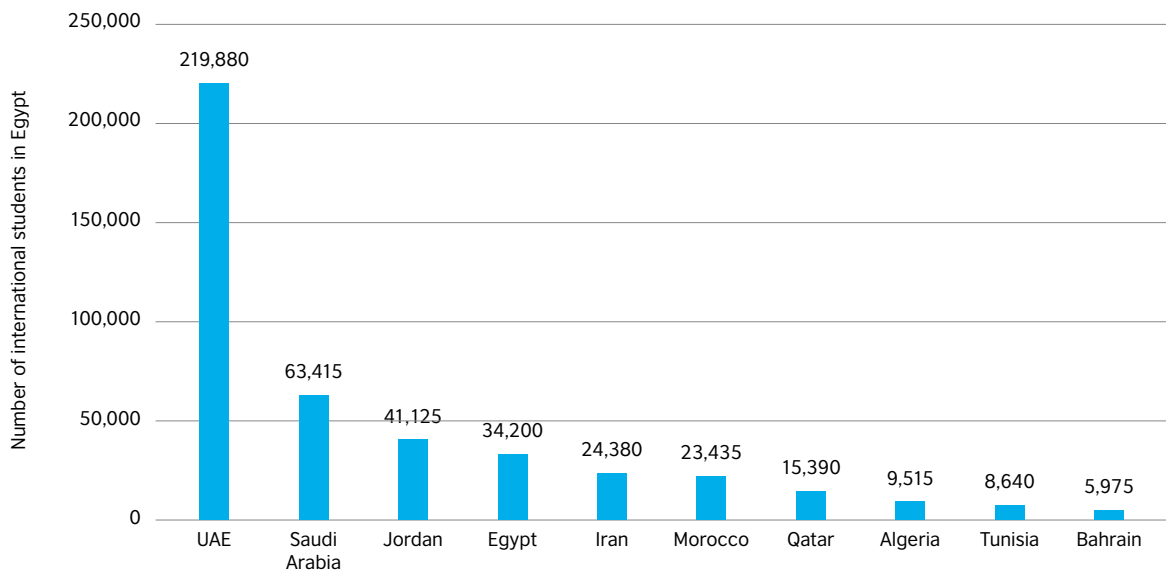


Source: UNESCO Institute of Statistics

Though not all students from Malaysia and Indonesia come to study at Al-Azhar University, it certainly reduces the overall number of foreign students that come to study for non-religious degrees.

Figure 8 contextualises Egypt’s recruitment of foreign students in comparison to other countries in the MENA region.

Figure 8: Inbound international students by host country (MENA region), 2022 or most recent data



Source: UNESCO Institute of Statistics

Whilst Egypt is the 4th most popular destination for international students in the region, it is significantly behind the UAE, and therefore some way off being regarded as a major destination for international students. It should be noted that Turkey, though not counted as part of the MENA region, hosts over 185,000 foreign students, and would be a key competitor to Egypt as a regional international education hub.



Egyptian international recruitment is mainly drawn from Malaysia and Indonesia, and only two other countries provide Egypt with more than 1,000 international students annually. By comparison, there are 8 countries that provide more than 5,000 international students annually to the UAE (including over 82,000 from India), and 7 countries providing more than 5,000 to Turkey.¹⁷ The challenge for Egypt is to both increase and diversify its international student recruitment pool if it wants to become an international education hub.

The fact that Egypt has relatively low international student recruitment compared to some regional neighbours means that at present, foreign students are unlikely to be the driver of TNE growth in Egypt. TNE growth in Egypt (as shown in section 2.3.2) is organically stimulated by domestic demand, with UK TNE enrolments higher in Egypt than anywhere else in the region, largely in collaborative provision programmes. Egyptian stakeholders are nevertheless convinced that more IBCs (specifically from higher ranked universities in the UK) will stimulate further international recruitment into Egypt.

OPERATING ENVIRONMENT FOR TRANSNATIONAL EDUCATION IN EGYPT

3

3.1 Layers of engagement

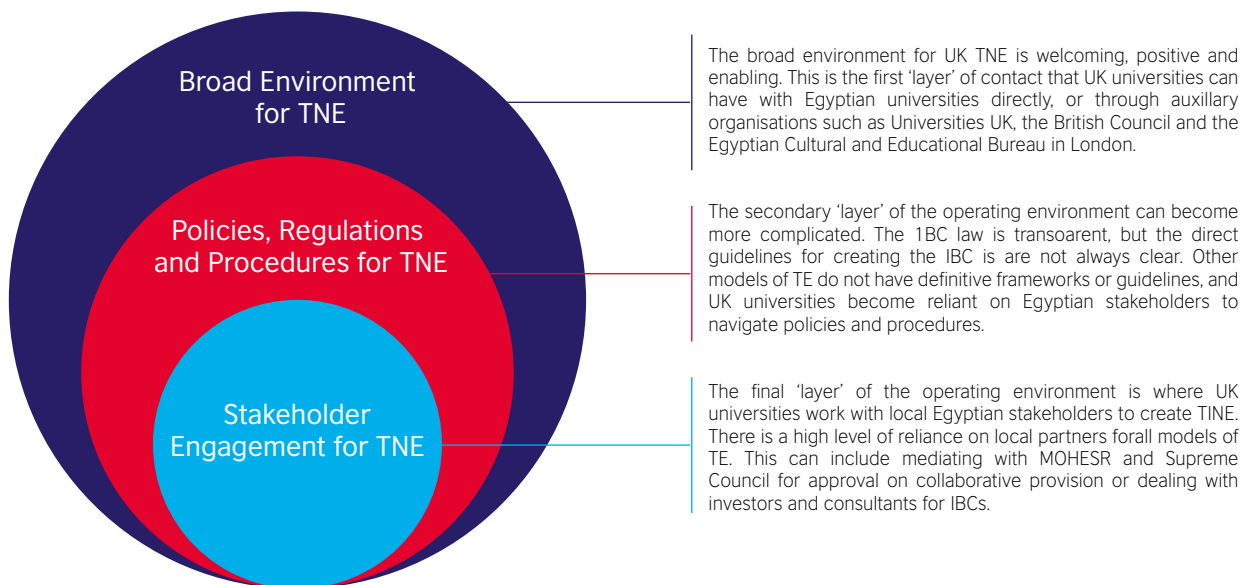
Section 2.3 showed that there is a substantial quantity of foreign TNE provision in Egypt, with the UK leading the way. This suggests that there is a positive and enabling operating environment for TNE; the broader attitude towards engaging with foreign universities, as understood by stakeholders interviewed for this project, is certainly positive. The UK was consistently singled out as being the preferred country partner of choice, and with only 15 Egyptian universities currently engaged in non-IBC models of TNE with UK universities there is real scope for further TNE partnerships between the UK and Egyptian higher education sector.

This section will outline the operating environment and procedures for different forms of TNE at the different types of Egyptian universities as listed in

section 2.2, namely public universities, private universities, national universities and IBCs.

To develop a broader framework of the operating environment of TNE in Egypt, the diagram below expresses different 'layers' of engagement that a UK university may experience in developing TNE. It may not be applicable to every partnership or TNE experience; however, the model is developed from research that analysed the domestic legal framework for foreign universities operating TNE in Egypt, and insight from stakeholders in both Egypt and the UK that had direct experience of being involved in TNE partnerships.

Figure 9: The layers of the operating environment for TNE in Egypt



Source: Produced by Times Higher Education based on stakeholder interviews

The layered onion diagram format is useful here as it allows an understanding of the deepening complexity of the operating environment, and the challenges that UK universities may have to confront.



3.2 The broad environment

The broad environment for TNE, as discussed, is positive. An early and relatively superficial layer of engagement, this first step refers to the 'idea of doing TNE in Egypt'. MOHESR, the public, private and national universities all present a welcoming attitude for UK universities. Institutions are keen to forge more partnerships, and MOHESR and its agencies such as the Egyptian Bureau of Culture and Education in London also consistently outline the opportunities to develop IBCs.

