

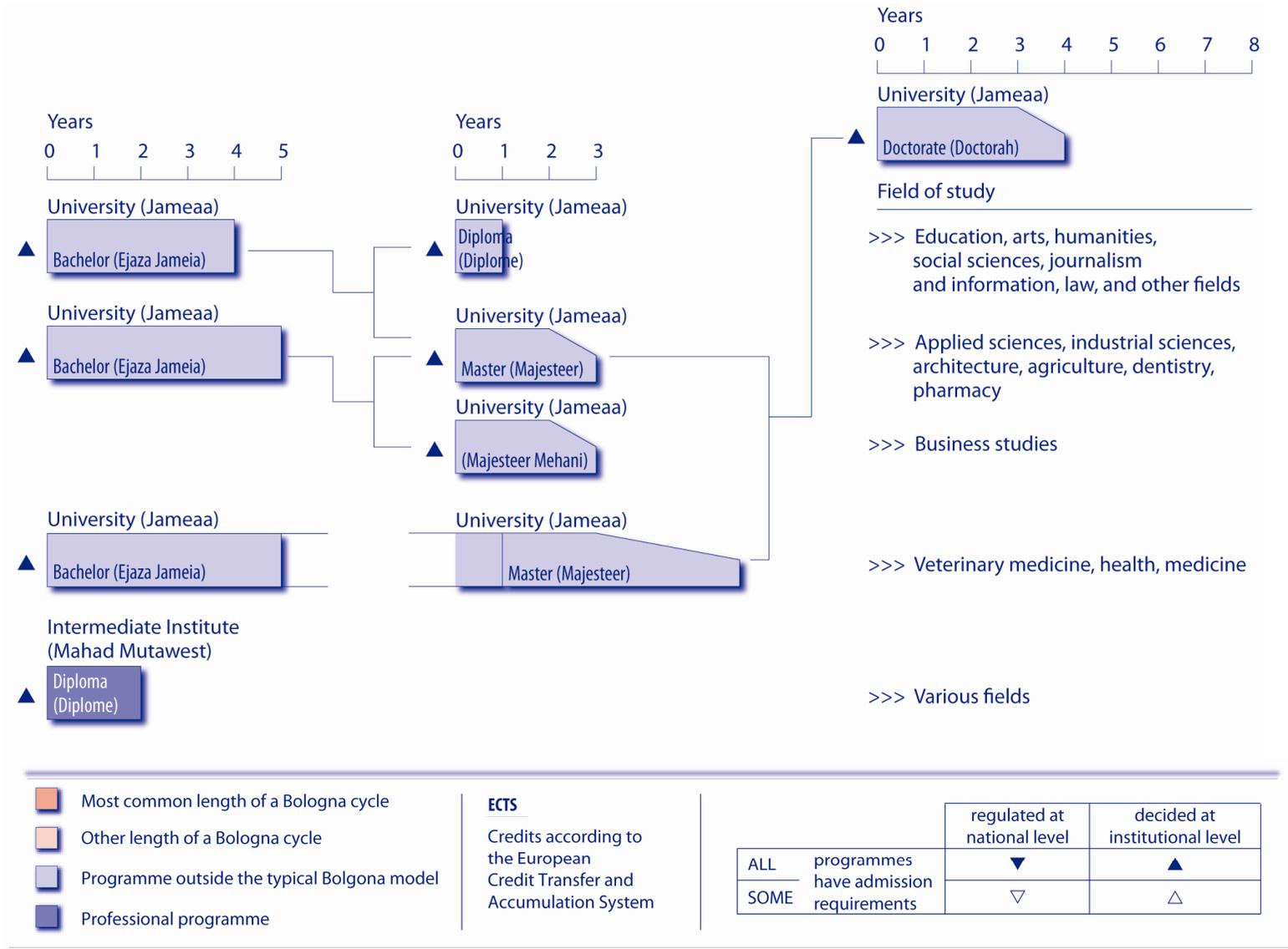


HIGHER EDUCATION IN SYRIA



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The higher education system in Syria



I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The most influential legislative reform of higher education in Syria is the Presidential Decree No. 36 for the year 2001, which governs the work of private universities in Syria. The other legal framework that governs and regulates higher education in Syria is Law No. 6 six of the year 2006, which governs the work of public universities in Syria, which is called "The University Regulation Law". This law is an amendment of the previous law. The new law gives more autonomy to universities, with regard particularly to staff appointments and promotions.

