

Establishing rules and guidelines for evaluating non-traditional, TNE and distance learning institutions and their qualifications

April 2016

The present product is the final result of Work Package 4 “Establishing rules and guidelines for evaluating non-traditional, TNE and distance learning institutions and their qualifications” of the RecoNow Project. It contains the following documents related to non-traditional, trans-national (TNE) and distance learning educational institutions and qualifications:

1. *What is Transnational Education? The European experience of credential evaluators*
2. *Evaluation methodology for TNE qualifications (EAR Manual)*
3. *Revised Code of good practice in the provision of Transnational Education and the related Explanatory Memorandum*
4. *List of TNE institutions operating within the Arab Region*
5. *Analysis of the phenomenon of Distance Higher Education in the Arab Region*
6. *TNE Institutions operating with/within partner country universities (results of the RecoNow questionnaires)*

1. WHAT IS TRANSNATIONAL EDUCATION?

The European experience of credential evaluators

The present document on Transnational Education (TNE) wishes to give a dynamic and exhaustive set of informations on how this issue has developed in these last years.

The various forms that TNE can assume, and the lack of national and European clear and precise regulations concerning this increasing form of educational provision imply a meticulous task of recopilation and interpretation that aims at identifying a possible functional and legal framework, to be constructed for the facilitation of a phenomenon that risks, elsewhere, to go out of control and create a “meta-university system”, based on other criteria (concerning regulation, quality assurance and recognition). Whatever point of view one can have on it, it must be recognized that TNE is not a temporary phenomenon and that it will probably develop more and more in the future.

As S. Adam says: *It is likely that, in the long-term, traditional student mobility will be eclipsed by study-programme mobility as more transnational programmes are offered. It is becoming cheaper relatively to move courses rather than students. However, the initial cost of developing (hard-copy and software) mobile programmes is very high but once it has been covered the marginal cost of expanding programmes is low (...) In the short-term, the potential impact of transnational education is likely to stay as it is now-of medium scale and significance. Most of this growth is likely to be outside Western Europe as most transnational providers regard it as a ‘mature educational market’. Central and Eastern Europe and developing countries across the world are likely to be targeted.*

1. What is TNE
2. Main issues emerging from the expansion of TNE
3. Bad practices on TNE: how to defend oneself
4. Good practices on TNE: how to implement them
5. Different roles:
 - National quality assurance bodies/agencies
 - European HEI's
 - ENIC/NARIC centres
 - “European Bodies”
6. Perspectives
7. The Article VI.5 of the Lisbon Recognition Convention

1. WHAT IS TNE?

1.1 DEFINITION

Although it is nowadays widely spoken of TNE, there is still nowadays a remarkable terminological as well as conceptual confusion on the issue. We have therefore decided to stick to the definition provided by the UNESCO/Council of Europe in its **Code of Good Practice in the Provision of Transnational Education** (Riga, 6 June 2001), that defines Transnational Education as «*all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the educational system of a state different from the state in which it operates or may operate independently of any national system*».

Transnational education implies, therefore, crossing the borders of national higher education systems and usually falls into the category of Non official Higher Education, which is to be defined as all forms of *higher education activities operating in parallel to and outside the official higher education system of the host country*. This implies that non-official education operates only outside the official context in the host country and that TNE may operate both in and outside such a context.

1.2 COMMON FORMS OF TNE:

(i) Franchising: the process whereby a higher education institution (franchiser) from a certain country grants another institution (franchisee) in another country the right to provide the franchiser's programmes/qualifications in the franchisee's host country, irrespective of the students' provenience (from the first, the second or any other country):

- in many cases, the franchisee only provides the first part of the educational programme, which can be recognised as partial credits towards a qualification at the franchiser in the context of a "programme articulation";
- the franchisee is not always recognised in the host country, even if the franchiser's programmes/qualifications delivered in its home country are recognised in the host country.

(ii) Programme articulation: inter-institutional arrangements whereby two or more institutions agree to define jointly a study programme in terms of study credits and credit transfers, so that students pursuing their studies in one institution have their credits recognised by the other and accepted for transfer in order to continue their studies ("twinning programmes", "articulation agreements", ...). These may or may not lead to joint or double degrees.

(iii) Branch campus: campus established by a higher education institution from one country in another country (the host country) to offer its own educational programmes/qualifications, irrespective of the students' provenience:

- the arrangement is similar to franchising, but the franchisee is a campus of the franchiser;
- the notes on franchising apply here as well.

(iv) Off-shore institution: autonomous institutions established in a host country but belonging, in terms of its organisation and contents, to the educational system of another country without having a campus in the country to which it belongs:

- seldom recognised in the host country;
- some are accredited by regional or national accrediting commissions in the U.S.;
- some may have articulation agreements with other educational institutions in the country to which they belong.

(v) Large corporations, which are usually parts of big transnational corporations and organise their own higher education institutions or study programmes offering qualifications not belonging to any national system of higher education.

(vi) International institution: institution offering "international" programmes/qualifications that are not part of a specific educational system:

- may have branch campuses in several countries;
- seldom recognised in host countries;
- may be accredited by a national accrediting body in the U.S., or have articulation agreements with American or British universities.

(vii) Distance Learning arrangements and virtual universities, where the learner is provided with the course material via post or web-based solutions and self administers the learning process at home. (there is a growing number of such institutions, whose programmes/ qualifications may or may not belong to the higher education system of a particular country).

2. MAIN ISSUES EMERGING FROM THE EXPANSION OF TNE

2.1 REGULATION

The main problem concerning TNE is that there is obviously not a general legal framework for recognition to harmonize the different educational structures and values; fact that is to be considered absolutely positive, because it implies the independence of the single national educational systems and the safeguard of the cultural identity of each and every State.

TNE implies the crossing of cultural, linguistic, legislative as well as national and often intercontinental borders. It is therefore extremely complex to adapt between them different systems that work with different keys and different reference points. The main consequences are that on one hand there are excellent super- or extranational universities that might find difficulties to expand their study courses outside the national boundaries, whilst non recognised and fraudulent institutions (the so called "diploma mills") can operate in different national contexts at the same time.

Possible solutions: An European regulation framework would mostly eradicate the "diploma mills"; however, it would also enter in conflict with the single national educational systems, endangering their autonomy. An interesting point to note is that the countries with open regulatory frameworks, like

Austria, the Netherlands or Norway, seem to have less problems with transnational education, because such open systems tend to absorb non-official higher education as it comes and, by officialising it, some control is acquired.

2.2 QUALITY ASSURANCE

Assurance of quality and standards of both the study programmes provided and degrees awarded through collaborative partnerships.

Possible solutions: Non-official higher education raises problems of transparency and quality control as it is outside the official system and therefore is not subject to the national mechanisms of quality assurance in the host country. Two different situations may occur which are of relevance to quality assurance:

1. The programmes/qualifications offered in the host country are integrated in the official system of the awarding institution's country.

In this case the awarding institution is subject to the quality assurance system in its country and the franchised/exported programmes are most probably recognised in the original country. Although such perspective does absolutely not “solve” all problems (such as –for example- academic standards and economic independency of the branch campuses. Anyway, the awarding institution has the main responsibility for the quality of the qualifications provided. This, by itself, constitutes a mechanism of some safeguard of standards, because the national system (Rectors' Conference, national agency for quality assurance, Government) is interested in not having its image tarnished and is therefore likely to take precautionary measures, such as, for example, national codes of good practice that include recommendations for the awarding institutions aiming at ensuring the quality of education provided and the standards of the qualifications awarded.

2. The programmes/qualifications do not belong to any official system.

This situation, when the awarding institution does not belong to any official system, escapes regulation from the supplier's side and is more fluid and prone to create problems. Some providers are however conscious of the image problem and seek forms of legitimation for their courses, sometimes through alliances with well established universities. International accreditation by private agencies in thematic areas is another possibility for buying a label of quality.

The radical approach of a tight control on the operation of transnational education does not seem to be convenient, because it will probably be in conflict with European Union or international laws and would only postpone and not solve the problems. A better approach may be to create mechanisms and/or incentives for the submission of transnational institutions to the quality assurance procedures that apply to official higher education in the host country.

The main problems associated with consumer protection are that:

- Non-official transnational higher education raises problems of control as it lies outside the national systems for public accountability. It must also be remembered that the rigour (and even existence) of quality assurance systems varies considerably between different European States. The fact that education provision is part of a national recognised framework does not necessarily guarantee its quality.
- Transnational education providers, in addition to not being subject to any external quality assurance regime, do not necessarily have any internal quality assurance mechanisms.
- Transnational 'diploma mills' sell fraudulent qualifications to ill-informed citizens.
- The Lisbon Convention only applies to qualifications issued by recognised education providers of signatory states. It does not cover all transnational education. However, there is nothing to prevent the application of the principles of the convention by any partners to those who are signatories.
- What is official education in one country is not necessarily 'official' in another.
- The national legal framework for regulation often creates inflexible structures that make the regulation of non-official education problematic.

These problems might be summed up in the question - how can existing national and international quality assurance systems and devices address the quality of programmes offered by these new types of higher education providers? None of the respondents suggested that transnational education should be prohibited but the majority wanted some system of control.

2.3 RECOGNITION

Who is responsible and attached to the recognition of qualifications awarded through transnational collaborative partnerships? As said before, a supranational accreditation and recognition it is to be avoided, in respect of the principles of academic autonomy.

Possible solutions: This point relates to the transparency of certification, which can be greatly enhanced by the systematic use of the *Diploma Supplement* developed as a joint initiative of the European Commission, the Council of Europe and UNESCO/CEPES. If issuing the diploma supplement becomes a rule, it can be hardly avoided by non-official higher education institutions and the extra information provided may be of help to assess the value of the qualifications.