This engagement layer is reinforced by the British Council in Egypt, and the British Embassy including local Foreign, Commonwealth and Development Office (FCDO) and the Department for Business and Trade (DBT) representatives, and from within the UK by Universities UK International (UUKi), the FCDO and DBT. This eco-system of high-level stakeholders and policymakers support UK universities in understanding the opportunities in the Egypt market, potentially also including making introductions to relevant Egyptian stakeholders.

The broader message behind this layer is that the Egyptian higher education sector is ready to do business with the UK higher education sector, and that the MOHESR provides a relatively liberal regulatory environment through which TNE partnerships can be created.

3.3 Policies, procedures and regulations

Once a UK university has determined that TNE in Egypt may be a feasible option, the next layer is understanding the policies, procedures and regulations for the different type of models. As described in section 2.3.2, there are several laws and regulations governing each model of TNE; more detail is provided on these laws and the steps that must be followed by prospective UK universities to establish TNE in Egypt.

International Branch Campuses

As described in section 2.3.2, the development of international branch campuses (IBCs) now falls under law no. 162 of 2018 on the development of foreign branch campus. Some of the key provisions for this law include:

1. Eligibility Criteria: To be eligible to establish an international branch campus in Egypt, the institution must be a recognized higher education institution in its home country, and it must have been operating for at least five years. Note that the law itself does not set any requirements in terms of rankings, though

Egyptian stakeholders, including university leaders and consultants, expressed a preference for universities in the global top 300.

2. Application and approval process: Institutions seeking to establish an international branch campus in Egypt must submit an application to the Supreme Council of Universities (SCU). The SCU is the regulatory authority responsible for approving the establishment of foreign branch campuses. It will evaluate the application based on a range of criteria, including the academic programs offered, the faculty and staff, the facilities, and the financial capacity of the institution.
3. Licensing and accreditation: Once the SCU approves the application, the institution must register with the Ministry of Higher Education and Scientific Research (MOHESR) and obtain a license to operate the campus in Egypt. The international branch campus must also seek accreditation from the relevant accreditation bodies in Egypt. The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) is responsible for quality assurance in Egyptian higher education.
4. Tuition Fees and Finances: The regulations for setting tuition fees and other finances are that the IBC or Educational Institution will need to pay the Egyptian Government:
 - Licensing fee: amounting to 5 per cent of its budget,
 - Yearly service fee: amounting to 2 per cent of the total annual fees.

The IBC will have sole discretion in setting its tuition fees which shall be quoted in Egyptian pounds for local students and may be quoted in foreign currency for international students. However, tuition fees cannot be raised above the rates of increase outlined to students prior to their enrolment.

Although the procedures for creating an IBC laid out above are covered by the regulations in Law 162 of 2018, in reality there are some differences in the way in which an IBC is actually created. A key aspect of this is the informal expectation that foreign universities partner with a local investor (or potentially, the government itself, though there are no existing cases of this so far) to develop the IBC. All the post-2018 IBCs have been developed in this way; a private Egyptian investor provides the land and physical infrastructure of the IBC and bears its operational costs, whilst the foreign university is



expected to oversee all academic aspects of the IBC. As described below, the foreign university and private investor incorporate into a new partnership.

Furthermore, Presidential decrees (such as no. 86 of 2021) can create specific obligations, requirements or structures that are unique to each IBC. There are also additional laws and stakeholders that must be considered, such as the investment law no. 72 of 2017, decree 4200 of 2018 (which outlines what exact files need to be prepared for the application), laws pertaining to land use, and laws specific to urban authorities that impact construction. In sum, although Law. No 162 of 2018 is the core of the regulations to create an IBC, other regulations require engagement, including those on investments, land use, and urban authority regulations on construction.

A realistic approach to developing an IBC, which has developed through researching the development of the Global Academic Foundation (which hosts Coventry University and Nova University) by the El Sewedy Group, is summarised here:

There are **two aspects** of the process of establishing an IBC; one between the UK University and Egyptian Investor (who combine to become legal 'Partners'), and a second between the 'Partners' and the Egyptian authorities.

Regulations to follow: New Investment Law, IBC Law, law pertaining to the land use purpose.

Contact key: The Egyptian investor will lead the communication with local authorities, the UK University can disclose issues faced to the Embassy. This is not an official requirement, but an informal expectation of the process.

Main Egyptian stakeholders: Investor, MOEHSR, Ministry of Investment, President's Office, relevant urban development authority (New Urban Communities Authority (NUCA) in the case of the New Administrative Capital area or another area designated as a New Community).

Duration: A total of 18 months from first meeting to teaching starting date.

Financial arrangements: The UK university receives a revenue share based on tuition fee income, with a minimum guarantee. No direct financial investment from the UK university is required.

Phase 1: UK University and Egyptian Investor Partnership

1. A Memorandum of Understanding is signed between the two parties. The dependencies at this stage include the UK university's legal and due diligence processes. The preference is for the UK university to provide templates for the MoU, but it is a non-binding document. Depending on readiness and agility, this process can take between a week and six months.
2. The Egyptian investor sends the MoU for review to the MOEHSR with a letter indicating the unique selling points of the university and why it would benefit Egypt.
3. Discussion of commercial terms based on the financial models of both the UK University and the Egyptian investor. This can take up to two months.
4. Preparation of the folder with the required application documents (as set out in decree no. 4200 of 2018); the main challenge is Arabic translation and notarization in the UK as both require considerable time. This stage can take two to three months.
5. Preparation of the legal partnership agreement in parallel to folder preparation. Once commercial terms are agreed, the process is wholly in the hands of the legal teams and their ability to be flexible and conclusive. The preference is for this final phase to be conducted face-to-face.

Throughout all the above stages, the obligations of the Egyptian investor are carried out by a team of consultants.

Phase 2: Partners and the Egyptian Authorities

1. The MOEHSR reviews the MoU, assessing the proposed UK university ranking according to QS, THE, or ARWU global rankings; QS is the go-to ranking measure. (Note that this is not a formal part of the application guidance). These meetings typically occur once a month and the Egyptian Investor needs to make sure (through lobbying) that the file is among the first to be reviewed on the pile of items in the agenda.
2. File review (according to Law 162). This also occurs once a month, but could be expedited with the proper lobbying. There are almost always comments on the file and it would be prudent to account for a period of three months to give a chance to submit and reply to two rounds of comments.



3. The review by the MOESHR and other authorities can take up to three months but could be bundled with the file review in the point above if ready on time.
4. Presidential Decree, which can take between one and three months. It depends on the network of the Egyptian Investor and the political importance of the partnership (UK Embassy and Department for Business and Trade representation can go a long way to finalising this process).

Overall, there is no specific timeframe to account for navigating the regulatory and paperwork phase, but it is advised that the UK University and Egyptian Investor account for a total of 18 months from first contact to first student entry.

Joint/Dual/Twinning Degrees and Validation/ Franchise agreements

As described in section 2.3.2, the following law and regulations are relevant to collaborative provisions such as joint/dual/twinning degrees and validation/ franchise arrangements:

1. Law no. 101 of 1992, concerning the establishing of private universities in Egypt.
2. Law no. 82 of 2002, covering intellectual property rights which protects the foreign university IP for its curriculum and name whilst in Egypt.
3. Law no. 12 of 2009, covering the rules and regulations of all private and national non-profit universities in Egypt (where the collaborative arrangement is with a private or national university)
4. Prime Minister's resolution no. 2417 of 2021, concerning national and technological universities.

The above regulations do not directly address collaborations with foreign universities; rather they act as legal referral points depending on which type of Egyptian institution is being partnered with.

The process of creating a joint/dual degree is mainly a bilateral one between the UK and Egyptian university partners. There is no one set process for collaboration, and it is the responsibility for the Egyptian university to submit all documents (including application forms, foreign university partner profile, proposed programme information, evidence of university validation procedures and intellectual property regulations) to the MOESHR for approval. Due diligence and quality assurance

from both the UK and Egyptian partner can take up to six months, so overall, the collaborative TNE provision is expected to take a year until final approval.

