Globalization in Egyptian Higher Education:
"Egyptian Higher Education (EHE) as Soft Power in Neighbouring Countries",
Cairo University as a Case Study

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Abstract

According to Joseph Nye (2004), "Soft Power is the ability to get what you want through attraction rather than coercion or payments. It arises from the attraction of the country's culture, political ideals, and foreign and domestic policies".[1, 2] Education has been used throughout history as a weapon to conquer the hearts and minds of adversaries and to corrupt their youth with exogenous gods, goods, heroes, and ethics (Tomusk, 2006a)[3]. This perception leads us to revise the notion of "soft power" which developed by Nye and, in particular, to consider higher education as a source of soft power[3]. Currently, the number of countries that regard education as the best way to promote their national interests on the world stage is increasing. In addition, leadership in world politics is increasingly determined by the ability to help develop its neighbours or competitors (Bogaturov, 2006, p. 12)[4]. Higher education is considered a key driver in the development of economies and societies and is therefore gaining importance in cooperation policies.

This paper investigates the importance of Egyptian Higher Education (EHE) as a mechanism for monitoring soft power within the context of globalization, taken Cairo University as a study case. The paper situates the concept of soft power within the context of higher education policy-making, examining the different ways, in which the Bologna Process is influencing the reforms, mechanisms and policy vehicles applied by EHE agendas. On the one hand, the paper will explore why and how EHE dynamics can be considered a model for educational reforms in other countries and regions. On the other hand, it will analyse the interest of Egypt in promoting its higher education agenda in neighbouring countries and the importance of international cooperation in this field as a way to foster global influence.

Key Words: Cairo University, Soft power, higher education, Bologna Process, Egyptian Higher Education, Arabic, African neighbourhood countries, interest and influence.

Introduction

Nye (2004) stresses that "we consider a country powerful if it has a relatively large population, territory, natural resources, economic strength, military force, and social stability".

Egypt occupies a unique geopolitical position arising from its location and history. Its relatively youthful population and diversified economic base underpin the country's future. Egypt controls the Suez Canal, which is one of the world's most well-known maritime chokepoints, linking the Mediterranean and Red Seas. With a population of over hundred million people, Egypt is by far the most populous Arabic-speaking country. Although it may no longer play the same type of leading political or military role in the Arab

world as it has in the past, Egypt may retain some "soft power" thanks to its history, media, and culture. Cairo plays host both to the 22-member Arab League and to Al- Azhar University, which be considered the oldest continuously operating university in the world and has symbolic importance as a leading source of Islamic thought.

Historical glimpse

Historically, higher education was already a source of soft power in the Middle Ages, when the first universities were created (Anna Wojciuk, 2018)[5]. In Europe, numerous Italian institutions as well as the Sorbonne in Paris had a huge impact on the intellectual life of elites in all parts of the Continent. The mobility of students and scholars has characterized universities since their earliest days. In the middle Ages, Latin was an almost universal language of scholarship that assured the wide reach of knowledge and methodology of investigation, encompassing the entirety of Western Christianity. Scholarly exchange was also maintained with scholars connected with the Byzantine (Greek-speaking) and Arabic cultures. Particularly, in the early Middle Ages, those cultures were much more advanced in terms of scholarship than their Western European counterparts, becoming centres where knowledge diffused towards Europe.

The history of education is still marked biased towards the West and the evolution of Graeco-Roman intellectual traditions. This is no less true when referring to the history of scholarly mobility (Welch, 2008)[6, 7]. This intellectual bias ignores the huge contributions of often peripatetic scholars from non-Western traditions, such as Islamic civilization, to the development of knowledge, including both the natural and social sciences (Welch, 2005; Connell, 2007)[6]. For Islam, this included more than the few figures who appear in Western histories, such as the widely travelled Ibn Sina (980-1037), Ibn Rushd (1126-1198), and Ibn Khaldun (1332-1406). Other notables among this group of great Islamic scholars include Jaber bin Hayan, Al-Razi, Al-Biruni, Al-Uqlidisi, Al-Khwarizmi, Al-Kindi, Ibn al-Haytham, Al-Tūsi, and Al-Birūni. Several were peripatetic scholars, frequenting some of the major intellectual cores of the Islamic world.

Among the several intellectual centres of the ancient world, the Great Library of Alexandria in Egypt, founded by Ptolemy I (323-283BC) was probably the earliest. Before its destruction (Phillips, 2010), [8] Alexandria was perhaps the first library to strive to collect works throughout the known world: the obsession of the early Ptolemies extended to, 'if systematically possible, all the books in the world' (El-Abbadi, 1990)[9]. Situated at a strategic point that made it an international trade hub, a royal mandate assigned scholars to travel from Alexandria to centres such as Rhodes and Athens to purchase works from their book fairs. At the same time, vessels that visited Alexandria were combed for books, that were removed and copied then (with the originals being held and only copies subsequently returned to their owners) (Phillips, 2010)[8]. Works in different languages that were plundered in this way were translated into Greek, providing standardized reconstructions of major Greek works (Blum, 1991; Casson, 2001)[10]. As a leading producer of papyrus, Alexandria also became a scholar centre; where scribes transcribed copies of books that were then sent abroad; the income from such activities helped sustain the Library's activities. The Library's holdings were estimated to total between 400,000 and to 700,000 papyrus scrolls. However, Alexandria was, by no means the only early example of such an institution. Another scholar centre was based in Egypt's Cairo. Al-Azhar, founded by Shīites in Cairo in 970 and whose name supposedly derives from Fatima, the daughter of Mohammed (Pbuh), who was called Al-Zahra (the 'luminous' or 'brilliant'), was revived under the Sunni Mamluks in the mid-thirteenth century and became another magnet for scholars and students from throughout the Islamic world, especially after the defeat of the Mongols (Ain-Gallot Battle) led many Eastern scholars to migrate to Cairo. Based on a core curriculum