Types of tertiary education programmes and qualifications

In Syria, there are several types of tertiary education programmes and qualifications:

- Intermediate study (*Mahad Mutawast*): students spend two years in most academic fields. The top five students of the *Mahad Mutawast* level are eligible to continue their studies in the same field to obtain a Bachelor Degree.
- Bachelor degrees (*Ejaza Jameia*): students need to spend four years in most academic fields, five years for engineering, six years for medicine.
- Master degrees (*Majesteer*): students who have achieved good marks in their Bachelor will be entitled to register for a Master degree for at least two years. The Master (*Majesteer*) can be an academic Master degree which entitles students then to enrol for a PhD programme, or a professional Master degree (*Majesteer Mehani*) which by law does not allow students to continue to a Doctorate.
- Doctoral degrees: students who have achieved a satisfactory mark in their Master degree (*Majesteer*) will be entitled to register for a PhD degree of at least three years.

Types of tertiary education institutions

The above-mentioned degrees are offered by the following types of tertiary education institutions:

- Universities (*Mossasat Al-Taleem Al-Aali*):

offer mainly Bachelor, Master, and Doctorate degrees in the fields of arts, humanities, law, Islamic law, economics, social sciences and fine arts, engineering, architecture, agriculture, pharmacy, dentistry, veterinary science and medicine. All modes of studies are full time studies.

- Higher Institutes (*Mahad Aali*): offer mainly Bachelor and Master degrees in the fields of business, biotechnology, population studies and some other specific fields.
- Intermediate Institutes: offer certificates of two years of study relevant to most of the Bachelor degrees offered by universities.
- Other institutes (*Mossasat Talimia Okthra*): offer mainly certificates of two years of study and Bachelor degrees.

For the academic year 2010/2011, at public universities, there were 339 852 registered undergraduate students, 14 021 Master students and 1 272 PhD students. For all private universities, the number of registered students did not exceed 26 000 students. All these students are distributed over six public universities, six higher education institutes and 15 private universities.

Number of students at public universities (academic year 2010/2011)		
355 145		
Bachelor	Master	PhD
339 852	14 021	1 272

Number of HEI (academic year 2010/2011)		
27		
Public	Private	Other HEI
6	15	6

2. Distribution of responsibilities

The Syrian government plays a major role in the supervision and control of the higher education system. This is achieved through the Ministry of Higher Education and the Higher Education Council that is based at the Ministry of Higher Education. In terms of paperwork, the system is highly centralized with no efficient role mentioned at departmental level. All academic staff appointments and promotions are issued by ministerial decree. All curricula developments have to be approved by the Higher Education Council. A government committee called the "University Admissions Committee", which is headed by the Prime

Minister and in consultation with universities and the Ministry of Higher Education, determines the number of students to be admitted to the higher education system each year and their distribution. The Government also plays a regulatory role for the newly established private universities. Licences for these universities are issued depending on certain guidelines and rules set by the Higher Education Council.

Since May 2011, an overall trend towards more centralisation of decisions is observed. It has to be noted that most decisions are made with little involvement of the local community including industry, NGOs and professional organisations. Most of these organisations are not highly involved in the decision making process within the sector.

3. Governing bodies of the higher education institutions

The major body governing the higher education sector in Syria is the Council for Higher Education, physically located at the Ministry of Higher Education. The Council is headed by the Minister of Higher Education and consists of the presidents of public universities and a few selected private universities, the heads of higher education institutes, representatives from the students' union and teachers unions, the deputy ministers of finance, education, health and representatives from the State Planning Commission.