For UK universities that are creating franchise or validated degrees with Egyptian institutions, the legal frameworks will depend on what type of institution in Egypt is delivering the award. Laws 101/1992 and 12/2009 are cited by local consultants as the key regulations to follow, with a modification that a franchise agreement needs to be created between the UK university and Egyptian partner prior to submitting approval documentation to the MOESHR and Supreme Council of Universities. There are similarities to the processes outlined in Law 162/2018 (which is specifically for the IBCs), in the sense that the foreign university and local partner are required to bind together in a partnership prior to application for approval. However, it is unclear from this research what the composition of the documents are for final approval.

Summary of procedures for TNE

Overall, there are some key differences between what is formally laid out in terms of procedure compared to what must be undertaken in practice. Universities are therefore impelled to rely on the advice and guidance of local Egyptian stakeholders, which could include Egyptian universities, MOHESR and Supreme Council representatives, consultants and investors.

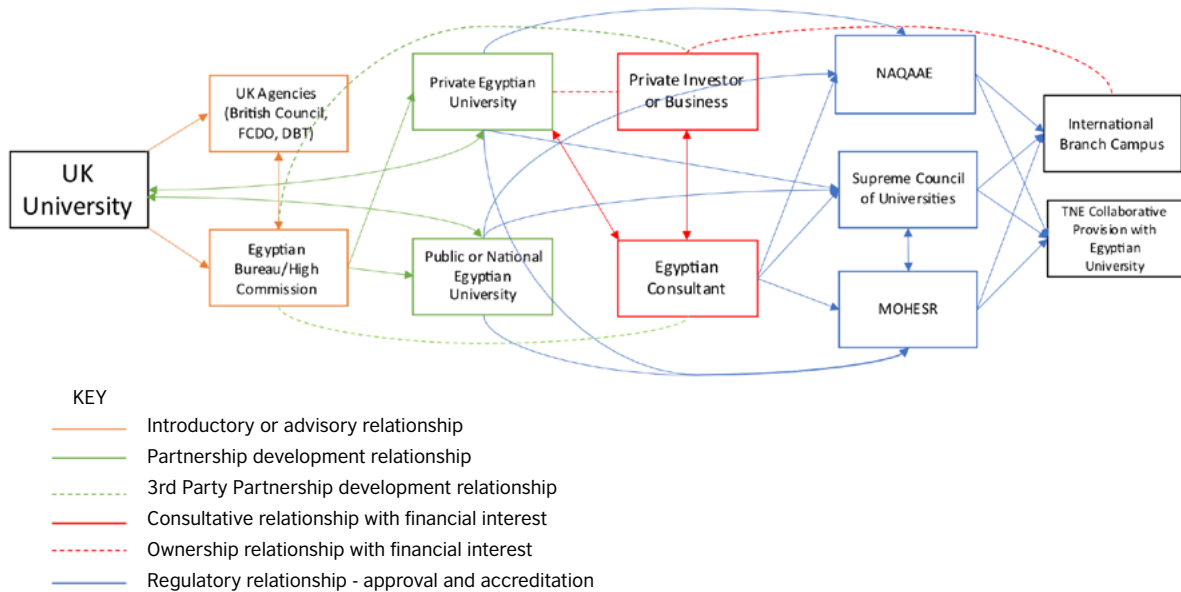
For example, there are a number of informalities or 'norms' that contextualise the successful creation of IBCs. Even if the law is clear about the application process, nowhere does it state that the preferential model is for the foreign university to partner with a local business or investor consortium to develop the IBC, nor that the building cost and future operating costs of the IBC will be absorbed by the private investor(s). Similarly, it is not clearly laid out that the foreign university will be remunerated by taking a percentage of the tuition fee income, even though all the current IBCs operate this way.

3.4 Stakeholder engagement

The final layer concerns the range of stakeholders that a UK university needs to engage with to facilitate TNE. Section 3.1.2 outlines that opening approaches could come from different sources in Egypt. Once a UK university is on the ground in Egypt and coming closer to developing TNE, there are more potential stakeholders to engage with on the final journey towards establishing a TNE partnership - whether as an IBC or another model.



Figure 10: Mapping stakeholder engagement for TNE in Egypt



Source: Produced by Times Higher Education based on stakeholder interviews

Figure 10 shows an approximation of the potential stakeholder journey that a UK university may experience whilst developing TNE in Egypt, with different relationships indicated in the process.

1. The first stage(s) involve introductory and advisory relationships, where, as already discussed, a UK university may seek support from UK agencies such as the British Council, FCDO or DBT, or from the Egyptian Bureau/High Commission in the UK. There are interconnections between these two groups, including some information sharing. They also both share a common goal of increasing UK TNE presence in Egypt. This is an informal process with no definitive regulatory requirement.
2. The second stage is the partnership development phase, involving the Egyptian universities and the UK university. As Figure 10 shows, Egyptian universities and UK universities may seek each other out and bypass the first stage and move straight to partnership development.
3. In the third stage, it is possible for the UK and Egyptian universities to develop their collaborative provision and go straight into the regulatory, approval and accreditation stages.

4. Private universities may be linked to consultants or investors that constitute a fourth stage of engagement. In this stage, defined regulatory procedures need to be followed, but as noted in section 3.1.2, those procedures, including submission of application forms and documents, are handled by Egyptian stakeholders.

The fourth stage involves the interest of private investors and businesses who either own the private Egyptian university, or own the land and resources required to develop an IBC. Examples include the El Sewedy Education group that run The Knowledge Hub (which hosts Coventry University's IBC), and the Azazy Group that owns Future University in Egypt which has several TNE collaborations with foreign universities. The Azazy Group also owns and runs a number of private institutes, colleges and schools in Egypt. 18

Private businesses with an interest in higher education work closely with local Egyptian



consultants. Consultants support in the production of business plans, feasibility studies (required for submission to the MOHESR for IBCs), market research as well as operational management of the partnerships, communications and submission of formal documents. Consultants act as a conduit between the investors and the universities and are seen as crucial in expediting the TNE partnership development process and were instrumental in the creation of the main IBC hubs that currently host UK universities.

Whilst the investors and consultants are typically engaged after a UK university has been connected with private Egyptian universities, for IBCs, investor groups have directly approached UK universities and can cut out the initial stage involving government agencies. Similarly, Egyptian government agencies can put UK universities straight in touch with either investors or consultants, and by-pass local universities.

5. The final stage - which all parties involved in the final creation of TNE must go through - involves attaining approval from MOHESR and the Supreme Council, and where necessary accreditation from NAQAAE. NAQAAE will be involved if the Egyptian institution is new and requires accreditation to deliver higher education.

As described above in stage 2, it is usually the Egyptian partner that undertakes this process. For TNE collaboration with a public Egyptian university, this will normally be the university itself, and for private universities or IBCs, it could be a consultant. The time this stage takes can vary, but where a consultant/investor can lobby effectively, it can take as little as three months.

From stakeholder feedback there are no definitive guidelines on who should be responsible for the process, but there are guidelines for prospective IBCs on what needs to be submitted; it includes evidence of accreditation and the meeting of quality standards in the home country; a detailed study of the IBC location, its implementation process, and building and operational costs; an economic feasibility study; evidence of funds; internal regulations and institutional structure; and other rules and regulations related to the academic operations.

There are no equivalent publicly available guidelines for other forms of TNE collaborative provision; programme approval and accreditation processes are handled case by case, though as section 3.1.2 demonstrates there are some laws that need to be referred to.

The overall stakeholder engagement process can be complicated, and with a lack of transparency on some of the rules and regulations. The key for a UK university is to get advice in the initial stages, and to anticipate the role of investors and consultants if either undertaking TNE with a private university, or if seeking to develop an IBC. It should, however, be noted, that the government owns land around the country that could in the future be allocated to IBC development. In this scenario, the local partner for a UK university developing an IBC would be MOHESR rather than a private investor. The National and Technological Universities Authority is the primary body that will provide land and buildings for IBC development.