of Islamic theology, law and Arabic language, the programme expanded to include history, rhetoric and literature, together with Islamic philosophy, astronomy, medicine, and logic.

Egyptian higher education within Egypt's Vision 2030

In general, a high-quality education and training system should be available to all, without discrimination, within an efficient, just, sustainable, and flexible institutional framework. Such a system should provide the skills that students and trainees need to think creatively and should also empower them technically and technologically. This system should foster the development of proud, creative, responsible, and competitive citizens, who accept diversity and differences, are proud of their country's history, eager to build its future, and able to regional and international entities.

The strategic vision addresses both of the supply and demand sides and aims to empower governance and its role in planning and monitoring. Demand for higher education services is expected to surge owing for citizens experience the actual value-added from quality education that complies with global standards, at the level of the teacher, the curricula, and other media that enable competitiveness. Three objectives of EHE's vision can be summarized as follows:

1. Improving the quality of the educational system to meet to international standards,
2. Providing education for all without discrimination, and
3. Enhancing competitiveness of the educational system and its outputs.

The First Objective is entirely responsible for the educational system's quality, including application of global accreditation and quality standards via local accreditation of higher education institutions by the National Authority for Education Quality Assurance and Accreditation. This objective is represented in the goal of ensuring that students are capable of innovation and creation, keeping pace with the labour market and creating job opportunities.

The Second Objective is responsible for providing high-quality educational services for all students, including the provision of adequate classrooms in rural and urban areas, for males and females, and for all classes of society. The goal is to advance the economy, helping it become sustainable and up-to-date.

The Third Objective covers increasing quality, accessibility, and competitiveness. This strategy aims at activating the dynamic relationship between the educational process and the labour market's requirements by graduating students who are able to seize market opportunities and even create such opportunities to achieve sustainable economic development, based on knowledge and innovation.

Higher Education Programmes to 2030

- Establishing higher education institutions in partnership with civil society and the private sector.
- Building distinctive teaching cadres at higher education institutions.
- Improving the quality of higher education institutions.

The Bologna Process in Egypt

In 1998, European ministers of education had met at the Sorbonne to discuss the available ways to revitalize and reform the European higher education system. They formulated the Sorbonne Declaration, which would shape the dominant higher education system through the Bologna Process. The "desire" and the "need" to restructure the European higher education system that had surfaced ten years earlier, and all of this discussion built up to the meeting in 1999 that led to the formulation of the Bologna Process. Europe was not the only continent affected by the implementation of the Bologna Process. Africa, Asia and the Americas were also heavily affected through the rise of a competitive, European higher educational system. For example, since African higher education was based largely on European models, relate to the European colonialism of the eighteenth and nineteenth centuries, the African education system was pushed to conform to the Bologna Process. Europe agreed to help Africa to implement the Bologna Process in 1993 (Huisman et al, 2012)[13]. By September 2011, the Bologna Process had been fully adopted by several

African countries, including Egypt, Algeria, Morocco, Tunisia and some countries in West Africa, and a Euro-Mediterranean higher education and research area was established through the Catania Declaration which modelled after the Bologna Declaration and the European Higher Education Area (EHEA).

To introduce Bologna-style harmonization across Africa, the African Union (AU) has suggested the achievement of intra-African mobility of students and academics as a potential benefit. South Africa and Egypt in particular attract a large number of incoming students from other African countries (Mulumba, Obaje, Kobedi, & Kishun, 2008)14. If these countries align their higher education systems with those in Europe, it will be possible that further student mobility towards Europe will be the outcome, rather than increased flows between African nations.

Developments in quality assurance in Egypt seem to be more closely mirror for the tiered structure of programme accreditation and external quality assurance of higher education institutions. However, these developments appear influenced by external consultancy from the Quality Assurance Agency of the UK and the conditions of funding from World Bank loans rather than by the policy discourse of the Bologna Process. Thus, instead of being inspired by a policy dialogue with the EHEA, these developments appear to be more aimed at strengthening economic ties with the former colonial power or between centre and periphery.

These findings suggest that as Egypt pursues its national interests in higher education reform, it may draw to various degrees from the Bologna Process discourse and from funding and consultancy from individual countries within the European Union (EU), which are, in turn, drawn from strategies for higher education reform in the EU. A more comprehensive and sustained dialogue would be needed to ensure such cooperation. Egypt cannot avoid being harmonized with the Bologna Process because Europe is its closest neighbour, and many Egyptian scholars are going to Europe for further study or research.