The members of the Council of Higher Education are appointed by the Prime Minister at the beginning of each academic year. The Council of Higher Education has the ultimate power of deciding, implementing and evaluating higher education policy.

In addition, it is the main body responsible for issuing most of the detailed laws and regulations governing the higher education sector in Syria.

All universities have to follow the organizational structure defined in the 2006 University Law with little flexibility. In terms of academic autonomy, decisions can be taken at academic departmental level, when it mainly comes to decisions related to replacing curricula and academic matters.

Increasing financial autonomy is still a matter for debate.

Students are represented in the Council for Higher Education and in all councils at faculty and university levels through the President of Students Union in Syria.

Private universities are structured differently, as they are governed under Presidential Law No. 36 of 2001.

4. Financing

The great majority of the resources in the sector come from government funds, with a very low percentage of funds from family payment of fees. In 2007, funds from external bodies did not exceed 4 % of the total funds available to the sector. The main funder for the sector is the Ministry of Finance. The demand for resources, for either current or capital budgets in the sector is largely based on the number of students in the sector and the level of quality expected. The supply of resources depends on the total government budget and the political priorities for a sector in competition with other sectors and priorities, together with other sources such as student fees and development partner grants and loans.

5. Students' contributions and financial support

There is strong government support to all public universities except for the Syrian Virtual University which has a fee structure enabling it to operate largely independently of government funding, much like the higher institutes. Traditional students pay very low registration fees compared with their counterparts in the two other categories, existing in Syria:

- Students belonging to the open learning type (*Taleem Maftooh*) are students registered at certain faculties who use faculty resources for learning during the weekends. They are not considered in the same way as traditional students in terms of fees, modules studied, terms of class hours and timing.
- Parallel students (*Taleem Moazi*) are students who did not achieve the same scores at the General Secondary Education Certificate (less good results) and therefore are paying much higher fees compared to traditional students.

The annual growth rates of open and parallel students have been increasing dramatically in the past few years. In total, the fees required from undergraduate students do not exceed US dollars 30 each year, while for parallel students, the amount may be US dollars 2 000, and for open learning students it may exceed US dollars 1 000.

The case is different at private universities. The average fees for a student at a private university each year are US dollars 5 000. Less privileged students may ask for financial support to cover the costs of living and other administrative and tuition fees and they are offered places at the student accommodation at very low rates. Given that most of higher education courses are relatively free of charge,

families are not given tax allowances or assistance when their children register at Syrian universities.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The current body responsible for the evaluation of higher education institutions and programmes should be the Ministry of Higher Education. However, the procedures for quality assurance and accreditation operate in an ad-hoc way. No evaluation tests have taken place so far, and evaluation is conducted informally with no formal procedures for the evaluation process. There are some attempts to launch the first pilot evaluation test for university graduates of both public and private higher education institutions. The licensing mechanisms to establish a higher education institution are different from public to private. The body responsible for licensing the public institution is the Prime Minister's Office and this is done according to the Five Year Plan.

For the private institutions, the body responsible for giving a licence to establish a private university is the Ministry of Higher Education after receiving the approval of the Council for Higher Education and in accordance with the relevant *Presidential Law*. Very few attempts have been made to evaluate the institutional level. Most self-assessments were made at academic department level. External reviews approaching a quality assurance system were based on very individual initiatives by universities, as in the case of Damascus University, which made a whole evaluation and review of its current operating system with the support of quality experts from the EU. Participation of students in approaching the system is rarely mentioned in most universities. However, Damascus University was the leading body in this activity. Most of these evaluations were never published and disseminated to the public.

7. Admission

A government committee called the "University Admissions Committee", which is headed by the Prime Minister, and in consultation with universities and the Ministry of Higher Education, determines the number of students to be admitted to the higher education system each year and their distribution. However, the procedures and requirements for admission to universities are defined at both centralised and decentralised levels, at Ministry level and at university level. The Five Year Plans in the country have identified a need to develop and implement university admission plans.