PARTNERSHIP OPPORTUNITIES

4

Despite the potential complexity of developing TNE in Egypt, the research for this project reveals that there are many opportunities for further TNE engagement, for both IBCs and other forms of TNE collaboration. This section refers to potential opportunities by type of institution in Egypt, outlining which models are preferable to them.

4.1 Partnerships with Public Universities

Public universities vary in quality in Egypt, but the most prestigious ones see themselves as education leaders of the region and are keen to develop partnerships with high-ranked UK universities. Public universities engaged in this project have existing joint or dual degree awards and are keen to develop more. Stakeholder interviews point to sustainability-themed collaborations as a potential area of interest; Alexandria University, for example, is keen to improve their ranking in this field, and believe this can be achieved through greater collaboration with UK universities.

It should be noted that research-intensive public universities are seeking not just TNE (mainly in the form of joint/dual degrees), but also interested in research collaborations, staff exchange, student exchange, faculty training and other forms of ongoing mutual collaborative work, to deepen the relationship between their universities and the UK.

4.2 Partnerships with National Universities

National universities are relatively new to the Egyptian higher education eco-system, but as they generate income through fees, they have allocated resources to be channelled into partnership development. Like the older public institutions, they are interested in developing partnerships with high-ranking universities, but are more prosaic about this and prioritise partnerships that will a) enhance their curriculum and b) provide potential progression opportunities for their students.

Alamein International University, for example, has developed a 2+2 partnerships with North American universities in engineering, and has also partnered with Coursera. They are using these partnerships to attract more international students. The university has several senior faculty members that are alumni of North American universities. These

interpersonal links are being leveraged to explore TNE and research collaboration opportunities.

The UK sector has great potential to develop TNE with national universities, and to co-develop unique TNE collaborations that can facilitate Egyptian student progression to the UK for part of their undergraduate degree (or for postgraduate degrees after graduation). UK universities that specialise in digital and technological subjects that can directly address Egypt's Vision 2030 plan will have the most chance of success, as these areas are high on National Universities' agendas. One potential barrier may be a preference to prioritise potential partner universities ranked in the global top 300.

Overall, partnership opportunities include joint or dual degrees that include international mobility, such as 2+1/2 programmes. National universities may also be able to host IBCs as the MOESHR offers greenfield and brownfield investment opportunities; thus, IBCs could potentially be constructed on land allocated to national universities.

4.3 Partnerships with Technological Universities

As with national universities, technological universities are relatively new to Egypt, with the first cohort of graduates expected in 2023. Technological universities currently have limited engagement with foreign universities, though they are keen to increase their partnerships. As they deal specifically with TVET-related programmes, UK universities with a similar focus, history and areas of experience may find TNE opportunities with Egyptian technological universities.

However, the route to TNE has not been easy so far. New Cairo Technological University reported that they had spent over two years engaging with a UK university, to even get to the initial visit stage. This is significantly longer than for other types of Egyptian universities. They also reported that they had less resources to fund the partnership development process, lacking the revenue-raising potential of national or private universities, or the greater state funding of public universities. They are trying to find additional resources to stimulate TNE.



For UK universities interested in partnering with technological universities, offering funding for the partnership development process will expediate the process. However, overall, TNE in technological universities appears to present the least potential out of the different types of universities.

4.4 Partnerships with Private Universities

The majority of the UK's current TNE partnerships in Egypt are with private universities. In general, private universities are keen to internationalise, and are active in engaging universities from multiple countries, with German and American universities especially agile in forming concrete partnerships. Nonetheless, private universities are very keen to increase TNE with the UK sector. The British University of Egypt, which offers validated degrees from London South Bank University and Queen Margaret University, is also a private university.

Future University in Cairo (FUC) is notable in not having any TNE partnerships with UK universities, though it has enduring TNE relationships with universities in the US, Germany and Ireland. One of the challenges that they highlighted was the curriculum mapping process to create joint and dual degrees.

FUC is owned by an investor group, who also own Malvern College in Egypt, and are actively seeking to create partnerships with UK universities to develop an IBC. FUC pointed out that the 'supply' chain of students from the investor group's education eco-system is approximately 23,000 students, which could provide potential students for this potential IBC as well as TNE programmes at FUC.

Overall private universities represent a strong opportunity to expand UK TNE. However outside of those private universities that already have TNE engagements with the UK sector, there seems to be lack of understanding of which models would suit them best. Furthermore, owners of private universities may prefer to steer potential foreign university partners towards IBCs rather than other forms of TNE if the opportunity arises. Compared to other types of Egyptian HEI, private universities generally appear to rely more on consultants to navigate partnership building with foreign universities.

4.5 International Branch Campuses

As outlined in sections 2.3 and 3.1.3, one of the most compelling opportunities for UK universities is to develop international branch campuses in Egypt. Whilst a UK university is free to explore the

opportunity itself, and make an application independently to MOHESR, the examples of IBC development so far suggest that the preferred method is for a UK university to partner with a private investor that will finance the building of the IBC and its operating costs. All existing IBCs have been developed this way, though it may be possible to partner directly with MOHESR in land owned by the government in the near future.

Overall MOHESR and several Egyptian investors/businesses are keen to continue to expand the country's IBCs and show preference towards UK institutions. Interviews undertaken in Egypt with consultants revealed that universities in the top 300 of global university rankings will be given priority, but there are no official guidelines on this.

The University of Hertfordshire (UH)'s IBC, hosted at the Global Foundation, offers an example of the operating model for UK IBCs in Egypt. The campus is owned and run by the Global Foundation, including the marketing of the programmes and the recruitment of the students. UH provides the academic provision and guarantees of meeting the quality standards expected by both the home campus in the UK, and the requirements of the Supreme Council and NAQAAE in Egypt. UH did not have to cover up-front costs to develop the campus, and is in a tuition-fee revenue sharing agreement with the Global Foundation. It is expected that all IBCs in Egypt will operate this way – although this is not made explicit in any public regulations.

Whilst IBC expansion is a priority for MOHESR, UK universities attempting to set up IBCs will confront the layers of engagement as described in Figure 9, and will almost certainly need to work with a local consultant to support the management of the partnership and engagement with the investors and regulatory bodies. The informal model of IBC development, with the construction and operational costs being financed by the investors is considered to minimize the costs of market entry for the UK university. However, as will be shown in Section 5, one of the downsides of this is that UK universities become reliant on the information provided by consultants and investors.

Finally, due to devaluation of the Egyptian pound and scarcity of foreign currency, charging fees in local currency is more attractive for potential students. This can mean a lower-than expected return for the UK university. However, so far, recruitment levels remain buoyant, and the challenging economic environment may witness more students staying back in Egypt and studying at IBCs rather than studying abroad.

5.1 Egyptian stakeholders: universities, policymakers, investors and consultants

Egyptian Universities

Egyptian university stakeholders noted that the benefits of UK TNE partnerships included supporting their institutions' internationalisation objectives, increasing the impact of their institutions' research publications; and supporting their students to get a connection with international society. Even where students were unable to travel to the UK to study, the opportunity to do a joint or dual degree can provide a sense of exposure to quality education from the UK.

Overall, public and private universities were interested in developing more collaborative TNE provision in UK universities, specifically joint or dual degrees, and models which would allow more staff mobility and staff training. Leaders of private universities are also interested in joint degrees, as well as international branch campuses (as those private universities are owned by investors who want to find UK partners to develop IBCs).

National universities were the group that were keenest to develop forms of TNE that involve student mobility, such as the 2+1/2 model for undergraduates. Along with leading public institutions, they showed the most readiness for approaching partnership with UK universities, with dedicated staff teams to undertake the partnership creation process.

Technological university leaders are currently finding it difficult to create international partnerships; and there is no real clarity around what model of TNE is preferred by this group.