The Bologna Process increases competition among nations to enrol students, and this competition is an excellent motivator for these countries to better their educational systems. The resulting improvements should produce graduates who are enhance life-long learners and citizens. Gaston states that the Bologna Process revealed a better system of higher education, and the world, including the United States, is starting to lag behind. The Process will push countries to reform their old systems and possibly create alliances with other nations to form a better world system for higher education.

Norms of Egypt's Soft Power

- For centuries, Al-Azhar (970 CE), which was the most famous higher education institution in Egypt and is considered one of the oldest institutions of higher learning in the world, has played a leading role in disseminating knowledge across Africa and Asia. Bringing together the study of a number of subjects in the same place, it was one of the first universities in the world and the only one to survive as a modern university by including secular subjects through the curriculum. Education at places such as Al-Azhar varied over the centuries and could be quite versatile (Abdo, 2000; Gran, 1979)[11]; critics imagined a purely theological and religious indoctrination that could hardly qualify as education.

- Starting with the reign of Mohamed Ali Pasha at the beginning of the 19th century, for example, Egypt formed the first modern army in the region and established what might be regarded as the first modern universities, such as the Al-Mohandas Khana (1816), the region's first school of engineering, and the Abu Zaabel (1817), the first school of medicine. These schools were followed in the 1820s and 1830s by schools for midwives and veterinarians as well as schools of music, agriculture, mineralogy, languages and so on.

- Mohamed Ali also established the tradition of sending students on educational missions abroad. Governments under his successors followed his lead, adding other instruments of soft power, such as

museums, libraries, a royal opera house, and scientific establishments such as the Astronomical Observatory, the Chemistry Authority, and the Khedival Geographical Society. In the 20th century, during the reign of King Fuad, the government founded the Arab Music Academy, the Egyptian Academy in Rome, the School of Fine Arts, and the Egyptian Broadcasting Company, to name but a few.

- Egypt's sources of soft power continued to accumulate until the late 1970s, which brought a major shift in Egypt's affiliations combined with a shift in focus to the domestic front, where the government abroad utilized the soft power in its drive to equip the public to adjust to new political developments, most notably the Egyptian-Israeli Peace Treaty and its consequences on Egyptian-Arab and Egyptian-African relations.

- In the Arab world, Egypt has long been recognized for its brand of soft power. Now, it is home to one hundred million people, making it the most populous nation in the Middle East. For the past century, Egypt has also been the most important centre for scholars, artists, authors, and intellectuals who have played an essential role in shaping Egyptian society and influencing Arab populations around the world.

- Egypt was the first Arab nation to get opened to the Western world. An Egyptian novelist, Naguib Mahfouz, is the only Arab writer to have won the Nobel Prize in Literature. Today, Egypt remains the most progressive country in the Middle East in the creative fields of film, television, music, and media. For example, Egypt's film industry dates to the 1930s. More than three-quarters of all Arab-language short and feature-length films originated in Egypt. Cairo and Alexandria host international film festivals. Egypt also has the most influential television industry in the Arab world, with television audiences across the region watching Egyptian-produced dramatic programmes, soap operas, musicals, and comedy programmes, as well as the most popular evening talk shows – all transmitted in the Cairo dialect. Even as Egypt's dominance in the Arab entertainment world is being challenged by emerging media hubs in the Gulf countries, Egyptian performers remain the most-watched and followed personalities.

- Egypt is a home to important cultural institutions, such as the Cairo Opera House and the Library of Alexandria, which reopened in 2002. The American University in Cairo and Cairo University are ranked among the leading institutions of higher education in the Arab world. Each year, 300,000 Egyptians obtain college degrees, many in science, technology, and engineering. Reforms being advocated for curricula in Egypt's schools could be adopted elsewhere in the Arab world.

- Egypt's soft power is important not only to the country's identity but also to encourage serious religious discourse among Arabs. Egypt's soft power can support a culture that discourages hate speech and promotes the co-existence of all peoples. While our political leaders must spearhead this effort, scholars, entertainers, and cultural influencers can also contribute to this dialogue.

- The strength and influence of Egypt's soft power also in the region are integrally related to the strength of the state and to its political leadership's awareness of the importance of culture as a mainstay of national strategy. The foundation and rapid development of the modern Egypt allowed it to become a pioneer in the regional and international environment at many fields.

- For a long time, Egypt was a pioneer in the development of higher education in the region. Its oldest public university, Cairo University, founded in 1908, created branches in Khartoum and Beirut and sent many professors to the Arab Gulf countries, thus acting as an exporter of education.

- Egypt's regional influence declined further as a result of changes in the international order following the end of the Cold War, the rise of the US as the world's sole superpower, and the rise of regional powers that began to be jockey for regional leadership.

- Today, Egypt is struggling to reform its universities, which face structural problems; it is worth mentioning that Egypt has experienced a remarkable expansion of higher education in the last two decades, which triggered a paradigm shift that transformed the actual needs and demands of society.

Some questions arise regarding why Egyptian higher education reforms are proving relevant to neighbouring countries. Can universities change the course of history by supporting the social and economic development of societies?

Do Egyptian Universities contribute to Egypt's "soft power" towards its neighbours?