The entry level for all undergraduate programmes in Syrian universities is the

General Secondary Education Certificate (*Bakalaria*). The policy of equal access to higher education is strongly supported by Syrian leaders. In principle, each student passing the General Secondary Education Exams is eligible for a place in the Syrian higher education system. This "Open Door" policy was adopted by the Syrian government in the early 1970ies and is still in operation. Students who have chosen the scientific track in the secondary school education phase are eligible to apply for admission to scientific faculties and institutes in the higher education phase, such as medicine, dentistry, engineering, science etc., whereas students who have chosen the literary track are only able to apply for admission to human science faculties such as literature and education etc. The score achieved by the student in the General Secondary Education Exam determines which faculty they can join in the higher education phase.

In other words, students are differentiated according to their scores in the General Secondary Education Exams. For example, the minimum score required to enter the Faculty of Medicine in Damascus University in 2011 was in an average of 97 %. Students achieving moderate or low scores in the Baccalaureate exam may only have an opportunity to apply for Intermediate Institutes (vocational training). Due to the huge number of students applying to universities each year, new ways of learning were introduced by the Ministry, including for example open learning education, represented mainly by the Syrian Virtual University. These new approaches created an opportunity to increase funding to universities and to encourage some aspects of lifelong learning. The admission procedures are different than for "traditional learning". Usually, traditional admission to universities is advertised to the public before the open and parallel admissions. There are no age limitations, only limitations based on performance at secondary level.

Students in all admissions announcements (*Mofadal*) are required to put their university study preferences. Students are selected to fit one of the preferences they have expressed based on competition and the capacity of every individual faculty at each public university. Because of insufficient academic performance at the *Bakalaria* (Baccalaureate), some students are not admitted to university and most of those students either go to private universities or to vocational intermediate institutions. For better opportunities, a considerable number of students may retake the *Bakalaria* exam in the following year and may only do so once.

8. Organisation of the academic year

The Council for Higher Education is the body responsible for determining the length, beginning and end of the academic year. However, this may vary from one academic year to another. The actual academic year at public universities consists of two semesters. The first one starts in early October and finishes by 15 December the same year. This would be followed by an exam period lasting until late January of the following year. The second semester starts in mid-February and finishes in mid-May. This is followed by a second semester exam period taking place in June. There would also be a third period of exams (*Takmilia*) for final year students who wish to graduate in the same academic year as their normal counterparts. In exceptional circumstances, students may be given additional periods of exams by a presidential Law.

9. Curriculum content

The Council for Higher Education in Syria is conscious that there is a need for major reform and diversification of higher education programmes in Syria to meet development needs and has asked the various universities in the country to reform and modernise their programmes. It has, to some extent, eased the regulation governing curricula development and made them more decentralized. Developing curricula is done either nationally or in cooperation with international experts through projects funded mainly by the Tempus Programme and United Nations Development Programme (UNDP). Most curricula developed in cooperation with the EU reflects to some extent the European approaches, but this is not the case for the study material itself. Across all faculties Arabic and English are two compulsory subjects taught in the first two years. In order to acquire a Bachelor degree, all relevant subjects are compulsory to students, as defined by the faculty. On average, for 4-year Bachelor degrees students should pass 52 subjects and for 5-year Bachelor degrees its 64 subjects on average.

10. Assessment, progression, certification and degree

The most common form of assessment of students is the final exam, with very few attempts at other kinds of evaluation such as essays and group work. Accreditation and recognition of prior learning is not applicable at Syrian universities, except for medical students, who by law should allocate their final year to medical training in hospitals, mainly public. The main condition for students to progress from one year to the next is not to

fail more than four subjects, in which case he or she would be required to retake them in the next year. The main requirement for final qualifications is to pass all the subjects that the student is required to take in a specific field of study.