The main information that recognition bodies need to obtain in case of TNE qualifications are:

- can the recognition/accreditation of the mother institution be transferred to the franchised institution or the branch campus?
- in which ways is it ensured that quality is the same as in the mother institution ?
- are the programmes really identical to the ones in the mother institution ?
- are the admission requirements comparable to those of the mother institution ?
- which guarantee can be given on the quality of the teaching staff ?

2.4 WHEN AND WHY ARE TNE QUALIFICATIONS RECOGNISED?

TNE can be classified in 3 main groups according to the fact that the qualifications awarded may have high or low chances to be recognized:

1. Groups in which recognition is almost always granted:

- Programme articulations

2. Groups in which recognition is sometimes granted:

- Branch campus
- Franchising
- Off-shore institution
- Distance learning
- International institution (very few cases run by international organisations)

3. Groups in which recognition is almost never granted:

- Non-official higher education institution
- Corporate university
- Virtual university
- Diploma Mills

As far as recognition is concerned, 3 main possibilities do exist:

- No legal/normative instruments exist and no «good practice» has been developed in dealing with TNE. This just denies any possibility of recognition for TNE qualifications.
- Legal/normative acts do exist but no «good practice» in their implementation has been developed. This situation creates, at least, a legal framework, which is however relatively restrictive.
- Attempts to institute appropriate practices have been made but without any legal basis. In this case, recognition of TNE will be treated case by case.

3. BAD PRACTICES: HOW TO DEFEND ONESELF

Main problems with transnational education relate instead to the legal status of the providing institution and the quality of the curricula. Where there is no guarantee or traditional system of reference or control, then, such education is seen as problematic and therefore, suspect. The responsibility for the quality assurance of transnational education is seen to be shared between: the national authorities of the importing country, the receiving institution, the authorities of the exporting country, national quality assurance agencies and a new supranational authority. The basis for any possible further action is to concert national and international actions with the common objective of prohibiting diploma mills, bogus and fraudulent transnational institutions and their associated awards, by rendering such institutions illegal.

The main negative aspects of transnational education are identified as follows:

- problems associated with non-official, unregulated higher education providers (often franchise institutions and branch campuses) who remain outside official national quality assurance regimes and are not subject to internal or external audit/monitoring processes;
- consumer protection problems associated with lack of adequate information (and therefore transparency) available to the potential students, employers and competent recognition authorities;
- difficulties with 'diploma mills' and bogus institutions who exploit the public;
- transnational institutions representing 'unfair' competition for strictly regulated national providers can lead to loss of income to home institutions;
- from the provider view - good quality transnational education is not necessarily recognised.

Lack of information makes it difficult to distinguish good from bad transnational education.

4. GOOD PRACTICES: HOW TO IMPLEMENT THEM

First of all is to be understood that the phenomenon of TNE is expanding at European level and it must therefore be dealt with always at such level.

There is a strong need for a study on TNE in Europe; the study, as Machado dos Santos suggests: *should be developed with the support of the Rectors' Conferences and in close cooperation with the European Network for Quality Assurance, to assess the repercussions for quality assurance, and with the NARIC/ENIC Network to link to the questions relating to the the recognition of qualifications, access and information to students and stakeholders. Some conclusions must be drawn on ways to harmonise rules and to encourage good practices. The support from the European Commission is essential for the study, which should include all the signatory countries of the Bologna Declaration. As part of this study, or as an independent report, the implications of GATS and of EU Directives on the provision of transnational education should be explicitly addressed.*

Examples of “good practice” recommended by respondents were:

- the adoption and implementation of the UNESCO/Council of Europe code of practice;
- the fact that both signatory and non-signatory countries should apply the principles outlined in the Lisbon Convention to transnational education;
- the creation/adoption of suitable national codes, like those developed by the UK and Australia;
- the use of Diploma Supplements to provide ‘transparency’ and clear information about the status, contents and use of qualifications and their providers.
- all programmes should be expressed in terms of learning outcomes and levels of achievement as this clarifies their nature and application.
- the more intensive use of the ENIC/NARIC networks at national level to exchange information and advices on transnational matters.
- the increasing awareness and activities of US accreditation agencies who accredit US providers outside the USA;
- application of all the provisions of the Lisbon Convention to transnational education;
- adoption of agreed definitions and terminology, for example the Council of Europe/UNESCO definition.

5. DIFFERENT ROLES

5.1 NATIONAL QUALITY ASSURANCE BODIES/AGENCIES

- Monitoring the activities of imported transnational education providers.
- Liaising with providers (and countries of origin) when problems arise.
- Reporting bogus institutions to appropriate national and international authorities.
- Seeking bilateral solutions to transnational education problems.
- Providing advice and information to the public associated with imported transnational education.

5.2 EUROPEAN HEI's

- Critically re-evaluation of the structure, organisation and delivery of their own programmes in the light of examples of the most innovative, high-quality transnational programmes. European education must be flexible and embrace new modes of delivery. This will improve their competitiveness in the transnational education market.
- Promotion of transnational education in the context of lifelong learning and increasing the bridges and links between European academic and professional education and training. This is particularly important in the context of ‘continuing professional development’ where a global market exists. The focus for exported European education should be on rapidly developing regions where the provision of education is underdeveloped.
- Adoption of internationally accepted mechanisms to promote transparency to aid transparency and recognition of their programmes. In particular, they should actively seek to converge their education system following the Bologna blueprint by expressing their programmes in ECTS credits and issuing Diploma Supplements.

5.3 ENIC/NARC CENTRES

The experience of NARICs/ENICs on the recognition of official qualifications under the Lisbon Recognition Convention is of great importance to tackle the more difficult issue of the recognition of non-official qualifications. The Convention, although restricted in a strict legal sense to the recognition of official qualifications, provides a procedural and methodological framework that can be of value for transnational education, as is clearly shown in the UNESCO/CEPES code of good practice.

NARICs/ENICs should therefore be encouraged to proceed with their work on the discussion and dissemination of good practice.

5.4 “EUROPEAN BODIES”

The European Commission, UNESCO and the Council of Europe should establish a European forum to:

- promote the inter-institutional exchange of information and intelligence on transnational educational policy and problems;
- formulate recommendations regarding the ‘internal’ and ‘external’, European dimension of transnational education;
- facilitate liaison between traditional higher education institutions, franchisers, franchisees, virtual universities, non-official transnational higher education providers, professional bodies and corporate providers;
- encourage staff development workshops and seminars to promote good practice.

6. PERSPECTIVES

Transnational education is a concrete although not fully perceived reality.

The single nations and the EU as a whole must implement the creation of a legal as well as cultural framework in order to control and direct the phenomenon of TNE; this must be done in the most articulate and flexible way, dealing also with other realities such as the U.S.A., the ex-Commonwealth (in particular Australia) and others alike.

6.1 HOW SHOULD TNE BE

- TNE arrangements should comply with the national legislation regarding higher education in both receiving and sending countries.
- Academic quality and standards should be at least comparable to those of the awarding institution as well as to those of the receiving country,
- The policy and the mission statements of TNE institutions should be published.
- Information given by the awarding institution should be appropriate, consistent and reliable.
- Staff members should be proficient in terms of qualification, teaching, research and other professional experience.
- The awarding institution should be responsible for issuing the qualifications and should provide clear and transparent information, through the Diploma Supplement.

- The admission of students should be equivalent to those of the same or comparable programmes delivered by awarding institution.
- The academic workload should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.

6.2 MAIN POSITIVE ASPECTS OF TNE

- Widens learning opportunities by providing more choice for citizens.
- Challenges traditional education systems by introducing more competition and innovative programmes and delivery methods.
- Helps to make European education more competitive.
- Benefits home institutions through links with prestigious foreign institutions.
- For exporter is an opportunity to access new sources of income.

7. THE ARTICLE VI.5 OF THE LISBON RECOGNITION CONVENTION

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region was developed by the Council of Europe and UNESCO and adopted by national representatives meeting in Lisbon on 8 - 11 April 1997. Most European countries have since ratified this Council of Europe/ UNESCO Convention – usually referred to as the Lisbon Recognition Convention (LRC).

The LRC is the most advanced one related to other Regional Conventions on Recognition: considering our area of interest, the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States was signed in 1978 and the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean was signed in 1976. This means that those two Conventions related to the Mediterranean Region were signed 40 years ago and they do not consider all the developments and needs of the higher education sector, including TNE issues and implications.

There is a specific Article (VI.5) of the LRC that is directly connected to recognition procedures of TNE qualifications:

Each Party may make the recognition of higher education qualifications issued by foreign educational institutions operating in its territory contingent upon specific requirements of national legislation or specific agreements concluded with the Party of origin of such institutions.

According to the text of Article VI.5, each country can establish special conditions in order to accept TNE qualifications. The ratio of the Article VI.5 is strictly connected to verify quality assurance aspects of TNE institutions and their programmes organised outside the country of origin where the institution is officially accredited/recognised: national authorities want to be sure that all the criteria adopted at national level are respected also abroad. Each country wants to be sure that the foreign official body in charge to check quality aspects of institutions and programmes (i.e. Quality Assurance Agencies) verify those aspects also for programmes that are taken in another country, otherwise we could have a lack of quality and a substantial difference between programmes organised at national level and those ones taken abroad.

One example of the implementation of this Article is done within the Italian context, where there is a special legislation concerning the recognition procedures of foreign qualifications awarded by TNE institutions operating in Italy: the Decree 214/2004 - Regulations regarding recognition criteria and procedures for qualifications issued by foreign higher education institutions operating in Italy. According to this legislative act, in order to recognise official foreign qualifications issued by official foreign institutions (TNE) operating in Italy, those TNE institutions have to be accredited by the Italian Ministry of Education, University and Research. The purpose of this accreditation procedure is to verify if the TNE institution operating abroad is respecting all the elements of programmes organised in Italy at the same way as those accredited programmes in the country of origin. This accreditation procedure does not imply that foreign qualifications will be automatically recognised in Italy – they still remain foreign ones – but they will have the possibility to access to recognition procedures as other foreign qualifications awarded abroad.