Many countries have recently allowed their education systems to have an external scrutiny, as a way of distinguishing strengths and weaknesses that internal observers might overlook and to inspire recent ideas and significant reflection. The method of getting ready for external reviews, additionally to the ensuing report, will provide impetus to required reforms.

In addition to being crucial tutorial and analysis assets, universities additionally represent important sources of 'soft power' for his or her host countries. The explanation linking of/between education and soft power is easy (Lomer, Sylvie, 2017)12. to boost the profile of a university community within the international arena, governments should implement many policies. the colleges can even contribute to those endeavours by introducing numerous initiatives in their title. Here square measure 5 sensible tips for universities, that want to reach this arena: produce a lovely profile and develop an excllent name, promote your culture effectively, build use of internal assets like student clubs, facilitate officialdom procedures and mix efforts.

To achieve these goals, the Egyptian University should:

1. Attract foreign students/researchers: the primary step is to draw in foreign students, researchers, and lecturers to the establishment. Universities will invest in stigmatisation and promoting efforts, additionally to raising their profiles, to attain international recognition. In this regard, having a slogan/motto indicating the vision of the university might facilitate to draw in the targeted communities. Moreover, universities will aim for quality and excellence in analysis and education to boost their name and status. Finally, universities will concentrate on their distinctive options to realize a lot of visibility within the extremely competitive setting of international education systems.

2. Give sensible cultural training, while not being dogmatic: the next step is setting the foundations. The supply of language categories and cultural coaching encompassing traditions, customs, the native manner of life, and daily interactions may be an honest begins. With such programmes, foreigners can begin to spot themselves along within your country's values and start to know the cultural ingredients a lot of closely. As a further follow, family stays/overnights throughout weekends, wherever foreigners will gain active expertise with the native communities, may be enforced.

3. Use student clubs actively and encourage the participation of international students: University administrations can even build use of student clubs to arrange intercultural events targeted on a large vary of problems, from sports to cultural events, social gatherings, etc. These activities will show however your university and your country adhere to universal values, like: democracy, human rights, participation, doctrine, etc. with a fun part enclosed. With these varieties of activities, you'll be able to additionally highlight the active fashion of your region to boost its profiles to the international level.

4. Let guests relish their keep instead of handling officialdom issues: to confirm that foreigners have a sleek arrival and a pleasing keep, orientation programmes may be organized to tell incoming lecturers regarding officialdom procedures, like Social Security problems and residence permits. These conferences can even be control with the representatives of connected organizations as a "one-stop-shop" meeting, wherever all the formalities may be self-addressed throughout the event. With such an occurrence, you may have the chance to point out that your state's organizations square measure functioning well and facilitating the hospitable of foreigners.

5. Joint efforts are needed: Last, and the most significantly, there ought to be an honest balance between the world, aiming at universal reach, and therefore the native, reflective native traditions and attractiveness as a reflection of the soft power practices,. It ought to be unbroken in mind that the last word objective of those efforts is to confirm that international students, academics, and researchers leave with pleasant recollections and become volunteer envoys in their various countries once they come back.

6. Produce a win-win state of affairs for the universities and states: By implementing these suggestions, universities are during a higher position to learn from their guests, who bring their distinctive experience through their contributions, concerning the enrichment and cross-fertilization of ideas and data. At identical time, universities can facilitate their states to develop a valuable soft power plus through a worldwide network of human resources.

Egyptian education and Foreign Students

Foreign students-refers to non-citizens, who are currently enrolled in higher education degree courses. This definition doesn't distinguish between students with holding non-resident visas and those with permanent resident status.

Massive increase in each non-Egyptian Arab students and alternative foreign students in recent years, has been a true boom for public universities in Egypt. These institutions benefit each from higher fees paid by those students, and from an increased tutorial standing because of the talent they attract from abroad. And therefore the students themselves get pleasure from an inexpensive education during a various vary of subjects.

By contrast, Egypt's public universities are open to non-citizens, they are doing pay double the tutoring, and should do therefore during a cash (U.S. bucks or British pounds). Exceptions are made for students from Syria, Sudan and Libya due to the on-going conflicts in those countries; these students pay their fees in Egyptian pounds, which may build tuition more cost-effective. However even at double the fees, the price of study at Associate in Nursing Egyptian University remains a lot of under in alternative Arab universities.

In the past year alone, Egypt's universities attracted 9,500 new foreign students, according the Ministry of higher Education statement last month. Today, 47,000 foreign students are enrolled at Egypt's public universities across all degree levels, with an increase about of 2,000 back in 2010.