The degree that the student is awarded on the completion of the programmes is called the Bachelor degree (*Ijaza Jamiaia*). When students achieve good marks at Bachelor level, they can be admitted to the Master level. However, this is based on competition considering the high number of applicants to Master programmes each year.

A Bachelor degree is usually awarded after four to six years of study depending on the subject. Bachelor studies in the arts, humanities, law, Islamic law, economics, social sciences and fine arts last for four years; and five years in engineering, architecture, agriculture, pharmacy, dentistry and veterinary science. In medicine a Bachelor degree is awarded after six years. The possibility for part-time studies as in Europe does not exist officially at Syrian universities.

11. Academic staff

The main categories of academic staff are as follows:

- Teaching Assistant: should have at least a Bachelor degree.
- Lecturer/Assistant Professor: should have at least a PhD in the relevant field and have passed an English and the International Computer Driving Licence (ICDL) test.
- Associate Professor: should be a lecturer and should have experience of teaching of at least five years since being a lecturer, a minimum level of publications in recognised academic journals and also experience in supervising Master students.
- Full Professor: should be an assistant professor, should have teaching experience of at least 10 years since being a lecturer, satisfactory level of publications in recognised academic journals (one of them should be international recognised journal) and experience in supervising both Master and PhD students.

The selection procedure for academic staff with PhD degrees is mainly done via a public advertisement approved by the Ministry of Higher Education. Nevertheless, the common procedure is to appoint a huge number of teaching assistants each year who are then sponsored by their institutions to prepare Master and PhDs in Syria or abroad. The duration of the contract for all positions is

permanent until the retirement age of 70 years for a full professor's position. However, some exemptions may be applied.

12. Research activities

The link between higher education and research is very strong in Syria. Most research is done in universities and 100 % of funds come from the government. No research funds come from the private sector or from other institutions. There are only a few independent research institutions responsible for carrying out research in the country funded by the government. The management of research is also centralized by the Ministry of Higher Education. Private universities are not involved in research at all, although they have recently been encouraged by the Ministry to develop research. The main body responsible for overall policy concerning university research is the Council for Higher Education. In collaboration with the Higher Commission of Scientific Research, which is a body attached to the Prime Ministry, and with other research centres outside the higher education sector, the Council for Higher Education coordinates the research at the national level.

13. University-enterprise cooperation

The last Five Year Plans assured the need for reforming the higher education sector in Syria. This reform, according to the plan, should produce human resources capable of competing regionally and globally. In order to comply with society's and national needs, the plan also encouraged reform within the business sector in terms of management, human resources and increasing job opportunities. However, both sides of the equation still argue that the other side should adapt itself to the needs or outputs of the other side. Reports produced by local agencies or by international aid programmes such as the EU, the United Nations Development Programme and others put high pressure on universities to adapt their structures to the market's need for skills. However, they ignore the role that could be played by business sectors or how the business sector could be

more aware of current subjects at Syrian universities. As a result, the involvement of employers in the definition of curricula is very weak. Approaches towards job training and placement programmes in cooperation with universities are still unpopular amongst employers. Even if they exist, they are not accredited by universities as being equal to specific credit hours. Most types of cooperation between university and industry are still at the minimum level of sponsorship cooperation and based on unbalanced cooperation.

14. International cooperation

All teaching assistants who are appointed at universities and higher education institutes are sponsored by their institutions to complete their higher education studies. Most of those teaching assistants are sent abroad to prepare their Master and PhD degrees. At the end of 2010, there were 2 405 Syrian governmentally funded teaching assistants studying abroad, consuming hundreds of millions of Syrian pounds of national income. More than half of them were appointed as teaching assistants at Syrian universities prior to their leaving to the receiving countries. Syrian governmental policy supported students to study abroad primarily in leading western countries, mainly in Germany, France and United Kingdom.