2. EVALUATION METHODOLOGY FOR TNE QUALIFICATIONS

(EAR Manual)

The European Recognition Manual¹ is a recognition manual for credential evaluators: it has been developed as part of the European Area of Recognition Project (EAR). It contains shared standards and clear guidelines on all aspects of the recognition of foreign qualifications and aims to provide the credential evaluators from higher education institutions with a practical tool how to apply the principles of the Lisbon Recognition Convention in their daily recognition work.

The manual is an official instrument of the European Higher Education Area as was indicated in the 2012 Bucharest Communiqué. The EAR manual has been developed in close cooperation with higher education institutions and contains examples and topics that are specific to the reality of credential evaluation in higher education institutions.

A specific section of the manual is dedicated to the topic of TNE institutions and qualifications (18. Qualifications Awarded through Transnational Education): this part gives all the methodological elements for evaluating foreign qualifications awarded by TNE institutions.

Transnational education (also known as “cross-border education”) refers to all types and modes of delivery of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. In many cases it's difficult to determine what the ‘home country’ of the awarding institution is, and which authority is responsible for recognition and/or accreditation of an institution and/or the programme.

Transnational education programmes should be established through transnational arrangements. We can identify two types of such arrangements:

1. **collaborative arrangements**, where study programmes of the awarding institution are delivered or provided by another partner institution (e.g. an institution from country x allows an institution from country y to deliver its programme and the qualification is awarded by an institution from country x); or
2. **non-collaborative arrangements**, where study programmes are delivered or provided directly by an awarding institution (e.g. a university from country x has a branch in country y; it provides the programme and awards the qualification).

RECOMMENDATIONS

If transnational education is provided through **distance learning**, credential evaluators should verify the status of the institution providing the distance learning and/or distance learning programme through which the qualification was awarded.

¹ <http://www.enic-naric.net/ear-manual-standards-and-guidelines-on-recognition.aspx>

In the case of qualifications awarded by higher education institutions established through **transnational arrangements**, credential evaluators should analyse these arrangements on the basis of the principles stipulated in the Code of Good Practice in the Provision of Transnational Education and in the Guidelines for Quality Provision in Cross-border Higher Education.

Competent recognition authorities should recognise qualifications and credits from transnational providers as long as the following conditions are met:

- (i) these are accredited in the country where the institution offering the programme and awarding the qualification is located;
- (ii) the provider is permitted (by home and host authorities) to operate in the host country or the provider adheres to the principles outlined in the Code of Good Practice for the Provision of Transnational Education and in the Guidelines for Quality Provision in Cross-border Higher Education.

Recognition may of course be denied if there are legitimate grounds based on other factors.

Credential evaluators should assess qualifications issued through transnational educational programmes, complying with the provisions of the Code of Good Practice in the Provision of Transnational Education and of the Guidelines for Quality Provision in Cross-border Higher Education, in accordance with the stipulations of the Lisbon Recognition Convention and Recommendation on procedures and criteria for the assessment of foreign qualifications.

Competent recognition authorities should refuse to recognise qualifications or credits from Diploma mill providers and institutions accredited by bogus accrediting agencies, known as “Accreditation Mills”.

When assessing qualifications obtained through transnational education it is recommended to check:

- (i) the status (i.e. recognised or accredited) of the institutions involved in the transnational education programme and/or the status of the programme leading to the qualification;
- (ii) whether the transnational arrangements - through which the transnational education programme was established - comply with the legislation in both receiving (host) and sending (home) countries:
 - is an institution providing a transnational programme (e.g. through a branch campus abroad, distance education or any other form) allowed to do so according to its national legislation;
 - in the case of non-collaborative arrangements - is the transnational provider permitted to operate in the receiving (host) country. This could include various types of permission including operation as a foreign provider, operation as a private provider, or even (in some cases) a form of recognition or accreditation;
 - in the case of collaborative arrangements - is the partner institution in the host country authorised to provide programmes at a given level of education and is it authorised to enter into transnational arrangements;
 - has the quality of the transnational education programme been monitored? If yes, by whom? Is the quality of the programme (academic quality and standards, teaching staff, teaching, awards, academic workload) offered through transnational arrangements comparable to the quality of traditional programmes offered by the institution awarding the degree?

Example 1

An applicant is seeking access to a PhD programme in psychology where a research-based master is required. He holds a master's degree in social sciences. The qualification was awarded in country X by an institution established and operating in the education system of country Y. The institution was accredited by one of the recognised accreditation organisations of country Y and is authorised to provide bachelor and master programmes in the off-shore campus in country X. It is recognised in country X as a foreign provider awarding foreign qualifications. The credential evaluator should therefore assess the master's degree in question as any master's degree coming from country Y and, if no substantial difference exists, the qualification should be recognised and the applicant should be considered for admission to the PhD programme.

Example 2

The competent recognition authority has received a master's degree for recognition. The qualification was awarded by a recognised institution established and operating in the education system of country X after completion of a programme offered in country Y. The programme was not recognised in country Y because neither it nor the institution was legally established in country Y. The competent recognition authority is recommended to respect the national legislation of country Y in these matters and in this case and take it into account when making the recognition decision.

Example 3

An applicant submits for recognition his master's degree awarded by a private higher education institution based in country X after completion of a transnational programme taken in country Y. The institution is recognised both in the home country (country X) and by the authorities of country Y. In this case the credential evaluator should assess the qualification obtained at the campus in country Y in the same way as if the qualification were obtained in country X.

3. REVISED CODE OF GOOD PRACTICE IN THE PROVISION OF TRANSNATIONAL EDUCATION

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region was developed by the Council of Europe and UNESCO and adopted by national representatives meeting in Lisbon on 8 - 11 April 1997. Most European countries have since ratified this Council of Europe/ UNESCO Convention – usually referred to as the Lisbon Convention.

A special Committee was set up in 1999 to oversee the implementation of the Lisbon Recognition Convention. The Lisbon Recognition Convention Committee has members from each Party to the Lisbon Recognition Convention, and several other countries and organisations (e.g. the European Community and the President of the ENIC Network) can participate in the meetings taking place every year. The Committee has also the right to approve recommendations related to recognition of qualifications and to draft subsidiary texts of the Convention.

In June 2007, the Lisbon Recognition Convention Committee revised and published the text of the 'Code of good practice in the provision of transnational education' adopted in June 2001 and the related Explanatory Memorandum. This is the only legal text at international level with details regarding the recognition practices on TNE qualifications and with a section dedicated to an international terminology adopted in this sector.

Documents adopted by the Lisbon Recognition Convention Committee (June 2007)

PREAMBLE

The Parties to the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Council of Europe/UNESCO Lisbon Recognition Convention),

Conscious of the rapid development of transnational education, characterised by those arrangements and partnerships between institutions and organisations in which the students are located in a different country to the one where the institution providing the education is based, and of its impact on higher education globally, but also specifically in the Europe Region;

Conscious of opportunities presented by the presence of lawful and recognized transnational education, but also noting the challenges posed by transnational education institutions and programmes operating outside of the framework of any national education system;

Being aware of the fact that transnational higher education is rapidly expanding, partly due to the growing and seemingly limitless uses of the new information technologies in providing educational services in a world of borderless higher education;

Convinced that national systems of higher education are, and will continue to be, entrusted *inter alia* to preserve the cultural, social, philosophical, and religious diversity of the European Region while also being expected to promote various forms of international and global co-operation;

Attaching great importance to the quality of study programmes and degrees awarded by higher education institutions engaged in transnational education;

Considering that, regardless of the procedures adopted for establishing and providing educational services, higher education institutions should comply with those standards of performance in teaching and learning that are required by the present and future development of knowledge, technology and the labour market;

Acknowledging that facilitating the recognition of qualifications awarded through transnational arrangements will contribute to promoting both the mobility of students and that of study programmes between higher education institutions and systems;

Having regard to the Council of Europe/UNESCO Recognition Convention that provides an overall normative framework for dealing with academic recognition matters;

Considering the developments resulting from the objectives and principles of the Bologna Process and their implications for wider academic cooperation in the European Region;

Having regard to the Codes of good practice and Statements developed and monitored by authorities within some of the sending systems, such as:

- Universities and their Students: Principles for the Provision of Education by Australian Universities. *RE: Provision of Education to International Students. Code of Practice and Guidelines for Australian Universities*, Australian Vice- Chancellors Committee (AVCC), (2005);
- Principles for United States Accreditors Working Internationally: Accreditation of Non-United States Institutions and Programs. Council for Higher Education Accreditation (CHEA), U.S.A. (2001);
- Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide, Council for Higher Education Accreditation (CHEA), International Association of Universities (IAU), Association of Universities and Colleges of Canada (AUCC) (2005);
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. *RE: Collaborative provision and flexible and distributed learning (including e-learning)*, The Quality Assurance Agency for Higher Education (QAA), UK, (2004).

Having regard also to the *Guidelines for Quality Provision in Cross-border Higher Education*, jointly elaborated by UNESCO and OECD (2005);

Mindful that codes and statements developed to provide working frameworks for transnational education on a Regional basis need to incorporate the perspectives of the receiving institutions/systems as well as those of the sending institutions/systems;

Having regard also to the Diploma Supplement developed jointly by the European Commission, the Council of Europe and UNESCO and aiming to provide supplementary information facilitating the assessment and recognition of qualifications;

Confident that ethical principles and values should closely guide the international and global cooperation between higher education systems and institutions;

Conscious of the need to find commonly agreed solutions to practical recognition problems in the European Region, and between the States of this Region, and those of other regions of the world, in an ever more global space of higher education;

Conscious of the need to permanently update the implementation mechanisms of the principles and provisions of the **Council of Europe/UNESCO Recognition Convention**, thus keeping up with the pace of new developments in higher education cooperation;

Have agreed on the need for:

- A Code of Good Practice in the provision of higher education study programmes and other educational services by means of transnational arrangements;
- Recommendation on procedures and criteria for the assessment of foreign qualifications, with a view to implementing the Code of Good Practice and to facilitating the recognition of qualifications awarded following completion of transnational study programmes/courses of study;
- and for these to be considered as fully complementary and mutually supportive documents.