Now, Egypt is the third-most well-liked destination country for international degree students inside the Arab world (51,162), surpassed solely by Saudia Arabia (79,854) and the United Arab Emirates (77,463) (Chart1).
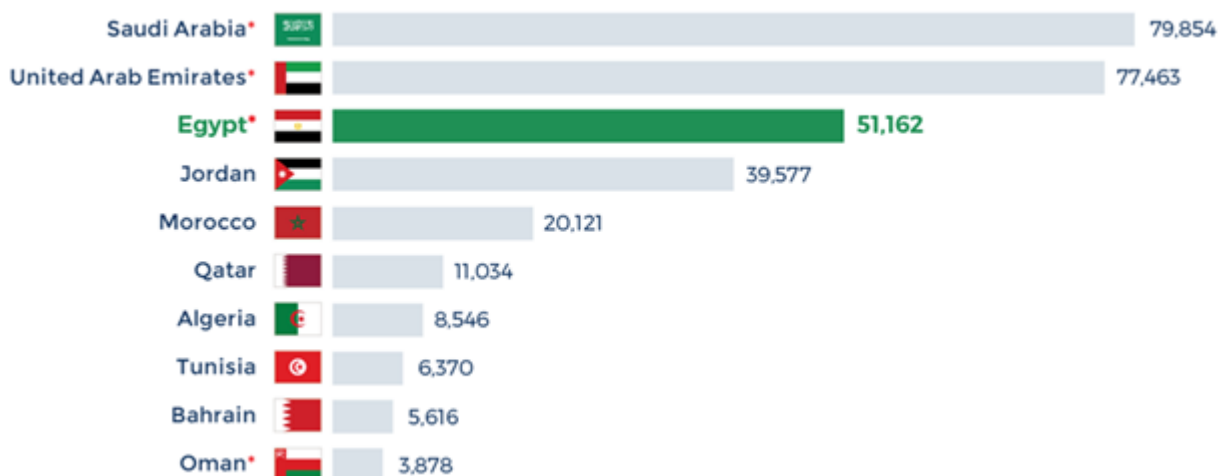

Chart 1: International Degree-Seeking Students in Select Arab-Majority Countries in 2017 (Source: UNISCO)

Egypt's universities are able to attract Arab students—especially from Kuwait, Saudi Arabia and the UAE—along with East Asian countries such as Malaysia and some African countries, because the Egyptian government provides scholarships to support cultural exchanges with neighbouring countries.

"The presence of Arab and foreign students in our universities is a great asset to Egypt," "It's a double advantage. The revenue can help the universities to be self-funding, and the fact about its attraction for students from other countries also boosts its academic reputation , regionally and universally."

Ten per cent of this revenue allocte for to the Ministry of Finance; another 10 per cent goes to the Ministry of Higher Education. Thirty-five per cent is allocated to improvie the quality of educational services at the universities, such as buildings and student activities, and the remaining 45 per cent is used to improve the educational process, the research and programs of international students.

What encourages foreign students to enroll at Egyptian universities? The Egyptian universities process a good reputation because of the diversity of choice in their faculties. The international students can apply online and try to help themselves through the process, by offering a specific office in each faculty for them."

Cairo University ranked as the first university in attracting foreign students, followed by Ain Shams and Benha Universities, the latter has 6,500 international students.

Ministry of Higher Education is admitted that there is still more to be done to attract foreign students to study in Egypt. "We need to promote better the outreach of our scientific and arts faculties not only in the regional forums, but also in the international ones. Egyptian universities are prestigious and their professors are qualified, but there is a need for greater resources to develop the infrastructure to accommodate larger numbers of students."

Many foreign students confirmed the appeal of studying in Egypt because of expenses that are much lower, comparing with any countries like Malaysia, They said, that their friends, who had studied in Egypt had encouraged them to do the same, particularly given that the university is recognized in her home country.

The annual tuition is ranging from $6,000 to $9,000 and can afford on less than $40 per month, owing to the affordability of university housing. Even though the value of the U.S. dollar has risen against the Egyptian pound, leading to significant price increases recently, so the study and living costs are acceptable.

Despite the popularity of studying at Egyptian universities, the country does not seem able to keep its foreign students in Egypt, once they graduate.

Cairo University as a case study for projecting soft power to Neighbouring Countries

Cairo University is the oldest university in Egypt; it is situated in the heart of Great Cairo close to all services and entertainment sites. Cairo University processes elite of the best professors and scientists in various sciences and knowledge fields. It includes 27 faculties and institutions as well as specialized research centres and units. Comprising newly established Central Library in accordance with the highest technology in documentation and research databases, in addition to specialized libraries at all faculties. Some faculties and research centres of the university comprise specifies and laboratories, equipped with the latest scientific equipment. Finally, it is keen on providing students with various services such as; medical care, recreational, and cultural activities.

In the context of general strategic vision of Cairo University that acknowledges the necessity of providing foreign students with care, Cairo University's Council has approved establishing Foreign Students Care Office on 28/3/2007. The Office aims at making Cairo University a leading university in Egypt and Arab World; to support Cairo University's image as an Egyptian University of a global nature, advancing efforts to attract qualified expatiates, and enhancing international relations in the field of science and research, providing relating information to the curriculum in different faculties of the university, and conditions of admitting students, facilitate the procedures of students registration and graduation, providing full

expatriates care inside the university and helping in solving study problems, stay, and other issues inside and outside the university.

A Comprehensive Approach to Foreign Students Care Office at Cairo University

For Cairo University; to work on its mission to be a responsive university with an impact operating on a vibrant 21st century university campus, the Foreign Students Care Office will derive its momentum and raison d'être from a comprehensive approach to its internationalisation strategy. Such approach will apply necessitate working on several parallel levels including recruiting of international students, enriching the students and alumni experience, increasing the visibility of Cairo University internationally, through collaborations that address challenges transcending national boundaries. Cairo University isthe oldest one in Egypt based in Egypt's greater capital area with a potential international reach covering the MENA region and Africa.