Some Egyptian university stakeholders expressed frustration at the speed at which it took to move from a MoU to developing a joint or dual degree. Some also felt that not enough was done to support the auxiliary elements of the partnership, such as staff exchange or training. Egyptian institutions want TNE to be more than just an agreement to deliver a UK degree; but want staff and students to enjoy more of the benefits of being exposed to UK higher education expertise.

None of the Egyptian university leaders expressed any frustration about the operating environment and regulatory obligations for TNE; in fact, apart from technological universities, there was a general 'can-do' attitude and belief that the MOEHSR and other related agencies such as the Supreme Council of Universities were providing good conditions for international partnership creation.

Egyptian Policymakers

Egyptian policymakers focus on the larger strategic picture when it comes to TNE. It is seen to serve the broader aims of Vision 2030 and they continually re-affirmed the future opportunities for TNE in Egypt, with both a strong domestic market for recruitment and ongoing potential as an education hub to attract students from the Middle East, North Africa, and Sub-Saharan Africa. One potential hurdle is that there is an increasing demand from the Egyptian side to only interact with top 300 universities.

Egyptian policymakers are also keen to ensure that Egyptian students are exposed to the richness of foreign university expertise in soft skills and employability. They are supporting the development of entrepreneurial hubs at prestigious public universities and believe that TNE will further support the goal of creating a modern, global, highly trained workforce. Developing IBCs has been a clear priority for the Egyptian government since 2018, and policymakers are keen to find ways of enticing UK universities to come to Egypt. It should be noted that they are also unsure why there has not been more interest, as they believe they have delivered an overall attractive environment.

Investor groups that have developed or are waiting to develop IBCs were most keen on engaging UK universities, particular those that were in the global top 300. Some of the investor groups also finance private universities, and own private schools at K-12 level. As such they are confident that they can provide a pipeline of students, and feel that as they are taking on the burden of building the IBC and financing its operational costs, there should be more interest from UK universities. Policymakers believe that the most efficient approach for UK universities is to directly partner with consultants and investors.



Many universities in Egypt have local private consultants that support their internationalisation and development. These local private consultants often have a broader view of the national, regional and global opportunities in higher education, are connected to stakeholders in government and policy, and act as a conduit towards the major private investor groups that finance private universities and IBC development. To an extent, working with local consultants may provide a shortcut to ensuring faster decision-making on the Egyptian side, as well as being able to convey the interests and requirements of prospective university partners and private investors.

UK universities appear to accept this reality, though are not always happy with the arrangement. It was noted that the 'price' of getting things done more efficiently is to be marginalised from the inner operations of the project and to not really understand the true interests of the stakeholders involved. There were occasions where the UK partner felt that processes were happening too quickly, and were keen to ensure that partnership development occurred at a pace that suited them.

Egyptian students

Prospective undergraduate and postgraduate students that engaged in the online community felt that studying for a validated UK degree in Egypt would have more advantages than disadvantages. In terms of advantages, students agreed that the international strength and weight of a UK degree was significant when it came to career prospects. They felt it would also demonstrate English proficiency and linguistic skills, and that the structure of UK degrees, more so than local degrees, aids students with preparedness for the 'real world'. The largest noted disadvantage to studying for a validated UK degree is the cost of tuition. Many consider this out of their price-range. Others also point to potential for alienation due to culture differences.

Egyptian students at the UK international branch campus overwhelmingly believed that the UK degree would have several benefits for them, the most important being the belief that they would be able to obtain better jobs and salary compared to if they had gone to a local university. One thing to note was that many of the students had already been exposed to the UK system of education having studied at either British schools in Egypt, or undertaken IGCSE exams at their school. This familiarity with the UK education system was

something repeated by most participants as being a major driver of their decision to study at a UK institution.

Another factor in choosing an IBC rather than travelling abroad for study was that their parents were uncomfortable with them living abroad at this stage of their lives. Several expressed interest in following on their undergraduate studies with a master's degree in the UK, when there would be more parental confidence in them living abroad (as well as noting that this would only be for one year, rather than three). Thus, using a degree from an IBC as a pathway for future postgraduate study abroad was a motivating reason for some students, and the academic knowledge they were receiving was seen to prepare them for this potential future study abroad, familiarising them with the learning styles and pedagogy of the UK system. However, although many expressed a desire to study abroad at some point, almost all wanted to eventually return and work in Egypt.

In terms of the academic experience, students noted that they preferred the modular structure of UK degrees, with less reliance on memorization and testing. They felt the learning style in Egyptian universities was too rigid and placed too much emphasis on theoretical knowledge. They also appreciated that the IBC provided summer internships in companies for some courses, and visits to industry were integrated as a part of their degree programmes.

In terms of the non-academic experience, students at the international branch campus felt there could be more extra-curricular activities. The IBC is located in the New Administrative Capital, which is still being built, and over an hour's drive from central Cairo. As such, the location was not the most attractive aspect of the IBC, though the campus itself, its design and facilities are modern and enjoyed by the students.

A final, important aspect to the experience of Egyptian students at the IBC was a sense of connection with UK students, or indeed students in other countries also studying for a UK award, or at a UK IBC. This transnational communality contributed to their sense of being a global citizen interconnected with the rest of the world, even if they were still studying in Egypt and living at home. There was also a sense of connection to the IBC's home campus in the UK, and a desire from some to visit the home campus as a part of their study programme.



5.2 UK stakeholders: universities and policymakers

UK universities

UK universities, based on feedback with UK universities with TNE in Egypt and an on-site visit to the University of Hertfordshire's IBC in the New Administrative Capital, expressed that TNE development requires activities that take time. Stakeholders must undertake visits, due diligence, curriculum development and quality assurance and conduct financial feasibility studies as well as needing to secure more internal 'buy-in' from senior leaders and staff if committing to highly public ventures such as IBCs. It was noted consistently that the case of the University of Liverpool withdrawing from setting up an IBC continues to be the benchmark of partnerships going wrong.

Overall, the universities that already have TNE engagements in Egypt are happy with relationships, and have little incentive to modify current operations, as things are seen to run smoothly. Universities that are seeking new partnerships with Egypt are focused on market research and understanding the longer-term recruitment opportunities into IBCs. There is caution towards IBCs, despite the fact that - unlike in some other countries - UK universities will not have to provide up-front financial investment to develop an IBC.

Regarding dual and joint/degrees, the most concern expressed related to how long approval for programmes will take. Whilst some universities had experienced a relatively quick turnaround, others had to wait a long time for approval, to the extent that they felt the partnership with the Egyptian university lost momentum. UK stakeholders expressed the belief that knowing the right people at the Ministry of Education or Supreme Council for Universities could make a difference in the getting approval. This has had the long-term effect, for one UK university, to prioritise finding partnerships with Egyptian universities that are well-connected to the ministerial decision-makers. The issue for UK universities was that they relied on the Egyptian partner to get approval for the courses.

Regarding IBCs, the separation of business and academic activity in the development and running of the IBC has a two-sided implication. On the one hand, it can be a relief not to deal directly with Egyptian education regulatory officials, but at the same time this can be the source of some alienation in the process and leave the UK stakeholder no closer to fully understanding the operational

workings of the Egyptian regulatory environment. Ultimately, this was considered as neither an advantage nor disadvantage by UK stakeholders - but rather something that should simply be accepted as the way of working in Egypt for IBC development.

In addition, it was noted that, to be successful in the Egyptian TNE space, UK universities needed to show agility in partnership development. One UK university mentioned that they had to transform aspects of their own quality assurance regime and create a separate quality assurance pathway to deal specifically with developing TNE in Egypt. The universities that showed this kind of agility were seen to benefit more from the advantages of TNE in Egypt. This is not only confined to UK universities; The Knowledge Hub, which hosts Coventry University's IBC, was created to host five or six universities but currently has just two foreign universities present. Finnish and Australian universities pulled out of the process because of a lack of agility on both sides: from the Egyptian side, an over-zealousness of rankings criteria (which interviewees noted has been inconsistently applied in any case), and from the foreign universities, a lack of agility in adapting to the Egyptian operational environment.