Section I. Terminology

Terms defined in the **Council of Europe/UNESCO Recognition Convention** are not mentioned here again and shall, for the purposes of this Code of Good Practice, have the same meaning as in the Convention. The following terms, listed in alphabetical order, shall have the following meaning:

Agents

Third parties, such as brokers, facilitators, or recruiters, that act as intermediaries between awarding and providing institutions for establishing transnational educational arrangements. An agent is not usually involved in the provision of educational services.

Agreement

A document agreed formally by the partners that contains all collaborative arrangements made between the awarding and providing institutions.

Awarding institution

A higher education institution issuing degrees, diplomas, certificates or other qualifications.

Third parties, such as brokers, facilitators, or recruiters, that act as intermediaries between awarding and providing institutions for establishing transnational educational arrangements. An agent is not usually involved in the provision of educational services.

Educational services

Any study programme, course of study or parts of a course of study that leads, after successful completion, to credits or a qualification. This also includes services such as preparatory/introductory modules to facilitate access to a course of study, or training modules that lead to professional development.

Partners

The awarding and providing institutions involved in collaborative transnational arrangements.

Providing institution

An institution or organization which is delivering all or part of a study programme.

Transnational arrangements

An educational, legal, financial or other arrangement leading to the establishment of (a) **collaborative arrangements**, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are delivered or provided by another partner institution; (b) **non-collaborative arrangements**, whereby study programmes, or parts of a course of study, or other educational services are delivered or provided directly by an awarding institution.

Transnational education

All types and modes of delivery of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.

Section II. Principles

1. **Transnational arrangements** should be so elaborated, enforced and monitored as to widen the access to higher education studies, fully respond to the learners' educational demands, contribute to their cognitive, cultural, social, personal and professional development, and comply with the national legislation regarding higher education in both receiving and sending countries. In the case of collaborative arrangements there should be written and legally binding agreements or contracts setting out the rights and obligations of all partners.
2. **Academic quality and standards** of transnational education programmes should be comparable to those of the parent awarding institution(s), if any, and respect the criteria and provision for quality assurance and/or accreditation systems of the home country as well as be recognized in an appropriate way by the receiving country whether as legitimate foreign education or part of the host education system. Awarding institutions as well as the providing institutions are accountable and fully responsible for quality assurance and control. Procedures and decisions concerning the quality of educational services provided by transnational arrangements should be based on specific criteria, which are transparent, systematic and open to scrutiny.
3. **The policy and the mission statement** of institutions established through transnational arrangements, their management structures and educational facilities, as well as the goals, objectives and contents of specific programmes, sets of courses of study, and other educational services, should be published, and made available upon request to the authorities and beneficiaries from both the sending and receiving countries.
4. **Information** given by the awarding institution, providing organization, or agent to prospective students and to those registered on a study programme established through transnational arrangements should be appropriate, accurate, consistent and reliable. The information should include directions to students about the appropriate channels for particular concerns, complaints and appeals. Where a programme is delivered through a collaborative arrangement, the nature of that arrangement and the responsibilities of the parties should be clearly outlined. The awarding

institution is responsible for and should control and monitor information made public by agents operating on its behalf, including claims about the nature of the collaboration with its agents/partners, recognition of the qualifications in the sending country and, where appropriate, their location in relevant qualifications frameworks.

5. **Staff members** of the institutions or those teaching on the programmes established through transnational arrangements should be proficient in terms of qualifications, teaching, research and other professional experience. The awarding institution should ensure that it has in place effective measures to review the proficiency of staff delivering programmes that lead to its qualifications.
6. Transnational education arrangements should encourage the awareness and knowledge of the **culture and customs** of both the awarding institutions and receiving country among the students and staff.
7. The awarding institution should be responsible for the **agents** it, or its partner institutions, appoint to act on its behalf. Institutions using agents should conclude written and legally binding agreements or contracts with these, clearly stipulating their roles, responsibilities, delegated powers of action as well as monitoring, arbitration and termination provisions. These agreements or contracts should further be established with a view to avoiding conflicts of interests as well as protecting the rights of students with regard to their studies.
8. **Awarding institutions** should be responsible for issuing the qualifications resulting from their transnational study programmes. They should provide clear and transparent information on the qualifications, through the use of the Diploma Supplement, facilitating the assessment of the qualifications by competent recognition bodies, the higher education institutions, employers and others.
9. **The admission** of students for a programme or a course of study, **the teaching/learning activities, the examination and assessment requirements** for educational services provided under transnational arrangements should be comparable to those specific programmes delivered by the awarding institution.
10. **The academic work load** in transnational study programmes, expressed in credits, units, duration of studies or otherwise, should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.
11. **Qualifications** issued through transnational educational programmes, complying with the provisions of the present Code, should be assessed in accordance with the stipulations of the **Council of Europe/UNESCO Recognition Convention** and its subsidiary texts.

Explanatory Memorandum

THE UNESCO/COUNCIL OF EUROPE CODE OF GOOD PRACTICE IN THE PROVISION OF TRANSNATIONAL EDUCATION

STATUS OF THE DOCUMENT: The Code was adopted in the third meeting of the Working Group on Transnational Education held in Jerusalem in November 1999. It was submitted to the ENIC Network in its 7th Annual Meeting, in 2000, for approval. The ENIC Network approved the Code and decided to forward it to the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention for adoption. The Committee adopted it at its Second session (Riga, 2001).

1. Introduction

The Code which follows is designed to present the perspectives of both sending and receiving countries regarding the provision of transnational education. Its contents are to be seen as complementary to the **Council of Europe/UNESCO Recognition Convention** thus providing a normative framework to be taken as reference by the national recognition bodies in their specific undertakings.

2. The objectives of the Code

In order to promote good practice in the area of transnational education - with particular reference to the quality of the provision of study programmes and the standards of qualifications issued by the Parties to the **Council of Europe/UNESCO Recognition Convention**, the Code is intended:

- to meet the expectations of both the sending **and** the receiving countries with regard to *transnational arrangements* in higher education;
- to provide a source of reference on issues relating to the quality assurance and evaluation of programmes provided and qualifications issued through transnational arrangements;
- to safeguard the interest of students, employers and others who may be concerned with qualifications awarded through transnational arrangements;
- to facilitate the recognition of qualifications awarded through transnational arrangements in higher education.

3. Implementation of the Code

The **Code** includes a set of *principles* which should be respected by institutions or organizations involved in the provision of educational services through transnational arrangements. These principles are presented in the form of statements with a normative value. For implementing the provisions of the **Code**, mainly with regard to the recognition of qualifications issued through transnational arrangements, the ENIC network shall apply the procedures outlined in the **Recommendation on procedures and criteria for the assessment of foreign qualifications**. Therefore, the **Code** and the **Recommendation** are fully complementary and mutually supportive documents.

Following the mutual recognition principles inherent in the Council of Europe/UNESCO Recognition Convention, timely and favourable consideration should be given to requests for the recognition of transnational education qualifications awarded by those providers demonstrating adherence to the principles and criteria stated in the Code of Good Practice, on a case-by-case basis, unless there are legitimate grounds for denying recognition due to other factors.

4. The Scope of the Code

The Code refers particularly to those transnational arrangements which lead to the provision of study programmes and to the issuing of qualifications. Consequently, reference is made to:

- a) institutions and programmes** involved in concluding any type of transnational arrangement whereby an institution provides educational services outside its country of origin;
- b) teaching staff**, regardless of their country of origin, who work in an institution/study programme established through a transnational arrangement;
- c) students**, regardless of their country of origin, who are registered, for a course of study or parts of it leading either wholly or in part to a higher education qualification, in an institution/programme established through a transnational arrangement;
- d) agents**, that are third parties, acting as brokers, facilitators or recruiters in transnational arrangements;
- e) other** stakeholders, like employers and the public at large, interested in the quality of higher education qualifications.

4. LIST OF TNE INSTITUTIONS OPERATING WITHIN THE ARAB REGION

The Association of Arab Universities (AARU), one of the formal partner of RecoNow project, have identified 153 TNE institutions operating within the Arab Region. They collected information on TNE within 15 countries. This is the first example of a collection of data in this area on the TNE phenomenon.

List of 15 Arab countries hosting TNE institutions:

Coutry	Number of TNE institutions
UAE	67
Lebanon	14
Qatar	12
Egypt	11
Bahrain	10
Oman	7
Kuwait	6
Saudi Arabia	6
Yemen	5
Iraq	4
Syria	3
Tunisia	3
Somalia	2
Morocco	2
Sudan	2

Considering the country of origin of TNE institutions operating within Arab countries (but not part of the Arab Region), the main countries operating as exporters are USA (43 TNE), UK (34 TNE), France (14 TNE), India (10 TNE), Canada (9 TNE), Australia (8 TNE) and Germany (6 TNE). There are also some TNE coming from the Netherlands (3 TNE), Russia (3 TNE), Ireland (2 TNE), Switzerland (2 TNE), Malaysia (2 TNE), Japan (1 TNE) and Philippinnes (1 TNE).

Another interesting phenomenon is related to Arab countries that operated as exporters within the same Region: Kuwait (4 TNE), Lebanon (3 TNE), Pakistan (3 TNE), Morocco (1 TNE) and Egypt (1 TNE).

Considering the typology of TNE institutions operating within the Arab Region, most of the them are branch campuses of foreign institutions (87 TNE), than we have some francising institutions (30 TNE), foreign institutions that obtained a national accreditation status in the country they operated in (20 TNE), off-shore institutions (8 TNE), distant learning institutions (5 TNE) and international institutions (3 TNE).