To achieve this comprehensive approach, the Office sets out the following strategic goals to define its core services:

1. Transforming the Cairo University campus into an International Campus which offers its premises to be "a home away from home" for existing and future international students. A campus that fosters an institutional commitment to diversity, inclusion and bridging cultural gaps.
2. Increasing the numbers of international students; that will require a new marketing and PR campaign lead by the office staff and Cairo University academics, supported by the administration staff from the marketing & PR departments, students affairs and registration.
3. Enriching the Cairo University experience for international and non-local students; including student's orientations towards life on campus and community safety, assistance with admission, visas or residence permits, lodging & post arrival orientation and travel arrangements. Growing the range of opportunities for Students Exchange Programs, to enhance the overall quality of education through Internalisation at home and abroad.
4. Managing current institutional collaborations and expanding the area of international cooperation, provided with the best academic and research institutions through solid and active MOUs or partnership agreements working towards the fulfilment of Cairo University strategic goals.
5. Coordinating all activities contributing to the University International Ranking; depending on the benchmarking Cairo University targets. This will entail varying stakeholders, responsibilities and accountabilities.

Assessing Progress

The office plans a general approach to creating metrics and quantitative as well qualitative indicators to assess the progress on achieving the strategic initiatives which in turn contribute to the fulfilment of the strategic goals. This is intended to be only a starting point from which more refined metrics and indicators could be created, whether on the administrative aspect or faculty level.

Student Surveys: aiming at evaluating international students experience with its different parameters (perceptions of international and public engagement opportunities…etc.)

- Increasing the number of International students by 3% within 2-3 years.
- Considering the diversity of faculty, students and staff (female representation, male/female ratio, ethnic backgrounds),
- Increasing the number of international students fair, where Cairo University is represented.
- Starting a yearly event through the alumni office; to maintain connections with graduates and establish an employment network to serve our undergraduates.
- Publishing a quarterly newsletter on available scholarships and grants.
- Establishing and maintaining an active informative webpage with the Cairo University portal.

- Continuous update to the MOUs World Mapping showing the overall collaboration map between Cairo University and its international partners.

Statistic (Chart 1, 2, 3, 4)

1. According to Cairo University Information & Documentation Center enrolment statistics, as of 2018/19, 7687 international undergraduate students were attending Cairo University.
2. Top countries of origin of international students, Sudan, Saudi Arabia, Jordan, Palestine, Yemen, Syria, Nigeria, Libya, South Sudan and Somali.
3. Most popular selected subjects for International students in Cairo University are; Medicine, Engineering, Commerce, Science and Arts.
4. The majority of international students in Cairo University are studying at the undergraduate level.
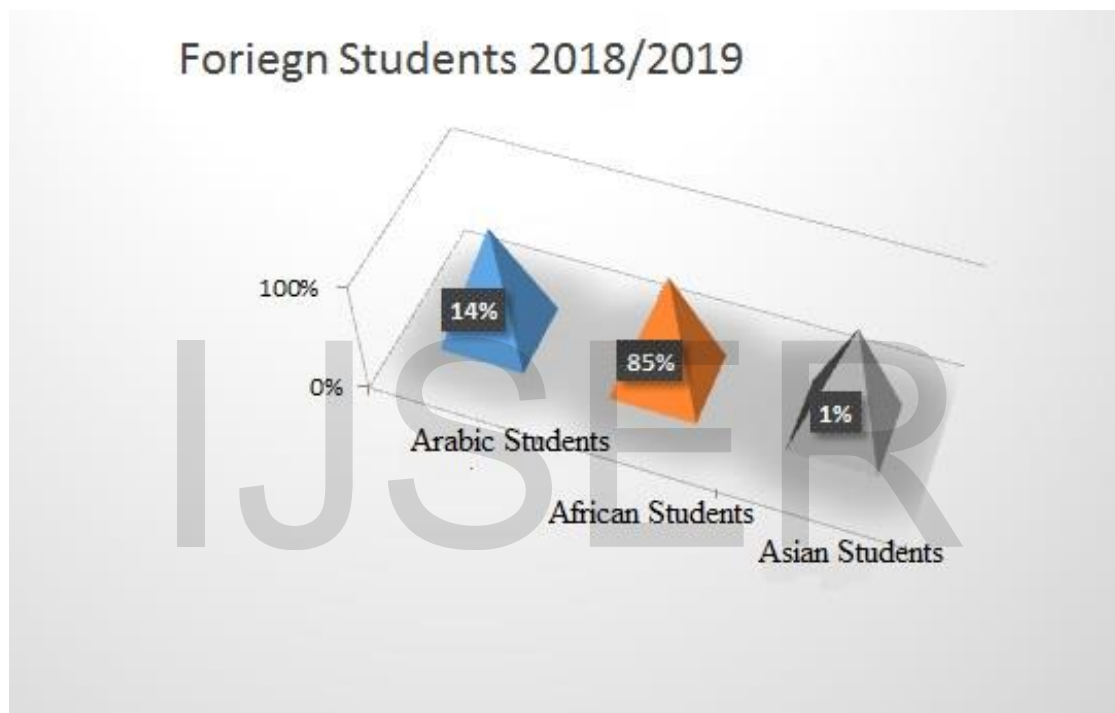
5. Postgraduate students, on the other hand, of the international student population in Cairo University join Faculty of African Studies.