UK policymakers

UK education bodies and government representatives, including UUKi, the British Council, the Foreign, Commonwealth and Development Office and the Department of Business and Trade, felt that the most important aspect was getting to know the right intermediaries, consultants or other figures that would facilitate partnership development and increase the UK presence and influence in Egypt. Although these bodies can create introductions and even support initial development, the operational and practical aspect of IBC development has so far been made possible through the local consultants that represented and worked for investor groups. UK policymakers also felt that there needed to be a greater adjustment of expectations between UK and Egyptian universities (or investors in the case of IBCs), including creation of realistic partnership development timelines.

UK policymakers did not divulge any specific preferences about the models of TNE, but simply saw their role in conveying the policy environment in Egypt. As the Egyptian government is prioritising IBCs, the most 'activity' and discussion on UK-Egypt TNE also reflects this priority. As section 3.1.2 demonstrates, developing joint/dual degrees in Egypt is not something that necessarily requires



the support of UK government agencies, whereas IBC applications are more likely to require their intervention and support (particularly through lobbying for files to be reviewed).

CONCLUDING COMMENTS

6

Egypt has a growing, youthful population, and a government that through its 2030 vision has made explicit overtures to increase domestic higher education capacity to meet future demand. It has signalled its intention to improve the overall quality of higher education in Egypt and internationalise the sector and align with the best of international standards. The broader vision is to ensure opportunities for all Egyptian to access higher education, and even turn Egypt into a hub for international education, drawing on recruitment opportunities in the wider sub-Saharan and Middle Eastern regions.

The strategy to achieve this has been twofold; first, introducing new categories of domestic universities, such as the 'national' and 'technological' universities, and second, to engage and encourage foreign universities to set up TNE in Egypt, with a preference for IBCs.

The regulatory environment for foreign universities in Egypt is based on a number of legal instruments dating back to 1992, with Law 162 of 2018 being the most significant recent one and aimed at encouraging IBCs. Since 2018, seven foreign universities have set up IBCs, all in Greater Cairo, and research with senior stakeholders from Egypt for this project shows a desire to increase this number. As such, the majority of Egyptian government effort in the last four years has been dedicated to raising foreign university interest to set up IBCs. Other forms of TNE, such as joint/dual degrees, or validation/franchise models continue to operate in Egypt, but have not received distinct legislative or regulatory attention in the last few years.

The overall environment for UK TNE is welcoming (as evidenced by the constant growth in enrolments in the last three years), and there is a general sense of goodwill towards the British higher education system, and respect for its universities, standards of curriculum and assessment, and even the broader culture. This provides the UK an optimal position to take advantage of an operating environment for TNE which - at least at the surface level - is positive and encouraging for foreign universities. Nevertheless, the one area that the Egyptian government would like to see more activity on - international branch campuses - has

not progressed as quickly as they would have liked.

Furthermore, there are some complexities to the actual operational processes in setting up TNE (across all models), that may benefit from local knowledge and navigation. For example, whilst there are no explicit rules that IBCs need to be created in partnership with local private investors, or that local consultants should be engaged in expediting the due diligence and approval processes, in practice all the post-2018 IBCs have been undertaken in this manner. This report has mapped out what the process looks like in practice, identifying the broad timeline for an IBC approval process, and which stakeholders need to be engaged at what point in that process to result in a successful outcome.

Whilst the IBC model tends to attract the most headlines, other forms of TNE development, particularly the joint/dual degree model, remain of real interest for Egyptian universities. Collaborative provision with the UK sector can expose domestic faculty to the expertise of UK teaching and research, providing an overall uplift in the quality of education in the long run. However, the regulations concerning joint/dual degree development remain relatively under-developed compared to the recent IBC regulations. In addition, the cost of developing collaborative provision with foreign universities may be prohibitive for some Egyptian universities, particularly Technological Universities.

Overall, there are potentially great opportunities to develop UK TNE in Egypt; there is a supportive government with an internationalisation agenda, an enthusiastic domestic higher education sector that is eager to develop foreign university partnerships, and a tranche of local students who have the affordability to pay for TNE. However, clearer regulations for non-IBC forms of TNE, as well as more information on localised process of partnership creation, development and approvals may provide greater clarity and encouragement for UK universities in setting up new TNE provision.



Annex A: UK TNE in Egypt (including International Branch Campuses)

UK University	Partner organisation	Partnership Type	Tuition Fees (per academia year unless otherwise specified)	Level of study	Tuition Fee
University of East London	Ain Shams University	Validation	USD 5,000	UG	BSc (Hons) Environmental Architecture and Urbanism BEng (Hons) Building Engineering BSc (Hons) Computer Engineering and Software System BEng (Hons) Communication Systems Engineering BEng (Hons) Energy and Renewable Energy Engineering BEng (Hons) Manufacturing Engineering BEng (Hons) Mechatronics and Automation Engineering BSc (Hons) Digital Multimedia BSc (Hons) Software Engineering BSc (Hons) Artificial Intelligence BSc (Hons) Bioinformatics Technology BSc (Hons) Cyber Security BSc (Hons) Materials Engineering program with foundation year (subject to validation) BSc (Hons) Landscape Architecture with foundation year (subject to validation) BSc (Hons) Housing Architecture & Urban Development with foundation year (subject to validation) BEng (Hons) Civil Infrastructure Engineering Program with foundation year (subject to validation)
University of Southampton	Alexandria University	Partnership			Medicine
Heriot-Watt University	American University in Cairo	Approved Learning Partners	On-campus course: USD550 (materials and online access) + EGP 9,700 (tuition fees) + GBP 160 (exam fees)	PG	MBA, Business.
Cardiff Metropolitan University	Cardiff Metropolitan University	Validation / Dual Degree		UG, PG	BA (Hons) Accounting and Finance (Validated) (Closing), BA (Hons) Marketing (Validated) (Closing), BSc (Hons) Accounting (Validated) (Closing), BSc (Hons) Architecture (Validated), BSc (Hons) Finance (Validated) (Closing), BSc (Hons) Marketing Management (Validated) (Closing), BSc (Hons) Media Management (Validated) (Closing), MArch Architecture (Validated), Master of Business Administration (Franchised)
Coventry University	Arab Academy for Science, Technology and Maritime Transport	Validation		UG	BA Business and Accounting, BA Business and Marketing Management, BA Finance and Business
London School of Economics and Political Science	Arab Academy for Science, Technology and Maritime Transport	Dual Degree			
University of Central Lancashire (UCLan)	Arab Academy for Science, Technology and Maritime Transport	Articulation			

6. Concluding Comments

Annex A: UK TNE in Egypt (including International Branch Campuses)



UK University	Partner organisation	Partnership Type	Tuition Fees (per academia year unless otherwise specified)	Level of study	Tuition Fee
University of Huddersfield	Arab Academy for Science, Technology and Maritime Transport	Dual Degree	Articulation	UG, PG	PHD, top-up bachelors and masters
University of Hull	Arab Academy for Science, Technology and Maritime Transport	Dual Degree			
University of Northampton	Arab Academy for Science, Technology and Maritime Transport	Dual Degree		UG	Engineering (five-year duration, dual phase is final three years): BSc (Hons) Computer Engineering, BSc (Hons) Electrical & Control Engineering, BSc (Hons) Electrical Energy Engineering, BSc (Hons) Electronics & Communications Engineering, BSc (Hons) Mechanical Engineering 2. Computing (four-year duration, dual phase is final three years): BSc (Hons) Information Systems, BSc (Hons) Computer Science, BSc (Hons) Software Engineering BSc (Hons) Multimedia & Computer Graphics 3. BBA Business Information Systems
University of Plymouth	Arab Academy for Science, Technology and Maritime Transport	Dual Degree			
Queen Margaret University, Edinburgh	British University in Egypt	Joint degree	EGP 48,000 to 200,000 GBP 3,200 to 12,800	UG	BSc (Hons) Nursing
London South Bank University	British University in Egypt	Validation / Dual Degree	EGP 48,000 to 200,000 GBP 3,200 to 12,800	UG, PG	BEng (Hons) Chemical Engineering BEng (Hons) Petroleum Engineering and Gas Technology BEng (Hons) Construction Engineering and Management BEng (Hons) Civil Engineering BEng (Hons) Electrical and Communications Engineering BSc (Hons) Architectural Engineering BA (Hons) Business Administration BSc (Hons) Political Science BSc (Hons) Economics BA (Hons) English Language and Literature BA (Hons) Anglo Egyptian Law BA (Hons) Psychology BA (Hons) Communication and Mass Media BEng (Hons) Mechanical Engineering BEng (Hons) Computer Systems Engineering MSc Renewable Energy Technology PT MSc Renewable Energy PT MSc Advanced Materials Technology PT MSc Advanced Materials Science PT MSc Web Science PT MSc Sustainable Engineering Design and Construction PT MTech Sustainable Engineering Design and Construction PT
Aston University	Cairo University	MOU			Aston Medical School