It is important to underline a special case related to the so-called “American Universities”: there are 13 of those institutions that operated in the 15 Arab coutries we have considered, but their TNE tipology

is different according to their official status and, in some cases, some of them are not to be considered TNE institutions.

Only 5 of those institutions are officially accredited in US, it means that they can award also official US qualifications and their quality is assured by one of the official US regional accreditation agency. Some of other American institutions are official national higher education institutions in the country where they operated and they use the term 'American' only to indicate that they provide academic programmes according to the American style, or they use that term only to attract students and for marketing.

List of "American Universities"²:

University	Country	Accreditation status in USA
The American University in Cairo	Egypt	Accredited
American University of Beirut	Lebanon	Accredited
American University of Culture & Education	Lebanon	Not accredited
American University of Technology	Lebanon	Not accredited
American University of Science and Technology	Lebanon	Not accredited
Lebanese American University	Lebanon	Accredited
American University in the Emirates	UAE	Not accredited
American University of Ras Al Khaimah	UAE	Not accredited
American University of Sharjah	UAE	Accredited
American University in Dubai	UAE	Accredited
American University of the Middle East	Kuwait	Not accredited
American University of Kuwait	Kuwait	Not accredited
The American University of Iraq – Sulaimani	Iraq	Not accredited

² Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations (CHEA): <http://www.chea.org/search/default.asp>

Name of institution		Notes	Country of origin	Country where they are operating	TNE Typology
1.	Technical University of Berlin - Campus El Gouna		Germany	Egypt	Branch Campus
2.	British University in Egypt		United Kingdom	Egypt	Nationally accredited institution based on foreign system
3.	Egypt-Japan University of Science and Technology	Certificate from Egypt only	Japan	Egypt	Nationally accredited institution based on foreign system
4.	Université française en Égypte	Certificate from Egypt and another from France	France	Egypt	Off-shore institution
5.	The American University in Cairo		USA	Egypt	Off-shore institution
6.	Ahram Canadian University		Canada	Egypt	Francizing institution
7.	Canadian International College (CIC)		Canada	Egypt	Francizing institution
8.	Egyptian Russian University ERU	Training and studying one semester in Russia	Russia	Egypt	Francizing institution
9.	German University in Cairo	studying one semester in Germany	Germany	Egypt	Francizing institution
10.	October university for modern sciences and arts	Graduates receive dual degrees, a British degree and an Egyptian one accredited	UNITED KINGDOM	Egypt	Francizing institution

		by the Egyptian Supreme Council for Universities			
11.	Université Senghor d'Alexandrie	Certificate from Egypt	Africa	Egypt	International Institution
12.	American University of Beirut		USA	Lebanon	Off-shore institution
13.	Near East School of Theology		USA	Lebanon	Off-shore institution
14.	Conservatoire National des arts et métiers		France	Lebanon	Off-shore institution
15.	American University of Culture & Education		USA	Lebanon	Francizing institution
16.	American University of Technology		USA, UK	Lebanon	Francizing institution
17.	American University of Science and Technology		USA	Lebanon	Francizing institution
18.	Lebanese German University		Germany	Lebanon	Francizing institution
19.	Lebanese Canadian University		Canada	Lebanon	Francizing institution
20.	Lebanese American University		America	Lebanon	Francizing institution
21.	Ecole Supérieure des Affaires		Europe	Lebanon	Francizing institution
22.	Princely International University		USA	Lebanon	Distance learning institution
23.	ESMOD	Fashion School	France	Lebanon	Branch Campus
24.	SUNY Empire State College		USA	Lebanon	Branch Campus
25.	Arab open University		Kuwait	Lebanon	Distance learning

					institution
26.	College of North Atlantic – Qatar		Canada	Qatar	Branch Campus
27.	University of Calgary in Qatar		Canada	Qatar	Branch Campus
28.	Stenden University Qatar		Netherlands	Qatar	Branch Campus
29.	University College London (UCL) Qatar		United Kingdom	Qatar	Branch Campus
30.	Carnegie Mellon University Qatar		USA	Qatar	Branch Campus
31.	Weill Cornell Medical College in Qatar		USA	Qatar	Branch Campus
32.	Georgetown University School of Foreign Service in Qatar		USA	Qatar	Branch Campus
33.	Houston Community College in Qatar		USA	Qatar	Branch Campus
34.	Northwestern University in Qatar		USA	Qatar	Branch Campus
35.	Texas A&M University at Qatar		USA	Qatar	Branch Campus
36.	Virginia Commonwealth University (VCU) Qatar		USA	Qatar	Branch Campus
37.	International business management school HEC Paris Qatar		France	Qatar	Branch Campus
38.	INSEAD Abu Dhabi Campus		France	United Arab Emirates, Abu Dhabi	Branch Campus
39.	Paris - Sorbonne Abu Dhabi		France	United Arab Emirates, Abu Dhabi	Branch Campus

40.	New York Film Academy Abu Dhabi		USA	United Arab Emirates, Abu Dhabi	Branch Campus
41.	New York Institute of Technology - (NYIT) - Abu Dhabi		USA	United Arab Emirates, Abu Dhabi	Branch Campus
42.	New York University Abu Dhabi		USA	United Arab Emirates, Abu Dhabi	Branch Campus
43.	Cambridge International College		United Kingdom	United Arab Emirates, Dubai	Branch Campus
44.	Murdoch University in Dubai		Australia	United Arab Emirates, Dubai	Branch Campus
45.	University of Wollongong in Dubai		Australia	United Arab Emirates, Dubai	Branch Campus
46.	ESMOD - Dubai United Arab Emirates	Fashion School	France	United Arab Emirates, Dubai	Branch Campus
47.	Bharati Vidyapeeth University		India	United Arab Emirates, Dubai	Branch Campus
48.	Birla Institute of Technology and Science - Dubai Campus		India	United Arab Emirates, Dubai	Branch Campus
49.	Institute of Management Technology - Dubai		India	United Arab Emirates, Dubai	Branch Campus
50.	Manipal University - Dubai		India	United Arab Emirates, Dubai	Branch Campus
51.	SP Jain Centre of Management - Dubai Campus		India	United Arab Emirates, Dubai	Branch Campus
52.	Islamic Azad University – U.A.E. Branch		Iran	United Arab Emirates, Dubai	Branch Campus
53.	The Royal College of Surgeons in Ireland - Dubai		Ireland	United Arab Emirates, Dubai	Branch Campus
54.	Saint Joseph University in Dubai		Lebanon	United Arab Emirates, Dubai	Branch Campus
55.	Shaheed Zulfikar Ali Bhutto Institute of Science and		Pakistan	United Arab Emirates,	Branch

	Technology - Dubai			Dubai	Campus
56.	Aga Khan University		Pakistan	United Arab Emirates, Dubai	Branch Campus
57.	Abasyn University - Ras Al Khaimah Campus		Pakistan	United Arab Emirates, Dubai	Branch Campus
58.	Saint-Petersburg State University of Engineering & Economics (ENGECON) Dubai		Russia	United Arab Emirates, Dubai	Branch Campus
59.	CASS Business School in Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
60.	Heriot-Watt University - Dubai Campus		United Kingdom	United Arab Emirates, Dubai	Branch Campus
61.	London Business School Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
62.	Manchester Business School - Middle East International Centre, Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
63.	Middlesex University - Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
64.	University of Bradford - Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
65.	University of Exeter - Dubai		United Kingdom	United Arab Emirates, Dubai	Branch Campus
66.	Hult International Business School - Dubai Campus		USA	United Arab Emirates, Dubai	Branch Campus
67.	Michigan State University Dubai		USA	United Arab Emirates, Dubai	Branch Campus
68.	Rochester Institute of Technology (RIT) Dubai		USA	United Arab Emirates, Dubai	Branch Campus
69.	University of Balamand	Under construction	Lebanon	United Arab Emirates, Dubai	Branch Campus
70.	Madurai Kamaraj University		India	United Arab Emirates, Ras	Branch

				Al Khaimah	Campus
71.	Ecole Polytechnique Fédérale de Lausanne (EPFL) Middle East		Switzerland	United Arab Emirates, Ras Al Khaimah	Branch Campus
72.	University of Bolton, Ras Al Khaimah Campus		United Kingdom	United Arab Emirates, Ras Al Khaimah	Branch Campus
73.	Nottingham University Dubai PGCE		United Kingdom	United Arab Emirates	Branch Campus
74.	University of Strathclyde Business School - Abu Dhabi Campus		United Kingdom	United Arab Emirates	Branch Campus
75.	University of Sunderland PGCE		United Kingdom	United Arab Emirates	Branch Campus
76.	Harvard Medical School Dubai Center		USA	United Arab Emirates	Branch Campus
77.	Allied Institute of Management Studies FZ-LLC		India	United Arab Emirates	Branch Campus
78.	Amity University Dubai		India	United Arab Emirates	Branch Campus
79.	Birla Institute of Technology, Ras Al Khaimah		India	United Arab Emirates	Branch Campus
80.	Rochester Institute of Technology - Dubai		USA	United Arab Emirates	Branch Campus
81.	Syracuse University Dubai		USA	United Arab Emirates	Branch Campus
82.	S P Jain School of Global Management		Australia	United Arab Emirates	Branch Campus
83.	SAE Institute - Dubai		Australia	United Arab Emirates	Branch Campus
84.	Synergy University Dubai Campus		Russia	United Arab Emirates	Branch Campus
85.	Shahid Beheshti University, Dubai		Iran	United Arab Emirates	Branch Campus
86.	University of Wollongong in Dubai		Australia	United Arab Emirates	Branch Campus
87.	Manchester Management Training, Sharjah		United Kingdom	United Arab Emirates	Branch Campus