The Ministry of Higher Education explicitly identifies policies to promote higher education study opportunities to students from other countries. A good number of foreign students used to study at Syrian universities in subject areas such as Arabic and Islamic studies. Regionally, the Ministry of Higher Education has signed several agreements with several Arab countries in order to promote postgraduate and undergraduate student exchanges. At university level, the major Syrian universities have agreements and Memoranda of Understanding with several universities abroad. However, the aims differ across universities. While for Damascus University, developing an agreement leading to joint degree would be the main priority, Aleppo University would focus on international agreements that lead to capacity building of teaching assistants.

II. Current challenges and needs

1. Trends and challenges

The Ministry of Higher Education in Syria is striving to set priorities, devise executive plans to implement them and continue the process of modernization of the sector. To fulfil its goals, the Ministry of Higher Education cooperates usually with national (public and private) and international partners. In line with the modernization and upgrading projects planned and carried out nationally with the various programmes of the European Union and the United Nations Development Programme (UNDP), the last reform programme set by the Ministry was highlighting the following priorities:

- The establishment of new institutions, faculties and programmes within existing institutions.
- A new admissions policy congruent with academic standards, potential students' and national development needs.
- Developing existing curricula and implementing dynamic flexible rules for their continuous revision in response to social and market needs.
- Continuing the process of the establishment of a Quality Assurance and Accreditation System.

- Charting executive plans for the purpose of upgrading the skills of academic staff.
- Upgrading the enabling environment through the provision of tools such as: labs, modern libraries, network connectivity, etc.
- Improving academic research and graduate study programmes.
- Upgrading vocational and educational training institutes.
- Sector restructuring to enhance governance and introducing updated management information systems.
- Developing effective statistical for planning at strategic and policy levels.

Nevertheless, one of the major shortcomings of higher education in Syria in general is the lack of relevance of programmes and curricula to development and to labour market needs.

At some major universities in Syria (Al-Bath University in the City of Homs and also the branch of Aleppo University in the City of Idleb in the north of Syria) the academic year 2011/2012 had to be suspended.

2. The Bologna Process¹

General Information

Level of integration in the Bologna Process		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
	X	No particular mechanism supporting the implementation of the Bologna Process

Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Another three-cycle structure exists
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Another three-cycle structure exists	Master programmes	Another three-cycle structure exists

Bachelor/Master cycle structure models most commonly implemented	Another three-cycle structure exists
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European Credit Transfer and Accumulation System (ECTS)

Definition of the Learning Outcomes Concept	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
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Level of implementation of ECTS	Another credit system
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Indicative number of hours of student workload corresponding to one ECTS	Another credit system or student workload not in use to define ECTS
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Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	No Diploma Supplement issued
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Diploma Supplement issued	No Diploma Supplement
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¹ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework	X	Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

Quality Assurance Practices on

National Quality Assurance body				
Name	Directorate of Quality and Accreditation (part of the Ministry of Higher Education)			
Status	A Government-dependent body or Ministry has responsibility for quality assurance.			
Year of establishment	2007			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff			X
	Students			X
	International Experts			X
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	NO	
Recognition of Foreign Qualifications for academic study	Recognition for academic study by central or regional governmental authorities	
Recognition of Foreign Qualifications for professional employment	Recognition for professional employment by central or regional governmental authorities	

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes and joint degrees are allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Syria has participated in the Tempus programme since 2002.

1. Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects	-	25	2	1	3	3	1
Compact Projects	-	0	0	0	0	0	0
Structural & Complementary Measures (Tempus III) Structural Measures (Tempus IV)	-	7	1	1	1	0	0
Total	-	32	3	2	4	3	1

Higher education institutions with highest TEMPUS participation under TEMPUS IV (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
Aleppo University	11	9	2
Damascus University	9	7	2
Tishreen University	8	6	2
Al baath University	6	4	2
Arab International University	2	1	1
International University of Science and Technology	2	1	1
University of Kalamoon	2	1	1

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
Damascus University	2	1	1

2. Impact of the Tempus programme²

Since 2002, Tempus has played an important role in Syrian higher education, with most of the higher education institutions participating in the Programme.