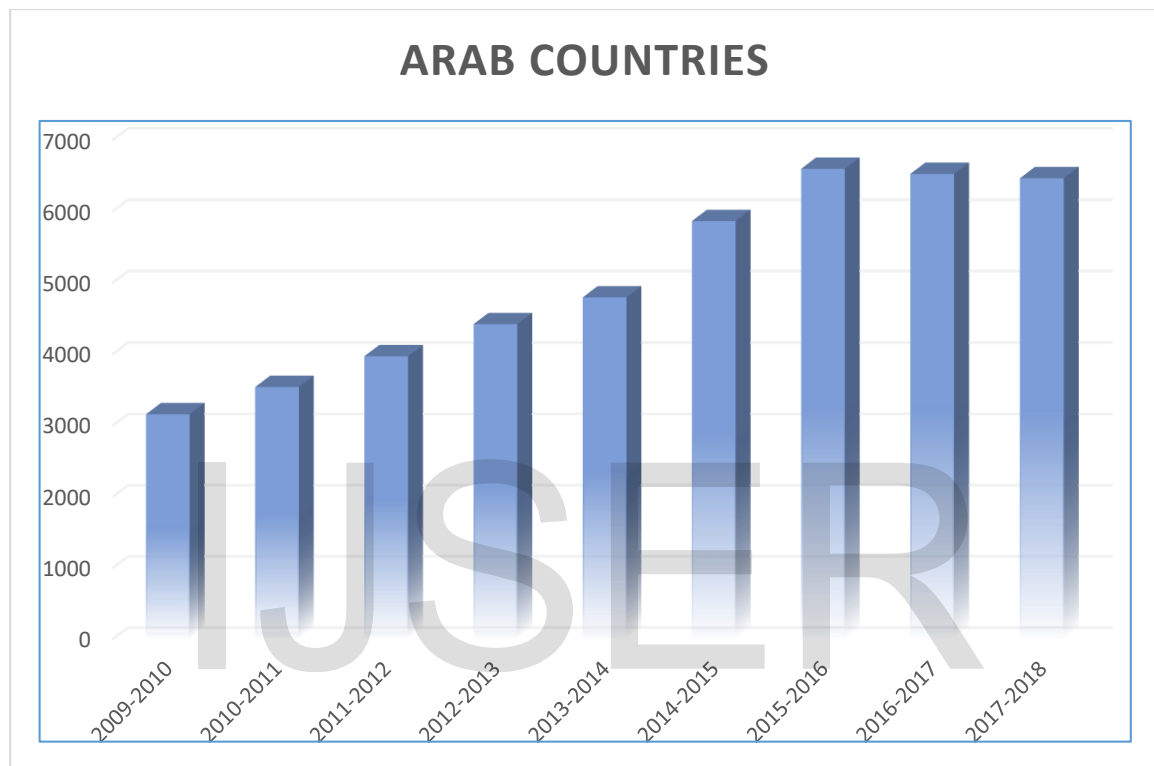Chart 2: Foreign Students Rates 2018/2019 (Source: Cairo University Information &Documentation Center)

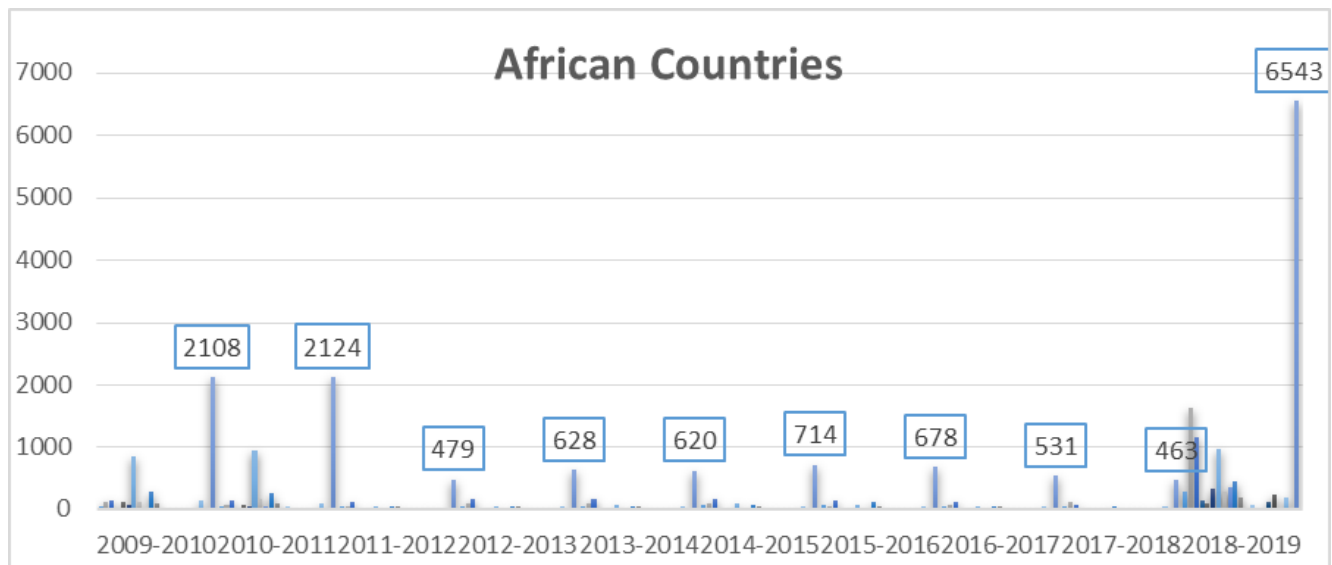Chart 3: Arab Students Numbers 2009/2018 (Source: Cairo University Information &Documentation Center)