88.	Université Mohammed V-Agdal		Morocco	United Arab Emirates	Branch Campus
89.	European International College		Switzerland, Canada	United Arab Emirates	Francizing institution
90.	Centre for Executive Education, Dubai Knowledge Village		USA , Europe	United Arab Emirates	Francizing institution
91.	Capital		United Kingdom	United Arab Emirates	Francizing institution
92.	American University in the Emirates		USA	United Arab Emirates	Francizing institution
93.	British University in Dubai		United Kingdom	United Arab Emirates	Nationally accredited institution based on foreign system
94.	Canadian University of Dubai		Canada	United Arab Emirates	Nationally accredited institution based on foreign system
95.	European University College		Europe	United Arab Emirates	Nationally accredited institution based on foreign system
96.	International Horizons College (IHC)		USA	United Arab Emirates	Nationally accredited institution based on foreign system
97.	American University of Ras Al Khaimah		USA	United Arab Emirates	Nationally accredited institution based on foreign system
98.	Emirates Canadian		Canada	United Arab	Nationally

	University College			Emirates	accredited institution based on foreign system
99.	London American City College		UK, USA	United Arab Emirates	Nationally accredited institution based on foreign system
100.	Westford School of Management		United Kingdom	United Arab Emirates	Nationally accredited institution based on foreign system
101.	American University of Sharjah		USA	United Arab Emirates	Nationally accredited institution based on foreign system
102.	American University in Dubai	American Style Education	USA	United Arab Emirates	Nationally accredited institution based on foreign system
103.	London College of Make-up FZ-LLC		United Kingdom	United Arab Emirates	Off-shore institution
104.	University of Atlanta Dubai		USA	United Arab Emirates	Distance learning institution
105.	Royal College of Surgeons Bahrain		Ireland	Bahrain	Branch Campus
106.	AMA International University-Bahrain (AMAIUB)		The Philippines	Bahrain	Branch Campus
107.	Bentley University		USA	Bahrain	Branch

					Campus
108.	Bangor University		United Kingdom	Bahrain	Branch Campus
109.	Birla Institute of Technology International Centre		India	Bahrain	Branch Campus
110.	DePaul University		USA	Bahrain	Branch Campus
111.	Kent Business Foundation Courses in Bahrain		United Kingdom	Bahrain	Branch campus
112.	Arab Open University		Kuwait	Bahrain	Distance Learning Institution
113.	Management Development Center		United Kingdom	Bahrain	Distance Learning Institution
114.	Talal Abu Ghazaleh University College of Business		Jordan	Bahrain	Off-shore institution
115.	Algonquin College Kuwait		Canada	Kuwait	Branch Campus
116.	Box Hill College Kuwait		Australia	Kuwait	Branch Campus
117.	Kuwait Maastricht Business School		Netherlands	Kuwait	Branch Campus
118.	American University of the Middle East		USA	Kuwait	Nationally accredited institution based on foreign system
119.	American University of Kuwait		USA	Kuwait	Nationally accredited institution based on foreign system
120.	Australian College of Kuwait		Australia	Kuwait	Francizing

					institution
121.	Arab Open University		Kuwait	Oman	Branch Campus
122.	Caledonian College of Engineering		United Kingdom	Oman	Francizing institution
123.	German University of Technology in Oman		Germany	Oman	Francizing institution
124.	Gulf College of Oman		United Kingdom	Oman	Francizing institution
125.	Majan College		United Kingdom	Oman	Francizing institution
126.	Middle East College		United Kingdom	Oman	Francizing institution
127.	Mazoon College		USA	Oman	Francizing institution
128.	Technical Trainers College		Germany	Saudi Arabia	Nationally accredited institution based on foreign system
129.	Effat University		Australia, USA, Asia, Europe	Saudi Arabia	Nationally accredited institution based on foreign system
130.	Arab Open University		Kuwait	Saudi Arabia	Branch Campus
131.	Algonquin College		Canada	Saudi Arabia	Branch Campus
132.	Sulaiman Al Rajhi Colleges		Netherlands	Saudi Arabia	Nationally

					accredited institution based on foreign system
133.	King Abdullah University of Science & Technology		Europe	Saudi Arabia	Nationally accredited institution based on foreign system
134.	International University College of Technology Twintech		Malaysia	Yemen	Branch Campus
135.	Limkokwing University of Creative Technology		Malaysia	Yemen	Branch Campus
136.	Lebanese International University (Yemen)		Lebanon	Yemen	Branch Campus
137.	Al-Nasser University		USA, UK	Yemen	Francizing institution
138.	British University in Yemen		United Kingdom	Yemen	Francizing institution
139.	The American University of Iraq – Sulaimani		USA	Iraq	Francizing institution
140.	Iraq University College (IUC)		United Kingdom	Iraq	Francizing institution
141.	The British Royal University		United Kingdom	Iraq	Francizing institution
142.	Lebanese French University		France	Iraq	Off-shore institution
143.	Wadi International University		Germany	Syria	Nationally accredited institution based on

					foreign system
144.	Arab Academy for Science, Technology and Maritime Transport		Egypt	Syria	Branch Campus
145.	ESMOD	Fashion School	France	Syria	Branch Campus
146.	Admas University College		Ethiopia	Somalia	Francizing institution
147.	ESMOD	Fashion School	France	Tunisia – Sousse	Branch Campus
148.	ESMOD	Fashion School	France	Tunisia- Tunis	Branch Campus
149.	Paris Dauphine University		France	Tunisia	Branch Campus
150.	Université Internationale de Rabat	Funded by French for <i>Deposit and Management Fund</i>	France	Morocco	International Institution
151.	Mundiapolis University of Casablanca		France	Morocco	Francizing institution
152.	International University of Africa		Africa	Sudan	International Institution
153.	University of Medical Sciences and Technology		United Kingdom	Sudan	Nationally accredited institution based on foreign system

5. ANALYSIS OF THE PHENOMENON OF DISTANCE HIGHER EDUCATION IN THE ARAB REGION

A special attention within the RecoNow project was dedicated to distant education as a peculiar TNE case, for that reason we drafted the following part that can explain three different structures of distant learning within Arab countries in order to better understand the approach adopted in that area by institutions that provide distant education.

During the 1950s and 1960s, after independence, most Arab countries have struggled to develop systems of higher education that would have enabled their societies to build an educational system that would have flourished and grew. The search to develop such educational systems was consistent with a global trend in which the expansion of higher education had been the most important single post war trend worldwide (Samoff, 2003). Arab governments have rapidly established a great number of universities in recent decades. In 1950, there were no more than ten universities scattered across the Region, whereas today, there are more than 400 higher education providers (UNESCO, 2008). At the same time, Arab states have, as never before, witnessed a remarkable increase in enrollment rates in higher education institutions. This increase has resulted from a growing public demand for education, an enlarged population, and the governments' commitments to make higher education as accessible as possible. In correlation with this fact, it's been estimated that revenues from the sales of e-Learning tools will reach \$560 million in 2016 in the Arab Region.

Nevertheless, most Arab states have proven unable to meet the needs of all students desiring to pursue their goals because of dramatic increases in student enrollment unaccompanied by sufficient resources. Confirming this, the 1998 Beirut Declaration of the Arab Regional Conference on Higher Education stated «higher education in the Arab States is under considerable strain, due to high rates of population growth and increasing social demand for higher education, which lead states and institutions to increase student enrollment, often without adequate allocated financial resources». Moreover, faced with the challenges of providing flexible enrollment and lifelong learning availability, Arab higher education institutions have not been able to meet the new demands and needs of their societies. Thus, the urgent need for in-depth reform of university structures is evident. In view of this, the Beirut Declaration calls for harnessing modern information and communication technologies to «contribute in the provision of courses and degree-awarding programs through multiple and advanced means, thus breaking through the traditional barriers of space and time».

In responding to what is mentioned above, Arab countries have adopted radically new visions that would prevent Arab societies from lagging behind other socio-economically advanced nations. One of these, which relies heavily upon modern information and communication technologies, is distance education. Having succeeded in providing accessible and diversified opportunities at an acceptable cost in many nations worldwide, it would be hoped that distance education can alleviate the pressures on higher education institutions in the Arab Region.

The present document examines three different structures of distant learning within Arab countries:

- (A) distance education programs provided by traditional universities,
- (B) open or distance education universities offering only programmes from a distance,
- (C) a virtual university.

A. Distance Education Programmes through Traditional Universities (Dual Mode)

Dual mode universities are institutions that have extended educational activities to provide off-campus programs as well as on-campus programs. The Arab Region is no exception to the worldwide trend of traditional universities providing conventional and distance education simultaneously. Some universities have established open education units, awarding Bachelor's level degrees and sometimes Master's level degrees through distance education mode.

There are three established examples we can highlight that exemplify the delivery of distance education.

1. The first example is the **Open Learning Centers** found in Egypt. According to the 1989 approval of The Supreme Council of Egyptian Universities to provide open learning in universities interested in offering that mode of education, four universities (Cairo, Alexandria, Assiut, and Ain-Shams) may award degrees at undergraduate and postgraduate levels through distance education programmes in a variety of disciplines (Egyptian Universities Network, 2003).

2. The second example is the **Distance Education Center of Juba University** found in Sudan, with a branch in Jordan. Upon the issuance of the 1998 decree of the vice chancellor of Juba University for the academic year 1999-2000, the center is permitted to offer four years of distance courses arranged in collaboration with the university colleges of social studies and education, leading to Bachelor's level degrees, in addition to two years of distance courses leading to Master's level degrees (Majdalawi Educational Institute, 2000).

3. The third example is the **Open Learning Centers** found in Syria, which utilise distance education modes of teaching. Established in 2001, Open Learning Centers are permitted to award Bachelor's level degrees with majors in English translation from Al-Baath University, in information and translation from Damascus University, and in law studies from Aleppo University (Open Learning Center of Al-Baath University, 2002).

B. Single Mode Distance Education Universities

With the unique purpose of distance education, single mode universities dedicate all of their activities to that end. This category encompasses five examples in five Arab countries.

1. The first example is the **Higher Institute for Continuing Education** found in Tunisia, aims at training teachers at primary and secondary levels. It utilizes correspondence education as well as printed and audio materials (Jamlan, 1999).