Tempus had a significant impact on the modernisation of curricula and teaching methods and on quality assurance and the upgrading of facilities. It had an impact on staff development through the mobility programme. Another impact of the programme is linked to development of the advanced cooperation between Syria and the EU. This is

represented by the number of Syrian and European partners participating in the programme. More than 70 % of TEMPUS projects in Syria relate to curricula development, the rest to institutional building activities. More than Euros 3.5 million were spent to buy equipment for the HE institutions in Syria, Euros 3.5 million on staff costs and salaries and Euros 4.5 million were spent on mobility to and from the EU. In this regard, more than 300 academics and higher education administrators from Syria went to Europe and the same number of EU academics came to Syria. There were more than 1 000 mobility exchanges.

All Tempus projects contributed to the national strategic priorities of higher education in Syria, however, with different levels of contribution. The participation of higher education institutions in Syria amounted at two

² Refer also to Ayoubi, R.M. and Massoud, H. K. (2012). "Questioning the Role of Internationalization in the Nationalization of Higher Education: The Impact of the EU TEMPUS Programme on Higher Education in Syria", *European Journal of Higher Education*, online, pp. 1-17.

institutions per project in average. The most supported national priorities were the establishment of new programmes within existing institutions, developing existing curricula and implementing dynamic flexible rules for their continuous revision in response to social and market needs. The projects overall support the Ministry of Higher Education's efforts to draw up executive plans for the purpose of upgrading the skills of academic staff and improving the learning environment. When looking at the micro level of each of the individual Tempus projects, no individual Tempus project reflects all the national priorities. However, from a macro point of view, programme all priorities of the higher education sector are covered.

An example of a successful project was Joint European Project "Quality University Management and Institutional Autonomy". The main aims of the project were to develop mission statements, high quality standards and evaluation procedures as instruments of quality management and organizational development at Damascus University. Once established, they have been widely disseminated to other universities in the sector. In this regard, the project aimed at developing and implementing adaptive strategies providing procedures of quality management, starting at the same time a systematic organisational development at the Damascus University. Dissemination activities towards other Syrian Universities were also carried out to connect both the political level in

terms of guidance, support and development represented by the Syrian Ministry of Higher Education and the institutional level of universities. Another example of a more recent successful Tempus project is the "Skills and Career Center - Pathway to the Labour Market". The main objective of this project is to support capacity building and human resource development/upgrading of staff with regard to develop a teaching and learning capacity for skills and domain specific competencies and establish a career services at five public and three private Syrian universities to enable students to pursue a career on the labour market or to develop their own business. By the end of 2011, at departmental and faculty level, the aims of the project serve as a good model for matching the needs of the labour market with the teaching and curricula development. At university level, the project enhanced the university reputation and excellence in terms of establishing careers centers. Indeed, the centers of careers established at Syrian universities will sustain the project results. The project can be also considered as a good model for implementation of national reforms of linking the university with its society. The project contributed indirectly to the introduction of the Bologna principles in Syria.

2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2005	2006	2007	2008	2009	2010	2011	2012
Students	3	1	2	2	0	1	2	7
Scholars	1	2	1	2	0	NA	NA	NA
Fellows	NA	NA	NA	NA	NA	0	0	0

* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

** First selection of Doctoral candidates made for 2010-2011 academic year.

Erasmus Mundus– Partnerships (Action 2)

	Undergraduate	Masters	Doctorate	Post-Doctorate	Staff	TOTAL
2007	7	12	5	0	3	27
2008	3	6	5	1	3	18
2009	7	8	5	1	3	24
2010*	6	14	6	1	4	31
2011*	16	26	7	7	16	72
TOTAL	39	66	28	10	29	172

Institutions participating in the programme

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
AL-BAATH UNIVERSITY		X	
AL-FURAT UNIVERSITY		X	
INTERNATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY		X	
UNIVERSITY OF ALEPPO		X	
UNIVERSITY OF DAMASCUS		X	
UNIVERSITY OF TISHREEN		X	

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