6. Concluding Comments

Annex A: UK TNE in Egypt (including International Branch Campuses)

UK University	Partner organisation	Partnership Type	Tuition Fees (per academia year unless otherwise specified)	Level of study	Tuition Fee
University of Central Lancashire (UCLan)	European Universities in Egypt (EUE)	Franchised	GBP 10,500	UG	Computer Aided Engineering, BEng (Hons), Mechatronics and Intelligent Machines, BEng (Hons), Mechanical Engineering, BEng (Hons), Motorsports Engineering, BEng (Hons)
University of Central Lancashire (UCLan)	Future University in Egypt	Collaborative partnership			
Royal Veterinary College, University of London	Mansoura University	Partnership		UG	International bachelor's degree, Veterinary Medicine
The University of Wales	Modern University for Technology and Information (MTI)			UG	BSc Architectural Engineering, BSc Business, BSc Business (Accounting), BSc Business (Economics), BSc Business (Financial Institutions), BSc Business (Information Systems), BSc Business (Management), BSc Business (Marketing), BSc Civil Engineering (Construction Project Management), BSc Civil Engineering (Construction), BSc Computing, BSc Computing (Computer Information Systems), BSc Computing (Computer Science), BSc Electrical and Computer Engineering, BSc Electrical Engineering (Bio-Electronics), BSc Electrical Engineering (Communication), BSc Electrical Engineering (Control), BSc Engineering, BSc Mass Communication, BSc Mass Communication (Journalism), BSc Mass Communication (Public Relations and Advertising), BSc Mass Communication (Television and Broadcasting), BSc Mechanical Engineering (Mechatronics), BSc Mechanical Engineering (Production).
King's College London	New Giza University (NGU)	Collaborative partnership			BSc Economics
University College London	New Giza University (NGU)	Collaborative partnership			Architectural engineering Computers, Communications and Autonomous Systems
Bedfordshire University	October University for Modern Sciences and Arts (MSA)	Validation	EGP 48,130 to 200,200	UG	Creative Arts, Technologies and Science, Education, English and Sport, Bedfordshire Business School
Greenwich University	October University for Modern Sciences and Arts (MSA)	Validation	EGP 48,130 to 200,200	UG	Engineering: BSc (Hons) Electrical Communications and Electronics Engineering, BSc (Hons) Mechatronics Systems Engineering, BSc (Hons) Industrial Systems Engineering, BSc (Hons) Computer Systems Engineering, BSc Architectural Systems Engineering Computing and Mathematical Sciences: BSc (Hons) Computer Sciences, BSc (Hons) Computer Science (Software Engineering) Business: BA (Hons) Accounting, BA (Hons) Economics, BA (Hons) Marketing and International Business, BA (Hons) Management Information Systems Sciences: BSc (Hons) Pharmaceutical Sciences, BSc (Hons) Biotechnological Science
Aston University	Pharos University in Alexandria	Unspecified			Pharmacy, Optometry

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Annex A: UK TNE in Egypt (including International Branch Campuses)



UK University	Partner organisation	Partnership Type	Tuition Fees (per academia year unless otherwise specified)	Level of study	Tuition Fee
The Open University	The Arab Open University	Validated	Credit Hour is EGP 780	UG, PG	BA (Hons) Business Administration- (Conferments only) BA (Hons) Business Studies (7 tracks) BA (Hons) English Language and Literature BA (Hons) English Language and Literature with Translation BA (Hons) English Language and Literature with Business Studies- (Conferments only) BSc (Hons) in Information Technology and Computing (8 tracks) BSc (Hons) Information Technology and Computing (Conferments Only) BSc (Hons) Cyber Security BSc (Hons) Data Science BSc (Hons) Artificial Intelligence MA English Literature MA Teaching English as a Foreign Language MBA Business Administration with pathways in Finance & HR Management MEd Instructional Technology MSc Computing (Cyber Security and Forensics) & PGDip Computing Cyber Security & Forensics MSc Software Development (Conferments only)
Hertfordshire University	The Global Academic Foundation		EGP 170,000 to 260,000 GBP 13,500	UG, PG	Accounting & Finance, Advertising & Digital Marketing, Computer Science, Mechanical Engineering & Mechatronics, Civil Engineering, Business Administration, Digital Media Design and Interior Architecture & Design. Mass Communications, IT Management for Business, Pharmaceutical Science, Physiotherapy. Masters Pharmacy
Coventry University	The Knowledge Hub	Branch / Hub Model	From EGP 63,919 + GBP 2,131 to EGP 89,049 + GBP 2,968 per semester	UG	Accounting & Finance, Computer Science, Computing, Mechanical Engineering, Civil Engineering, Business Administration, Marketing, Administration, Human Resource Management, Digital Media and Interior Architecture & Design programmes. Electrical & Electronic Engineering, Ethical Hacking & Cyber Security, Graphic Design, Psychology, Sport & Exercise Technology
Royal College of Surgeons	Misr University for Science and Technology				



Annex B: Rest of the World TNE in Egypt

Universities	Country	Partners	Type of Partnership	Tuition fees (per academic year unless otherwise stated)	Level	Subject
Ocean County College		Ahram Canadian University				
Jean Moulin Lyon 3 University	France	Ain Shams University (ASU)	Dual Degree		UG, PG	Law, economics, political science, commerce, management, engineering, architecture and languages
University of Poitiers	France	Ain Shams University (ASU)	Dual Degree		UG, PG	Law, economics, political science, commerce, management, engineering, architecture and languages
University of Poitiers	Germany	Ain Shams University (ASU)	Dual Degree	USD 5,000	UG	Materials Engineering
Leipzig University	Germany	Ain Shams University (ASU)	Double master's degree		PG	Philology -Fachübersetzen Deutsch-Arabisch, Deutsch als Fremdsprache im arabisch-deutschen Kontext
Philipps University of Marburg	Germany	Ain Shams University (ASU)				
Technical University of Berlin	Germany	Ain Shams University (ASU)				
Università Mediterranea di Reggio Calabria	Germany	Ain Shams University (ASU)	Dual Degree	USD 5,000		Landscape Architecture
Ocean County College	USA	Ain Shams University (ASU)				Triple-degree program
University of Louisville	USA	Ain Shams University (ASU)			PhD	PhD Partnership
Jean Moulin 3 University Lyon	France	Al Alamein International University (AIU)	Dual Degree		UG	Advertising and Communications
University of Alabama	USA	Al Alamein International University (AIU)	Dual Degree (online)		PG	M.Eng Engineering
University of Louisville	USA	Al Alamein International University (AIU)	Dual Degree	USD 56,312	UG	2 + 2 programme: BSc Bioengineering, BSc computer Science Engineering
West Virginia University	USA	Al Alamein International University (AIU)	Dual Degree		UG	2 + 2 or 3 + 1 programme: Cyber Security, Business, PharmD, Arts and Design
University of Poitiers	France	Alexandria University				
Brandenburg University of Technology Cottbus-Senftenberg	Germany	Alexandria University	Joint Degree	EUR 1,500	PG	Master of Science Urban Design - Revitalisation of Historic City Districts.
Moi University	Kensya`	Alexandria University	Partnership			Teaching and research
Virginia Tech	USA	Alexandria University	Partnership			Engineering
University of Louisville	USA	Alexandria University	Dual Degree			Bioengineering, Computer Engineering and Computer Science
Heilbronn University of Applied Sciences	Germany	American University Cairo	International academic partner			
Politecnico di Milano		American University Cairo	Dual Degree			M.Sc. Sustainable Development