2. The second example is the **Open University** in Libya, which awards Bachelor's level degrees, depending heavily on printed materials to operate its programmes. The university's aim is to provide education, training, and culture to all citizens, through programs in humanities, social, and management sciences (Libyan open university, 2004).

3. The third is the **Continuing Education University** in Algeria, which uses printed materials, television and radio broadcasting, and tutorials to recruit the students who failed to obtain a general secondary diploma. This programme aims to rehabilitate the students by providing the skills that will enable them to work in the community, or to provide them with a matriculation to be able to enroll in university

programs (Jamlan, 1999).

4. The fourth example is **Al-Quds Open University (QOU)**, which was established in 1991, with the main campus in Jerusalem and educational centers spreading in major Palestinian cities. It aims to meet the needs of Palestinian students in Gaza and the West Bank. It aspires to extend its activities to other Arab and foreign countries. QOU awards first degrees typically Bachelor's level degrees in various specializations, equivalent to its counterpart in conventional universities. It also awards academic degrees in Education, and non-degree courses. Moreover it is planning to offer Master's level degrees as a future prospect (Al Quds Open University, 2001).

5. The fifth example is the **Arab Open University (AOU)**, which was established in 1999, with the main campus in Kuwait and branch campuses in Bahrain, Egypt, Lebanon, Jordan and Saudi Arabia. Making use of modern information and communication technologies, AOU aims to make higher education and continuing education accessible to every willing and capable Arab citizen with the aim of contributing to the training of highly qualified Arab human power in fields which are essential for national and regional development, conducting research, studies, and consultations in these fields (Arab Gulf Program for United Nations Development Organizations, 1999). «To achieve its objectives, the AOU has concluded agreements of cooperation and affiliation with the United Kingdom Open University (UKOU) that cover licensing of materials, consultancies, and accreditation and validation».

C. Virtual University

Syrian Virtual University (SVU) is the first online university in this Region using this mode. Established in 2002, SVU aspires to provide world-class education without boundaries, internationally accredited degrees, and to link the Arab Region to the western world (UNESCO, 2003). This objective arises from its desire to bring American, European and other international universities to each home in the Arab States so that students do not have to leave their countries to study abroad. As AOU concluded an agreement with the UKOU, the SVU has sought to be affiliated with reputed online universities. SVU has concluded agreements with western leading online universities, mainly from Canada, Europe, Australia and the USA, in order to offer their programmes to students from the Arab Region with the same requirements for enrollment and graduation, thus fostering academic quality as well as intellectual honesty and integrity (Syrian Virtual University home page).

6. TNE INSTITUTIONS OPERATING WITH/WITHIN PARTNER COUNTRY UNIVERSITIES (RESULTS OF RECONOW QUESTIONNAIRES)

During different activities related to WP 4 of the RecoNow project, we collected examples of TNE cases³ thanks to the information provided by our partner universities within the project. The RecoNow universities filled in a questionnaire indicating different details on the nature of some relevant TNE cases operating at their national level, also providing information on the official status of the final qualification awarded to students.

The present section of our document lists 20 cases of those provided by our partner universities and divides them in different groups according to the analysed typology of the TNE 'action': some of these cases are related the standard nomenclature of TNE classical examples, others are a mix of different TNE 'actions'. This information is fundamental to understand that higher education institutions worldwide are going to find innovative solutions to offer study programmes by finding and creating new forms of educational pathes and organisational models to respond to the new needs of higher education sector or to be in line with different national legislations that are sometimes not in line with new challenges due to the internationalisation.

TNE cases provided by Jordanian and Palestinian partner universities⁴:

Distance Learning Education

TNE case - Distance Learning Education	Details
<i>Name</i>	Al-Quds Open University
<i>Website</i>	www.qou.edu
<i>TNE Typology</i>	Distance Learning Education
<i>Country of origin</i>	Palestine
<i>Country where it is operating</i>	Palestine (Branches in all Palestinian Cities)
<i>Does it have the power to award final qualifications by its own?</i>	Yes, the university is officially recognised and accredited
<i>Which kind of qualification does it award?</i>	Around 40 BA programmes and 2 MA programmes
<i>Is it recognised/accredited within the country where it is operating?</i>	The university is recognized by AQAC (1991/HE1B/08/09)
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	The University is not listed as a recognised institution at the Ministry of Higher Education in Jordan
TNE case - Distance Learning Education	Details
<i>Name</i>	Depaul University
<i>Website</i>	https://www.depaul.edu

³ Branch campus; Validated institution; Franchising institution; Off-shore institution; Distance learning institution; International Institution; Locally accredited institution based on a foreign system; Joint Programme; Programme designed by a foreign university but provided by a local university (with local final qualification).

⁴ An-Najah National University, Birzeit University, Princess Sumaya University for Technology, Petra University University of Jordan.

<i>TNE Typology</i>	Distance Learning Education
<i>Country of origin</i>	USA
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Master Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

Distance Learning – Franchising Institution

TNE case - Distance Learning – Franchising Institution	Details
<i>Name</i>	Talal Abu-Ghazaleh University
<i>Website</i>	http://www.tagiuni.com
<i>TNE Typology</i>	Distance Learning – Franchising Institution
<i>Country of origin</i>	Different partner countries
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	No, qualifications are awarded by affiliated official universities based in different countries that validated different programmes
<i>Which kind of qualification does it award?</i>	Bachelor, Master and Doctoral Degrees from affiliated universities
<i>Is it recognised/accredited within the country where it is operating?</i>	Different HEIs are accredited in their home system
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Even if the name is “University”, this institution is more a educational provider that operated thanks to different agreement with official HEIs; those official institutions have the power to award final qualifications according to their system of origine

Joint Programme

TNE case - Joint Programme	Details
<i>Name</i>	Master in Food and Nutrition Science /Laurea Magistrale in Food Science and Technology
<i>Website</i>	https://fgs.najah.edu/node/7123
<i>TNE Typology</i>	Joint Programme
<i>Country of origin</i>	Palestine and Italy
<i>Country where it is operating</i>	Palestine and Italy
<i>Does it have the power to award final qualifications by its own?</i>	The programme is fully accredited by AQAC and recognised as a joint master programme between ANNU and University of Naples “Federico II”

<i>Which kind of qualification does it award?</i>	Double Degree: Master in Food and Nutrition Science (Palestinian qualification) and Laurea Magistrale in Food Science and Technology (Italian qualification)
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes, in both countries (Palestine and Italy)
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	There are no graduates yet from this programme as it is still new (started in 2015)

TNE case - Joint Programme	Details
<i>Name</i>	Joint Programmes between Princess Sumaya University & German Jordan University
<i>Website</i>	www.psut.edu.jo; www.gju.edu.jo
<i>TNE Typology</i>	Joint Programme
<i>Country of origin</i>	Jordan
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Joint Jordanian Master Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

TNE case - Joint Programme	Details
<i>Name</i>	Joint Programmes between Princess Sumaya University & Hasselt University
<i>Website</i>	www.psut.edu.jo; www.uhasselt.be
<i>TNE Typology</i>	Joint Programme
<i>Country of origin</i>	Jordan and Belgium
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	A Belgium Master Degree, a Jordanian Master Degree or both: depending on the number of months spent in each partner university
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

TNE case - Joint Programme	Details
<i>Name</i>	Joint Programmes between Princess Sumaya University & Lancaster University
<i>Website</i>	www.psut.edu.jo; www.lancaster.ac.uk
<i>TNE Typology</i>	Joint Programme
<i>Country of origin</i>	Jordan and UK
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	A Jordanian Master Degrees and a Uk Master Degree
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

Joint Programme – Multinational Institute

TNE case - Joint Programme – Multinational Institute	Details
<i>Name</i>	Master in Democratic Governance - European Inter-University Centre for Human Rights and Democratisation (EIUC)
<i>Website</i>	http://eiuc.org/dema
<i>TNE Typology</i>	Joint Programme – Multinational Institute
<i>Country of origin</i>	Italy
<i>Country where it is operating</i>	Morocco, Palestine, Lebanon and Italy
<i>Does it have the power to award final qualifications by its own?</i>	Not directly, final qualifications are awarded by official partner universities
<i>Which kind of qualification does it award?</i>	A Post-graduate diploma (Italy) and a Master degree (Morocco)
<i>Is it recognised/accredited within the country where it is operating?</i>	EUIC is not accredited/recognised as an official HE institution in Italy or in other countries, but the partner universities are officially accredited in each of their country of origine
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated)</i>	n.a.

Locally accredited institution based on a foreign system

TNE case - Locally accredited institution based on a foreign system	Details
<i>Name</i>	German Jordanian University
<i>Website</i>	www.gju.edu.jo

<i>TNE Typology</i>	Locally accredited institution based on a foreign system
<i>Country of origin</i>	Jordan, based on German system
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Jordanian Bachelor and Master Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes, it is recognised/accredited within Jordan
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

Binational institution

TNE case - Binational institution	Details
<i>Name</i>	Al-Quds Bard College for Arts and Sciences
<i>Website</i>	http://www.bard.alquds.edu/
<i>TNE Typology</i>	Binational HE institution
<i>Country of origin</i>	USA and Palestine
<i>Country where it is operating</i>	Palestine
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Bachelor degree in liberal arts and science, and Master of arts in teaching: students receive a Palestinian Bachelor/Master from Al-Quds University as well as an American Bachelor/Master from Bard College
<i>Is it recognised/accredited within the country where it is operating?</i>	Programmes are accredited by Accreditation and Quality Assurance Commission and by the Ministry of education and higher education in Palestine
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Dual-degree programmes between a US (Bard college, NY) and a Palestinian institution of higher education (Al-Quds University, Jerusalem) are run at the "AL-QUDS BARD COLLEGE FOR ARTS AND SCIENCES" located within the premises of Al-Quds University

Branch Campus

TNE case – Branch Campus	Details
<i>Name</i>	New York Institute of Technology
<i>Website</i>	www.nyit.edu/jordan
<i>TNE Typology</i>	Branch Campus

<i>Country of origin</i>	USA
<i>Country where it is operating</i>	Jordan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	US Master Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	It was recognised and accredited within Jordan up to 2013, then the campus closed and the students who had not completed their degree moved to study at other universities in Jordan
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	There are many problems in getting recognition in neighboring countries due to different admission rules between Jordanian HEIs and NYIT

Branch Campus – Distance learning

TNE case – Branch Campus – Distant learning	Details
<i>Name</i>	Arab Open University
<i>Website</i>	https://www.aou.edu.jo
<i>TNE Typology</i>	Branch Campus – Distance learning
<i>Country of origin</i>	Kuwait
<i>Country where it is operating</i>	Jordan, Kuwait, Saudi Arabia, Egypt, Lebanon, Bahrain, Oman, Sudan
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Bachelor and Master Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	n.a.