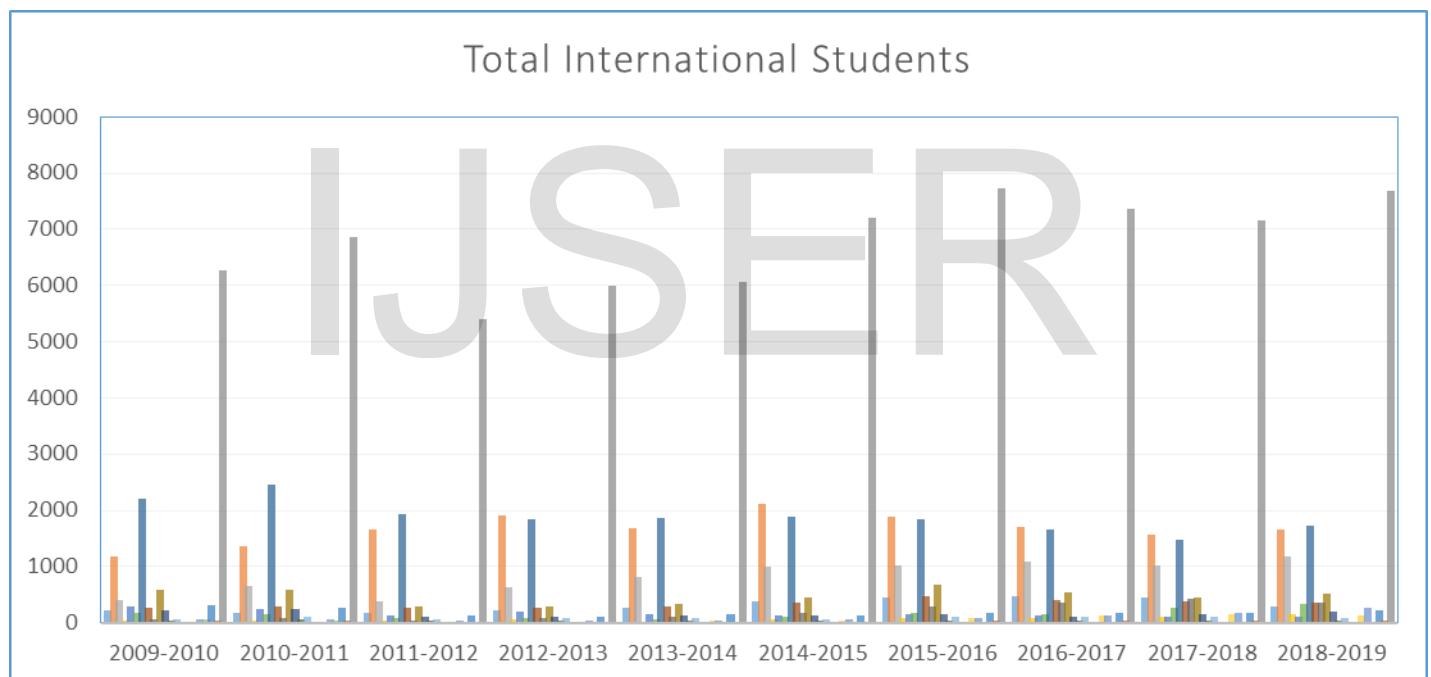Chart 4: African Students Numbers 2009/2018 (Source: Cairo University Information &Documentation Center)

Chart 5: Total International Students Numbers 2009/2018 (Source: Cairo University Information &Documentation Center)

Conclusion

According for being the soft power one of the most important tool, concerning the spreading of international peace and understanding, and as for being higher education one of the most effective means exploiting the soft powers benefits, we have to buy more attention, to utilize the higher education in that aspect.

Considering culture and values, which involved in the higher education, regardless their span of time to be diffused & rooted, is an evidence of the effective power of the higher education and its ability; to form an optional opportunity for having an unique statue among nations.

Another important point, the power of higher education to attract also stems from the point, that, long after foreign students have completed their education in a host country, the developing relationships stating with

colleagues and friends during school, may usually remain intact. This interaction and relationship reduce stereotypes and establish the foundation for further cooperation between foreign students and their colleagues in the host country. In addition, cultural institutions serving educational purposes are also important sources of "Soft Power", such as the Alazhar, Cairo University and other Egyptian Universities contribute to the spread of the home country's culture by creating opportunities for academic and cultural exchanges for international students, showcasing, aiming at promoting the cultural values of their home countries, in the host nation through building relationship.

Acknowledgment

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