6. Concluding Comments

Annex B: Rest of the World TNE in Egypt



Universities	Country	Partners	Type of Partnership	Tuition fees (per academic year unless otherwise stated)	Level	Subject
Aristotle University of Thessaloniki	Greece	Arab Academy for Science and Technology and Maritime Transport	MOU			Research collaborations, teaching activities and give lectures
University of Rennes	France	Arab Academy for Science, Technology and Maritime Transport	Dual Degree			
University of Maribor	Slovenia	Arab Academy for Science, Technology and Maritime Transport	Erasmus +staff			Staff Mobility
Universidad Autonoma de Barce-lona	Spain	Arab Academy for Science, Technology and Maritime Transport	Dual Degree			
University of Montpellier	France	Assiut University	Cooperation agreement		PG	Sciences
Sumatera Urana University	Indone-sia	Assiut University	Scientific collaboration pro-tocol			Arts
Nagoya University	Japan	Assiut University			PG	Science
University of Osaka	Japan	Assiut University	Cooperation agreement		PG	Scientific and industrial research
Korea Uiversity of Technology and Education	Korea	Assiut University				Research and training in engi-neering
University of Dagestan	Russia	Assiut University				Arabic teaching, arts
University of Pyatigorsk	Russia	Assiut University	Mutual program		UG	BA in Arabic language and litera-ture
Vanvitelli University	Italy	Badr University in Cairo				
Virginia Commonwealth University	USA	Badr University in Cairo				
Paris 1 Panthéon-Sorbonne University	France	Cairo University			UG, PG	Through the Institute of Interna-tional Business Law (IDAI): Law, Business Law, International and European Business Law. Also, economics and science
Brandenburg University of Tech-nology Cottbus-Senftenberg	Germany	Cairo University	Joint Degree	EUR 1,500	PG	Master of Science Urban Design - Revitalisation of Historic City Districts.
International Medical College, Duisburg-Essen University	Germany	Cairo University			PG	Joint Degree Master Programs: Aesthetic Dentistry (M.Sc.) and Periodontology (M.Sc.)
Technical University of Berlin	Germany	Cairo University				
The University of Naples Federico II	Italy	Cairo University				Cultural and scientific coopera-tion agreements
University Malaysia	Malaysia	Cairo University	MOU			
University of Louisville	USA	Cairo University			PG	PhD Partnership
Philipps University of Marburg	Germany	Cairo University, and Faculty for Political and Economic Sciences (FEPS)	International cooperation agreement			



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Annex B: Rest of the World TNE in Egypt

Universities	Country	Partners	Type of Partnership	Tuition fees (per academic year unless otherwise stated)	Level	Subject
Technical University of Berlin	Germany	Campus of TUB in El Gouna				
International Telematic University UNINETTUNO	Italy	Egyptian E-Learning University	MOU		UG, PG	Implementation of Joint Degree Courses at a Distance, Master at a Distance, Continuing Education Courses, Vocational and Professional Training courses Subjects and topics related with Human Resource Development
Clausthal University Germany	Germany	Egyptian Petroleum Research Institute				
University College Cork	Ireland	Future University in Egypt	Validated		UG	BSc Pharmacy, Clinical Pharmacy and Pharmacy Practice
Università Kore di Enna	Italy	Future University in Egypt	Certification		UG	Engineering, Technology and Civil Engineering and Architecture; Mathematics and computer science. Physical, Chemical, Earth, Biological, Medical, Agricultural and veterinary sciences. Ancient, philological-literary and historical-artistic sciences. Historical, philosophical, pedagogical and psychological sciences. Legal sciences. Economics and statistics, and Political and social sciences
University of Cincinnati	USA	Future University in Egypt	Certification		UG	Engineering and Technology, Commerce and Business Administration, Economics and Political Science, and Computers and Information Technology
TU Graz, Austria	Austria	Heliopolis University				
University of Maribor	Slovenia	Heliopolis University	Erasmus +staff			Staff Mobility
Brandenburg University of Technology Cottbus-Senftenberg	Germany	Helwan University	Double master's degree		PG	Joint programme Master of Arts in Heritage Conservation and Site Management
Julius Maximilian University of Würzburg	Germany	Helwan University	Joint Degree		PG	Master in Museum Studies
Philipps University of Marburg	Germany	Helwan University	International cooperation agreement			
Catania University	Italy	Helwan University	Joint Degree		PG	Conservation of Antique Photographs & Paper Heritage

6. Concluding Comments

Annex B: Rest of the World TNE in Egypt



Universities	Country	Partners	Type of Partnership	Tuition fees (per academic year unless otherwise stated)	Level	Subject
International Telematic University UNINETTUNO, the Italian Salesian Technical Vocational Institute Don Bosco and the Italian embassy in Egypt	Italy	Helwan University	MOU		UG, PG	Communication and Information Engineering. Creation of the first UNINETTUNO's Technological Pole in Egypt. Creation of curriculum, study programs, common degree courses and masters, and the issue of joint academic degrees recognised both in Egypt and in Italy and in Europe. Includes the launch of a pilot project for the Faculty of Vocational Training, based on the model of distance teaching and learning of UNINETTUNO
Al Wasila University of Science and Technology	Sudan	Mansoura University	Partnership, academic co-operation			Medicine
Technical University of Berlin	Germany	Menoufia University				
Heilbronn University (HHN)	Germany	Misr International University				Curriculum development in Business Administration, International Trade and the International Business Intercultural Studies
International Telematic University UNINETTUNO	Italy	Misr University for Science and Technology	MOU			Distance Courses with double Degree, and the establishment of a technological pole
University Malaysia	Malaysia	National Research Institute for Astronomy and Geophysics (NRIAG)	MOU			
JAMK University of Applied Sci-ences	Finland	Pharos University in Alexandria	Erasmus + International Credit Mobility SMS			
Leipzig University	Germany	Pharos University in Alexandria	International cooperation agreement			Medicine
The University of Naples Federico II	Italy	Pharos University in Alexandria				Dentistry and Pharmacy
Lincoln University College	Malaysia	Pharos University in Alexandria	Unspecified			Unspecified
University Malaysia	Malaysia	Pharos University in Alexandria	MOU			
KTH Royal Institute of Technology	Sweden	Pharos University in Alexandria	Validated / Dual Degree	SEK 366,000.	UG	Swedish quality engineering and science education. Architecture Engineering, Computer Engi-neering, Construction Engineer-ing and Management, Electrical Engineering, Mechanical Engi-neering, Petrochemical Engi-neering
International Telematic University UNINETTUNO	Italy	Sinai University	MOU			Distance Courses with double Degree, and the establishment of a technological pole
University Malaysia	Malaysia	The Egyptian University in Ala-main "EUA"				



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Universities	Country	Partners	Type of Partnership	Tuition fees (per academic year unless otherwise stated)	Level	Subject
Sorbonne Nouvelle University	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG	Applied Foreign Languages
INSA Strasbourg	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG	Architecture
Paris 1 Panthéon-Sorbonne University	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG	Management and Business
University of Grenoble Alpes (UGA)	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG, PG	International Relations with Sciences
University of Haute Alsace (UHA)	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG	Engineering
University of Nantes	France	Université Française d'Égypte	Partner diploma	EGP 84,000	UG	Management and Business
Technical University of Berlin	Germany	University of Assiut				

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