TNE cases provided by EU partner universities⁵:

Distance Learning Education

TNE case – Distance Learning Education	Details
<i>Name</i>	The Open University
<i>Website</i>	http://www.open.ac.uk/ireland/
<i>TNE Typology</i>	Distance Learning Education
<i>Country of origin</i>	UK
<i>Country where it is operating</i>	Ireland
<i>Does it have the power to award final qualifications by its own?</i>	Yes

⁵ University of Bologna, University College Cork, University of Bordeaux.

<i>Which kind of qualification does it award?</i>	Bachelor and Masters. Open University qualifications are UK awards.
<i>Is it recognised/accredited within the country where it is operating?</i>	The Open University is a recognised provider of higher education in the Republic of Ireland, and their awards are fully aligned with the National Framework of Qualifications, Ireland
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Distance-learning is imported from the UK e.g. through the UK Open University and Henley Management College. There is no information available about the operation of virtual providers but it is believed that the University of Phoenix is going to open a branch in Ireland. The Open University became the tenth member of Universities Ireland in 2011. The partnership was founded in 2003 to promote and develop cooperation between the institutions on the island of Ireland. The Centre for Cross Border Studies provides the Secretariat for the group, and the current chair is Dr Michael Murphy, President of University College Cork. The Open University works with the Higher Education Authority (HEA) to keep abreast of all policy developments relating to Higher Education in the Republic of Ireland. The Open University received HEA Springboard funding in 2011 and 2013 to provide courses and qualifications for people in employment via this innovative programme

Joint Programme – Branch Campus

TNE case – Joint Programme – Branch Campus	Details
<i>Name</i>	MIAGE (Méthodes Informatiques Appliquées à la Gestion) - ICT methods applied to management
<i>Website</i>	http://www.uls.edu.lb/faculty/business-administration-finance/degrees/Eng-Section/double-masters-miage/miage-pd
<i>TNE Typology</i>	Joint Programme – Branch Campus
<i>Country of origin</i>	France
<i>Country where it is operating</i>	Lebanon
<i>Does it have the power to award final qualifications by its own?</i>	It is awarded a French Master Degree only
<i>Which kind of qualification does it award?</i>	French Master Degree
<i>Is it recognised/accredited within the country where it is operating?</i>	No
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Only a French qualification is awarded at the end of the programme.

TNE case – Joint Programme – Branch Campus	Details
<i>Name</i>	Master de Physique Nucléaire et Applications
<i>Website</i>	http://www.u-bordeaux.com/Education/International-Study/Programs-abroad and http://www.u-bordeaux.fr/formation/PRMAPY_131/master-recherche-professionnel-mention-physique-specialite-physique-nucleaire-et-applications-delocalise-a-hanoi-vietnam
<i>TNE Typology</i>	Joint Programme - Branch Campus
<i>Country of origin</i>	France
<i>Country where it is operating</i>	Vietnam – hosted by Hanoi University of Sciences
<i>Does it have the power to award final qualifications by its own?</i>	It is awarded a French Master Degree only
<i>Which kind of qualification does it award?</i>	French Master Degree
<i>Is it recognised/accredited within the country where it is operating?</i>	No
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	This course is delivered at Hanoi University of Sciences, in the framework of the “Pole Universitaire Francais” of Hanoi (there is one in Hanoi and one in Ho Chi Minh). Each “pole” consists of a range of courses (often Masters but also bachelor level) available at various Vietnamese institutions and provided as ‘outsourced’ courses by French Universities. They are not locally accredited. For further information

	see: http://www.consulfrance-hcm.org/Poles-Universitaires-Francais-La
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Locally accredited institution based on a foreign system

TNE case – Locally accredited institution based on a foreign system	Details
<i>Name</i>	Université Française en Egypte / French University in Egypt
<i>Website</i>	http://portal.ufe.edu.eg/spip/?lang=en
<i>TNE Typology</i>	Locally accredited based on a foreign system
<i>Country of origin</i>	Egypt
<i>Country where it is operating</i>	Egypt
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Egyptian qualifications
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Also offers double diplomas with some French universities in select subjects. All of which are Master degrees

Branch Campus

TNE case – Branch Campus	Details
<i>Name</i>	Unibo – Representacion en la Republica Argentina
<i>Website</i>	http://www.ba.unibo.it
<i>TNE Typology</i>	Branch Campus
<i>Country of origin</i>	Italy
<i>Country where it is operating</i>	Argentina
<i>Does it have the power to award final qualifications by its own?</i>	Yes
<i>Which kind of qualification does it award?</i>	Currently only “Master universitario di primo livello in Relazioni Internazionali Europa-America Latina” (one-year postgraduate diploma – 60 ECTS). To receive this qualification students have to spend half year in Argentina and half year in Italy
<i>Is it recognised/accredited within the country where it is operating?</i>	The postgraduate diploma in International Relations Europe-Latin America is recognised by the Ministry of Higher Education in Argentina; the decision was taken through a specific Argentinian Decree
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	The institution also manages undergraduate admissions and offers the possibility to spend the first year in Argentina, and later continue the

	second and third year in Bologna. The final qualification awarded is an Italian Bachelor Degree (Laurea)
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TNE case – Branch Campus	Details
<i>Name</i>	The RCSI Institute of Leadership
<i>Website</i>	http://www.rcsileadership.org/index.jsp?p=0&n=304
<i>TNE Typology</i>	Branch Campus
<i>Country of origin</i>	Ireland
<i>Country where it is operating</i>	Originally Knowledge Village, Dubai (2005). In 2007 the campus moved to Mohammed Bin Rashid Academic Medical Center in Dubai Healthcare City
<i>Does it have the power to award final qualifications by its own?</i>	No, final qualifications are awarded in absentia at the RCSI conferring ceremony. All results go through an NUI exam board in Ireland
<i>Which kind of qualification does it award?</i>	Irish Qualifications
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes, the qualifications are recognized in Dubai and are accredited by the CAA (Commission for Academic Accreditation, Abu Dhabi)
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	The Institute of Leadership has campuses in Ireland, Bahrain and the United Arab Emirates. The MSc degree programmes are part-time and flexible and a blend of classroom and distance education designed with busy healthcare professionals in mind is used. Whereas most of the students complete their degrees within two years, the facility exists to cover the programme over five years. The MSc degree programs are also the only UAE-based Level 9 programmes of their kind accredited by the CAA

Off-shore Institution

TNE case – Off-shore Institution	Details
<i>Name</i>	John Cabot University
<i>Website</i>	http://www.johncabot.edu
<i>TNE Typology</i>	Off-shore Institution
<i>Country of origin</i>	USA
<i>Country where it is operating</i>	Italy
<i>Does it have the power to award final qualifications by its own?</i>	Yes, according to the US system
<i>Which kind of qualification does it award?</i>	US Bachelor Degrees
<i>Is it recognised/accredited within the country where it is operating?</i>	No

<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	The JCU award official US Bachelor Degrees that are not automatically recognised in Italy. Holders have to apply for a recognition procedure according to the Italian rules on this sector in order to obtain a recognition of their foreign degrees
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Validated Institution

TNE case – Validated Institution	Details
<i>Name</i>	Griffith College, Dublin (validated by Nottingham Trent University, UK)
<i>Website</i>	https://www.griffith.ie , https://www.ntu.ac.uk/about_ntu/partner_institutions/validation_services/current_validation_service_partners/141244.html
<i>TNE Typology</i>	Validated Institution
<i>Country of origin</i>	UK
<i>Country where it is operating</i>	Ireland
<i>Does it have the power to award final qualifications by its own?</i>	The qualifications are awarded jointly by QQI (Quality and Qualifications Ireland) and Nottingham Trent University and are Irish qualifications
<i>Which kind of qualification does it award?</i>	Irish Qualifications
<i>Is it recognised/accredited within the country where it is operating?</i>	Yes
<i>Other relevant information (for example, problems in getting recognition in neighboring countries, special programmes operated..)</i>	Griffith College was approved as a Validated Centre of the Nottingham Trent University in September 1998. Since validation the LLB and BA in Business and Law have been recognised by the Law Society of Ireland as qualifying degrees for the purposes of Final Examinations (Part One). In June 2004, the Education Committee formally approved the LLB and BA in Business and Law for the purpose of allowing graduates to sit the entrance examination to the Honourable Society of the King's Inns. Also in June 2004 the Council of Legal Education (Northern Ireland) confirmed that both the LLB (Hons) in Irish Law and the BA (Hons) in Business and Law are recognised degrees for the purposes of admission to the Institute of Professional Legal Studies at the Queen's University Belfast. In 2005, Griffith College Dublin acquired Skerry's Cork Business School, which was renamed Griffith College Cork and subsequently approved as a Delivery Centre to operate all NTU validated law courses. This process began with

	the delivery of the LLB programme from September 2005. In December 2005, the University signed an agreement with the Irish Government's Higher Education and Training Awards Council (HETAC) allowing for the joint recognition of the above awards.
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